Lycoming College's Snowden Library
Information Literacy Action and Assessment Plan
August 2019

I.   Purpose & Theory

Snowden Library's Information Literacy Action and Assessment Plan serves as an internal document that will ground and strengthen the library's Instruction Program. As librarian responsibilities grow, it is necessary to review the Program's purpose and objectives, as well as to plan for the future. This plan's purpose is threefold: 1.) To articulate the mission, operations, and goals of the Instruction Program, 2.) To integrate assessment into the regular workflow of the Instructional Services Librarians (ISLs), and 3.) To scaffold student learning outcomes that will be used in regular assessments.

Megan Oakleaf's "Writing Information Literacy Assessment Plans: A Guide to Best Practice"[1] and the Association of College and Research Libraries' (ACRL) *Characteristics of Program of Information Literacy that Illustrate Best Practices: A Guideline*[2] were both used in the creation of this document.

II.   Mission

Snowden Library's Instruction Program supports the educational mission of Lycoming College to graduate information literate adults through the integration of library instruction across the curriculum[3]. The Instruction Program is guided by the Association of College and Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*, which defines information literacy as: "…the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."[4] Working collaboratively with faculty, the Instruction Program promotes critical thinking and challenges learners to consider themselves as active participants in scholarly conversations. Through one-on-one appointments with librarians and in-class information literacy workshops, learners will be able to identify, select, evaluate, create, and ethically use information in their academic careers and in their personal lives, establishing themselves as lifelong learners in society.

III.   Information Literacy in Context

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[1] Megan Oakleaf, "Writing Information Literacy Assessment Plans: A Guide to Best Practice," *Communications in Information Literacy (3)*2, 2009.
[2] Association of College and Research Libraries, *Characteristics of Program of Information Literacy that Illustrate Best Practices: A Guideline*, 2019.
[3] "Research and Information Competencies," in *Lycoming College Catalog*, 2019-2020, 37-38.
[4] Association of College and Research Libraries, *Framework for Information Literacy for Higher Education*, Chicago: ACRL, 2016, http://www.ala.org/acrl/standards/ilframework.

ACRL adopted the *Framework for Information Literacy for Higher Education* in 2016, replacing the *Information Literacy Competency Standards for Higher Education*.[5] It consists of six threshold concepts (or frames):

- Authority is Constructed and Contextual;
- Information Creation as a Process;
- Information Has Value;
- Research as Inquiry;
- Scholarship as Conversation; and
- Searching as Strategic Exploration.

The authors of the *Framework* meant for it to be a guideline of threshold concepts for librarians to redesign instruction sessions, connect information literacy with student success initiatives, and "create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond."[6]

In 2016, the Faculty Library Advisory Committee rewrote the College's *Research and Information Competencies* (*RICs*) to align with the *Framework* instead of the *Standards*, and faculty voted to adopt the revision in 2017.[7] The RICs consist of the following competencies:

- Inquire Effectively;
- Search Strategically;
- Select Appropriate Sources;
- Recognize the Value of Information; and
- Appreciate how Knowledge is Built.

The following table shows the connection between the *RICs* and the *Framework*.

RIC	Frame(s)
Inquire Effectively	Research as Inquiry Scholarship as Conversation
Search Strategically	Searching as Strategic Exploration
Select Appropriate Sources	Authority is Constructed and Contextual Research as Inquiry
Recognize the Value of Information	Information has Value
Appreciate How Knowledge is Built	Information Creation as a Process Scholarship as Conversation

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[5] Association of College.
[6] Association of College.
[7] "Research and Information."

Including the *RICs* in the college catalog signifies Lycoming College's value of information literacy education for its students, and it is Snowden Library's goal to support the College's mission through the Instruction Program.

IV.   Information Literacy in Practice

Snowden Library encourages the development of an information literate community through the following ways:

- Providing information literacy instruction in the classroom;
- Collaborating with faculty to integrate information literacy objectives into their classes;
- Providing informal instruction to students and faculty;
- Developing online tutorials and guides;
- Regularly assessing student learning outcomes for information literacy skills in alliance with the *Research and Information Competencies* outlined in the College's catalog;[8] and
- Evaluating the effectiveness of our approaches and regularly renewing our skills.

V.   Goals & Objectives of the Program

The Instruction Program's goals serve as a comprehensive guide for the ISLs. Each year, new objectives that support at least one of these goals will be made in order to continually enhance the program. The goals of the program are to:

- Assist in developing information literacy and critical thinking skills in students;
- Instill awareness of the basic resources and services available through Snowden Library;
- Collaborate with faculty and departments to integrate information literacy objectives into their majors, courses, and assignments;
- Develop resources that support and teach information literacy skills;
- Decrease anxiety associated with the library and help create a positive attitude towards the library and its staff;
- Provide professional development opportunities for librarians and faculty in support of information literacy; and
- Collaborate with the Faculty Library Advisory Committee to ensure that the Library incorporates feedback from institutional stakeholders into the decision-making process.

VI.   Assessment

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[8] "Research and Information."

