Program Name Information Literacy & Library Instruction          Date June 6th, 2011

Program Director(s) Thomas A. Atwood, Assistant Professor of Library Administration, Coordinator of Information Literacy & Library Instruction

Instructions:
Please respond to the items below to describe the assessment activity in each degree or certificate program. The completed form should be submitted as a Word document to your college University Assessment Committee (UAC) liaison.

All program reports submitted in your college will be summarized by your college UAC liaison. This summary report for all degree and certificate programs in your college will then be submitted to the UAC. The UAC will in turn develop a report for the Provost’s Office, summarizing assessment activity across colleges.

I. Mission:
If your program has a mission statement that is different from the college mission, please provide it.

Information Literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Developing these critical skills creates the foundation for lifelong learning. (American Library Association. Presidential Committee on Information Literacy. Final Report. Chicago: American Library Association, 1989.)

As part of the university's student-centered curriculum, University Libraries' Information Literacy initiative will support the Libraries' commitment to promote learning and access through user education in information literacy. Multidisciplinary and client-centered, the Libraries’ community-driven approach will facilitate student growth to afford them the full meaningful access to resources and the acquisition of skills needed for confident decision making and life long learning.

II. External accreditation status:
If your program is reviewed and accredited by an external organization, please provide information regarding your accreditation status including the name of the accrediting body and the date of your next self-study and review.

N/A

III. Student learning outcomes:
List the Student Learning Outcomes (SLOs) for the program. These must be written in terms of measurable student behavior. SLOs describe what students will be able to do as a result of instruction.
Program learning objectives have been developed based upon the Information Literacy Competency Standards of the Association of College & Research Libraries (ACRL) [http://tinyurl.com/3q3uy6] and the Ohio Academic Content Standards for Libraries [http://tinyurl.com/3fjgktb]. The learning objectives are sequenced within the Information Literacy Program to build upon previous learning objectives. For example, the following represents the Student Learning Outcomes for Orientation > Composition I > Composition II sequence.

**An Orientation/FYI Information Literate student**

- Distinguishes between an academic research library and a school or public library.
- Recognizes the role of information for academic success.
- Navigates the UT home page to access university information which supports academic success.
- Defines terminology associated with web-based information retrieval.
- Applies established criteria to evaluate information retrieved through the Web.
- Recognizes personal responsibility for the ethical use of information.
- Identifies library services and resources which support academic success.
- Articulates various approaches available in the library when seeking assistance with information needs.

**An ENGL 1100-1110 Information Literate student:**

- Distinguishes between free versus fee-based information.
- Defines a specific information need.
- Constructs a search strategy relevant to the defined information need.
- Identifies a single subject database.
- Performs keyword(s) searches using Boolean Operators.
- Retrieves full text articles through a research database.
- Distinguishes between a popular magazine and academic/scholarly journal.
- Demonstrates the ethical use of information.
- Recognizes additional areas of research assistance.

**An ENGL 1130-1150 & ENGL 2950-2960 Information Literate student:**

- Recognizes the limitations of search engines and free Internet resources.
- Constructs an advanced search strategy that matches a specific information need.
  - Identifies several appropriate subject databases (e.g. PsychINFO, Business and Company Resource Center, Academic Search Complete, CINAHL, ERIC, etc.)
  - Performs comprehensive keyword(s) searches that use synonyms, Boolean operators, truncation, etc.
- Recognizes and uses appropriate LC Subject Headings as well as
In upper level undergraduate courses and graduate courses on the Main campus, the libraries’ student learning objectives are often tied to the course content, and successfully completing research assignments serves as evidence of achieving these objectives.

IV. **Assessment measures:**

Complete the following table. Include the explicit assessment measures or methods used as a means to confirm students’ learning in your program based on activity at the course level as well as other indicators of student achievement in your program. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.

