**UNIVERSITY OF TOLEDO PROGRAM OUTCOMES REPORT**

**Assessment of Student Learning in Academic Programs:**

**Undergraduate, Graduate and Certificate**

**2011 - 2012**

---

**Program Name** Information Literacy & Library Instruction  
**Date** June 24th, 2012

**Program Director(s)** Thomas A. Atwood, Associate 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 lifelong 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] and the Core Competency Rubrics [http://tinyurl.com/828kcn] approved by Faculty Senate in 2012. In addition, the following learning objectives have been established for COIL 1110 Introduction to Learning Technologies, COIL 1130 Information Literacy for College Research, and for AL 3000 Introduction to Professional Studies.

COIL 1110 Introduction to Learning Technologies

Upon successful complete of this course, students will be able to:

- Navigate and appropriately use the features in Blackboard and Epsilen.
- Demonstrate knowledge of appropriate email, blog, and discussion board language and etiquette.
- Employ proper online netiquette (discussion boards, how to attach documents, correspondence)
- Identify and use online resources available at universities that support and enhance on/off-campus access, including virtual lab, educational software/hardware available at no cost, online assistance, chat, etc.
- Utilize online learning services that support academic success such as eLibrary and Ohio eTutoring Collaborative
- Demonstrate a working knowledge of gathering and using information from with UT libraries.
- Demonstrate an understanding of WEB 2.0 by uploading and using online video, audio, and graphics.
- Identify copyright and explain fair use issues.

COIL 1130 Information Literacy for College Research

Upon successful complete of this course, students will be able to:

- Define a research topic and determine the need for information
- Understand how information is organized
- Develop appropriate and effective search strategies
- Select and use a variety of information tools
- Analyze and critically evaluate information
UNIVERSITY OF TOLEDO PROGRAM OUTCOMES REPORT
Assessment of Student Learning in Academic Programs:
Undergraduate, Graduate and Certificate
2011 - 2012

• Use and apply information effectively
• Understand the ethical use of information
• Develop the computer literacy skills necessary to access multiple research technologies

AL 3000 Introduction to Professional Studies

Upon successful complete of this course, students will be able to:

• Understand how information is organized
• Construct complex and effective search strategies that match a specific information need
• Analyze, critically evaluate, and effectively apply information
• Identify current information issues within communities
• Understand the professional language and terminology associated with their discipline and/or topic
• Understand the ethical use of information

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>Data Collection</th>
<th>Data Review Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation instrument / Source of Data</strong>&lt;br&gt;Internal/external Direct/indirect</td>
<td><strong>Frequency of data collection</strong>&lt;br&gt;Fall/Spring</td>
</tr>
<tr>
<td>COIL 1110 Weekly Assignments &amp; completion of Online Modules</td>
<td></td>
</tr>
<tr>
<td>COIL 1130 Weekly Assignments, Research Presentation, &amp; Research Portfolio</td>
<td></td>
</tr>
<tr>
<td>AL 3000 Weekly Assignments, Information Issues Project,</td>
<td></td>
</tr>
</tbody>
</table>
& Research Presentation

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).

<table>
<thead>
<tr>
<th>&amp; Research Presentation</th>
<th>Fall/Spring</th>
<th>Library Faculty</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Course Evaluations (TEVAL)</td>
<td>Fall/Spring</td>
<td>Library Faculty// Coordinator/Department Chair</td>
<td>Annual</td>
</tr>
<tr>
<td>Instructor Course Evaluations for Information Literacy Sessions (one-shot classes)</td>
<td>Fall/Spring</td>
<td>Library Faculty// Coordinator/Department Chair</td>
<td>Annual</td>
</tr>
</tbody>
</table>

V. Assessment results:

Provide a sample of your findings for 2011-2012. 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 2011-2012, a total of 240 information literacy/library instruction classes were taught reaching 5,750 students campus wide. Several classes attended more than one instructional session. In addition, course instructors requested specific information literacy librarians 88% 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. Two sections of COIL 1130 (2 cr.) were taught during AY 2011-2012.

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, outreach initiatives, COIL and AL 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 experiences). If no changes are planned for the upcoming year (2012 – 2013) please state that this is the case.

Based upon the conclusions reached above, as well as ongoing assessment from previous years, the following changes continue to be made in response:

- Lecture capture modules (Captiva, Camtasia, etc.) continue to be developed for eLibraries/Online Learning courses.
- Library instructors continue to create customized LibGuides for selected courses [http://libguides.utoledo.edu/] and campus-wide initiatives such as the First Read, Graduate Orientation, etc.
- Library instructors continue to work closely with developing learning communities and learning projects
- Successful creation of COIL 1110 Introduction to Learning Technologies and AL 3000 Introduction to Professional Studies by Library Faculty to be offered AY 2012-2013
- Multiple section of COIL 1130 Information Literacy for College Research to be offered in AY 2012-2013
- Successful addition of COIL 1130 Information Literacy for College Research in the new Core Curriculum
- Additional credit-bearing courses may be developed and offered during AY 2012-2013
- Information Literacy Assessment seminars to be developed and offered campus wide during AY 2012-2013

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 evaluation is made available on the Information Literacy webpage [http://tinyurl.com/3t6dfuh]. Course offerings are advertised and promoted through communication with the College of Adult and Lifelong Learning and Intercollegiate Advising. Program. Highlights are periodically advertised in Collections & Connections, a newsletter showcasing the University Libraries and the library’s blog. Additional marketing and communication of program offerings and assessment outcomes is continually pursued.
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). Student Observers have been used each year and every semester since 2005.

Students enrolled in COIL 1110, COIL 1130, and AL 3000 complete Faculty Evaluations (TEVAL) and Course Evaluations each semester.

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. While much of the post-tests results are used to evaluate the content of the session and aspects of the presentation, two important assessment questions are 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.
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.

Since the Information Literacy Program’s inception, it has always been our philosophy that effective ‘drop in’ instruction requires a cross curricular approach and collaboration with the instructor to develop a succinct strategy to enable students to embrace a general understanding of basic academic research while targeting specific course objectives set by their instructor. Information Literacy is now a core competency and in order to better facilitate, satisfy, and meet national, state, and university competency and content standards, the learning model must change to a more precise, time process which concentrates on the systematic development of these skills and in turn produces better retention of information and knowledge. The Information Literacy Program has always attempted to provide instruction every semester to as many courses as possible (high school and community outreach, undergraduate, graduate, and doctoral) and has maintained a first come-first serve approach. Unfortunately, while there has been an increased demand for our teaching services, space, time, and library faculty are limited. Furthermore, the necessary and often timely dialogue that library faculty and course instructors must engage in to achieve these desired outcomes can be very time consuming, limiting the number of classes our program is able reach each year. In conclusion, the current model is no longer effective or sustainable.

As the program transitions to a more effective approach that will provide students with a comprehensive understanding of the research process by using differentiated learning strategies, reinforcing fundamental skills and encouraging critical thinking (i.e. COIL 1130 Information Literacy for College Research, etc.) the program will continue to offer ‘drop in’ instruction to the best of its ability only as resources allow and primarily at the upper-division and/or subject specific level. Ultimately, this new approach in its application is more effective in targeting and reaching multiple learning styles, scaffolding information in a direct and logical manner, and better meets the individual learning and educational needs of students, and satisfies a core competency. Information Literacy assessment seminars will also be developed and offered to college faculty and departments to ensure courses and degree programs are able to demonstrate that students are satisfying this core competency.