DESCRIPTIVE SUMMARY OF THE SKYLINE LIBRARY ASSESSMENT PLAN FOR INFORMATION LITERACY

I. STATEMENT OF PURPOSE

In recent years higher education has witnessed a growing emphasis on concrete measures of institutional effectiveness. There has been a shift in attention from input measures (funding, staff, equipment, etc.) to outcomes measures (what students learn). Regional accrediting agencies now view outcomes assessment as a crucial component of an institution's self-study since the goal of assessment is to examine and improve educational quality, i.e. teaching and learning.

Academic libraries are included in this focus on results because they take direct part in the educational mission of the parent institution by providing instruction in lifelong information literacy skills. At Skyline College Library, the responsibility and privilege of helping students develop information literacy skills is the very heart of the library's educational mission and is done in partnership with classroom faculty.

Information literacy, which is an intuitional student learning outcome (ISLO) at Skyline College, is generally defined as the ability to find, evaluate, organize, use, and communicate information in all of its various formats. Skyline Library's assessment plan is designed to collect and analyze data that measures how well students are learning the components of information literacy.

II. SKYLINE COLLEGE INFORMATION LITERACY STUDENT LEARNING OUTCOMES

1. Articulate a focused research question, topic, or information need.

2. Identify a variety of types and formats of information sources and select appropriate search tools to find the needed information.

3. Develop and execute an effective research strategy using a wide range of search tools, accurately interpret results, and find authoritative information pertinent to the topic.

4. Evaluate the relevance, quality, authoritativeness, and credibility of information retrieved.

5. Access and use information ethically and legally.

III. INSTRUCTIONAL APPROACH: INFUSION INTO ENGL 100

Information literacy instruction is incorporated (or "infused") into all sections of ENGL 100 taught at Skyline College via two workshops given by a librarian. This course-integrated, contextual approach gives students the opportunity to apply and master their new skills in the context of actual research assignments given in ENGL 100.

Information literacy is a graduation requirement for all students with catalog rights beginning fall 2011, and successful completion of ENGL 100 is the primary way most students satisfy the requirement.

IV. ASSESSMENT METHODS

There are three assessment methods currently in use:

- A rubric to apply to ENGL 100 final research papers (a direct measure of SLO's 1, 4, and 5)

- A rubric to apply to a "search and quick write" in-class exercise (a direct measure of SLO's 2, 3, and 4)

- *Student Feedback Survey* (an indirect measure of SLO's 2, 3, and 4)

V. ASSESSMENT CYCLE

Approximately 135 student "artifacts" (i.e. research papers, in-class exercises, and feedback surveys) are collected once every three years. (Since information literacy is a Skyline institutional student learning outcome, the library follows this three year cycle in order to match the College's timeline for assessing ISLOs.) These artifacts are scored and analyzed during the spring semester that immediately follows, and the results are recorded on the TracDAT system. Findings are presented for discussion at a Language Arts Division meeting and at a SLOAC open forum during that same spring semester. An assessment cycle calendar is available as a separate document.

VI. ANALYSIS AND ACTION

The data gathered through these assessment methods is used to document, evaluate, and improve the teaching and learning of information literacy at Skyline College. Analysis of the major findings from the three assessment instruments is periodically uploaded to TracDat. This analysis may include an "action plan," i.e. proposals to change or revise our assessment methods, pedagogy, or SLOs.

Any such plans are uploaded to TracDat in order to retain an accurate record of proposed changes in the program and to enable follow up.

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