<table>
<thead>
<tr>
<th>Evaluation instrument / Source of Data</th>
<th>Frequency of data collection</th>
<th>Who analyzes and reviews the data?</th>
<th>How often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/Post-test (Standardized paper and electronic pre- and post-tests (evaluated through written response, multiple choice, fill in the blank, open ended questions, etc.) have been consistently used to assess student learning and to gauge student interest).</td>
<td>Fall/Spring</td>
<td>Library Instructors/Coordinator/Course Instructor</td>
<td>Annual</td>
</tr>
<tr>
<td>Student Observers (Use trained neutral student observers to provide feedback about a particular activity or problem in the class, conduct interviews with students to assess how well they are learning, assist in teacher reflection, and assess if the goals of the session have been achieved).</td>
<td>Fall/Spring</td>
<td>Library Instructors</td>
<td>Annual</td>
</tr>
<tr>
<td>Instructor Evaluation (Survey each semester about the</td>
<td>Fall/Spring</td>
<td>Library Instructors/Coordinator/Department Chair</td>
<td>Annual</td>
</tr>
</tbody>
</table>
effectiveness of the library instructional sessions to determine whether the mutual goals and objectives developed with library instructors have been achieved. This information is examined by library instructors, the program coordinator, as well as the department chair). Instrument available at [http://tinyurl.com/3eqckzk].

<table>
<thead>
<tr>
<th>Program Goals &amp; Outreach Initiatives</th>
<th>Annual</th>
<th>Library Instructors/Coordinator</th>
<th>Annual</th>
</tr>
</thead>
</table>

V. **Assessment results:**

Provide a sample of your findings for 2010-2011. Report the data collected and aggregated for at least three of the measures listed in the table above. Briefly describe the significance of these data, how they provide evidence of students’ mastery of your program objectives.

In AY 2010/2011, a total of 488 information literacy/library instruction classes were taught reaching 10,253 students campus wide. Several classes attended more than one instructional session. On average, classes were 1 hour in length and had an attendance of 21 students. In addition, course instructors requested specific information literacy librarians 87.91% of the time. While some classes continue to be post tested online [http://tinyurl.com/3t6dfuh], several course instructors have now integrated more active library assignments into their syllabi and schedule several additional library instruction sessions. In many cases, assessment is now determined by the successful completion of class assignments.

Continual in-house use of assessment involves percentages of accuracy, success, and student understanding. The results are used to further develop learning objectives and realign within the Ohio Department of Education’s K-12 Technology and Library Academic Content standards and Information Literacy Competency Standards of the Association of College & Research Libraries (ACRL). All library instructors, including the program coordinator work together to examine pre- and post-test data, program benchmarks, course outcomes and learning objectives yearly, to ensure that students are being consistently introduced on how to effectively and efficiently access current, accurate, and authoritative information.

VI. **Actions to improve learning:**

Describe examples of changes made in your program in response to data gathered to improve student achievement – not limited to the data presented above. Explicitly describe the data/source of data that led to the changes. These changes or modification can be at the level of an individual course (e.g., changes in content or educational experiences) or at the level of the program (e.g., addition of new course options, elective
Based upon the conclusions reached above, as well as ongoing assessment from previous years, the following changes continue to be made in response:

- Additional outreach is currently being provided to Transfer, Toledo Early College High School (TECHS), International, American Language Institute (ALI), African-American, Latino, and local area high school and transfer students.
- Lecture capture modules (Captiva, Camtasia, etc.) online tutorials, and LibGuides, continue to be developed for eLibraries/Distance Learning, and other courses.
- Active presence in developing Beginning the Academic Journey (BAJ) online modules for AY 2010-2011 and 2011-2012 that emphasize library access and instruction.
- A partnership with the Learning Enhancement Center has been formed and information literacy workshops are being offered at the LEC’s annual Olympiad, a week of fun, interactive, learning workshops open to all UT students at no charge. For AY 2011-2012 this program is being supported through Workshop Wednesdays [http://tinyurl.com/3gg3jp5].
- Several Alpha Kappa Alpha workshops were taught to support their Undergraduate Signature Program: Economic Educational Advancement through Technology during AY 2009-2010 and AY 2010-2011.
- Library instructors have created customized LibGuides for selected courses [http://libguides.utoledo.edu/].
- Library instructors will begin to work more closely with the newly created learning communities on campus for AY 2011-2012.
- Addition of new course COIL 1130 Information Literacy for College Research is being offered beginning Fall semester AY 2011-2012

VII. Communication of assessment results:
Describe how your program assessment results are made known to stakeholders. This should include communication to students, faculty, your department or prospective students as well as the larger university community.

Current and historic program evaluations are made available on the Information Literacy webpage [http://tinyurl.com/3t6dfuh].

VIII. Students’ involvement
Describe how students are involved in any aspect of the assessment process for your program. This could involve eliciting their feedback on courses or the program in general, or their participation on curriculum committees, assessment committees or advisory boards that review data and recommend program changes. Also include any strategies used to encourage students to provide feedback that has the potential to result in changes.
Post-test (Standardized paper and electronic pre- and post-tests (evaluated through written response, multiple choice, fill in the blank, open ended questions, etc.) have been consistently used to assess student learning and to gauge student interest).

Student Observers (Use trained neutral student observers to provide feedback about a particular activity or problem in the class, conduct interviews with students to assess how well they are learning, assist in teacher reflection, and assess if the goals of the session have been achieved).

IX. Actions to improve the process of assessment

Describe changes made in any aspect of the process of assessment of student learning in your program. Include, for example, a description of new or revised assessment methods or tools, changes in the way data are reviewed, or strategies related to communication of assessment results revised methods. If no changes are planned or made, state that this is the case.

Post-test results continue to contradict the popularly held notion that direct-from-high school students arrive on campus with solid technology, information, and computer skills. Although direct-from-high school students own computers and are comfortable with technology, ownership does not translate into competencies. In addition, each of the post-tests reflects the learning objectives for the particular level. While much of the post-tests are used to evaluate the content of the session and aspects of the presentation, two important assessment questions have been included: ‘Name one additional thing you would like to learn about the library or library services’ and ‘Write down one new thing you learned during this presentation.’ The responses to these questions are an indicator of student learning and promote critical thinking and life-long learning.

Our program evaluation based on these assessment tools confirms the conclusions of the previous year. Students arrive at college with an inadequate level of technology and information literacy skills for achieving learning objectives. This is evidenced by either a lack of recognition of terms associated with libraries and research on the Orientation Pre-test, and/or by a lack proper application of ‘recognized’ terms in the post-test. Based on the previous year’s assessment, the sequencing of learning objectives was realigned. This resulted in fewer and more basic learning objectives for the orientation class, and meant that previous concepts were incorporated into successive learning opportunities, and therefore objectives were repeated across multiple levels. For example, the coordinated level-to-level post- and pre- testing revealed that for some students there was an inability to transfer skills from course to course, and therefore learning objectives taught at the Composition I level (for example) would need to be re-introduced and built upon at the Composition II level.

This focus on student learning has changed the content of what is provided during a library instruction session. It has created a greater focus on identifying the competencies students must possess as they learn the research process. It has also created more consistent classroom content being taught across the library by different librarians. Finally, it has provided an opportunity to create a series of successive modules of library instruction where students learn information literacy competencies as they move through the University’s lower division curriculum.
Based upon these conclusions, as well as ongoing assessment from previous years, the following changes have been implemented. Pre-testing was dropped from the assessment program, as very little new information was acquired from the pre-test, and the administration of the pre-test in a time-limited, single meeting session with a class meant that less time was available for teaching the competencies we were testing. A survey of FYI Instructors and College Coordinators was conducted for the purposes of overall program assessment of our information literacy offerings for orientation classes during AY 2006-2007. Center for Teaching and Learning Student Observers have been used since 2005 to assess the teaching of Information Literacy librarians.