Prescribed, regular assessment of the Instruction Program and its components are crucial to the continued effectiveness of the program as well as ensuring the ISLs' ongoing improvement in their teaching. Assessment will be based on two critical factors that are symbiotic: our teaching and student learning. Proper assessment provides for a programmatic evolution, which is essential to enduring success. Assessment of the program as a whole is necessary to determine the sustainability of the Instruction Program and the satisfaction of its stakeholders as well as the ISLs. Most importantly, it serves as a change to set goals for the program and to regularly assess these goals.

1) Assessment of Teaching

Regularly assessing our own teaching is key to having an ever-improving and evolving Instruction Program. To assess their own teaching, the ISLs can do the following:

- Faculty feedback
    - Email the professor
    - Informal discussion (phone or in-person)
- Student feedback
    - Informal observation of participation/enthusiasm
    - Ask the professor to collect feedback from the students
- Self-evaluation
    - Self-Reflection Form (see Appendix 1)
- Peer observation and feedback
    - Peer Evaluation Form (see Appendix 2), to be completed by two librarians.
    - Informal discussion

Each of the aforementioned assessment techniques are meant for individual development only and will not be collected. The techniques should be used to build towards each ISLs' annual reflections and their formal evaluations.

The ISLs are encouraged to stay up to date on teaching technology, pedagogy, and strategies by discussing information literacy instruction in regular meetings and by attending professional development opportunities such as webinars, workshops, and conferences.

2) Assessment of Student Learning

Assessment of the student learning outcomes outlined in Appendix 3 is crucial to understanding the effectiveness of the Instruction Program. The results of these assessments should inform what changes need to be made in the classroom to more efficiently and effectively teach students information literacy.

To gauge the effectiveness of the program, the ISLs can use a variety of assessment methods, including but not restricted to:

Formative Assessment
The following assessments can be conducted during class to help the instructor adjust her lesson:
- Observe while students conduct course-related activities;
- Ask students to gauge their understanding (raising their hands or a Likert scale with their fingers);
- Ask students to complete a "Muddy paper" to see what they were most confused about;
- Supervise a Think-Pair-Share activity;
- Conduct a classroom poll;

Summative Assessment
The following assessment can be conducted after a class. They will ideally result in collectable assessment objects that can be used to assess student learning:
- Conduct a pre- and post-test (quizzes, exercises, clickers, etc.);
- Ask students to write a post-class reflection (minute paper);
- Assign a worksheet to students (ideally submitted for a grade);
- Review or score student assignments or projects by applying a rubric;
- Collaborate with faculty to measure information literacy outcomes in course assignments;
- Conduct a student survey; or
- Conduct an interview or a focus group with students.

More examples of assessments can be found in Snowden Library's H-Drive, which the ISLs can edit as needed.

Each year, the ISLs and the Library Director will set a goal for how many classes from which they would like to collect assessments. The librarians will also decide which RIC they would like to assess for the year, as well as if they would like to conduct a larger project, such as assessing one student learning outcome for a specific level of courses.

Once an ISL has collected assessment objects from a class, she can use the form in Appendix 4 to guide her through assessing her students' learning. As an alternative to the assessment form, the librarian can write a summary of her findings. At the end of the semester, the ISLs' assessment forms/summaries will be turned into the Coordinator of Assessment.

The rubric of student learning outcomes in Appendix 3 will be assessed and reevaluated during the 2019-2020 academic year.

3) Assessment of the Instruction Program

The previously outlined goals and objectives of the Instruction Program will be assessed annually. Methods of programmatic assessment include:

- Instruction statistics. The ISLs and the Library Director will track statistics from each class in the appropriate Google Form, and the Coordinator of Information Literacy will compile the statistics and look for trends at the end of the school year;
- Feedback from faculty concerning effectiveness of information literacy workshops through a survey every other year beginning with Fall 2019. The Coordinator of Information Literacy will send an email containing a link to a Google Form to faculty who worked with librarians in the classroom;
- ISL annual self-evaluations; and
- Attendance and participation in librarian meetings and professional development opportunities.

Appendix 1: Self-Reflection Worksheet

<div align="center">Guided Instruction Self-Reflection</div>

Date:

Course:

Professor:

Number of students:

1. Summarize the content of your instruction.

2. How do you feel about the quality of your instruction today?

3. What went well about your instruction?

4. What needs improvement?

Appendix 2: Peer Evaluation Worksheet

ISL Peer Evaluation Form

Instructor: _____   Evaluator: _____

Class: _____   Date: _____

Instructor: List 3 teaching aspects on which you would like your evaluator to comment.

1._____

Evaluator's comments:

2._____

Evaluator's comments:

3._____

Evaluator's comments:

Evaluator, if you have any other comments or suggestions, list them below:

-

-

-

-

Appendix 3: Student Learning Outcomes Rubric

RIC 1: Inquire Effectively

Students shape their inquiry to find and use appropriate information. As their skills advance, students come to view research as an iterative process that begins with a question that they refine and generate into new questions, thus contributing to the ongoing dialogue.

By the end of the FY, a student should be able to:	The intermediate students should be able to:	The graduating senior should be able to:
• Determine an appropriate and meaningful scope of investigation • Recognize that research is an iterative process that requires persistence and flexibility • Formulate research questions and synthesize ideas from multiple sources • Recognize that scholarship is an ongoing dialogue and understand that an issue may be represented by multiple perspectives	• Adjust search based on results found • Demonstrate persistence, adaptability, and reflection when researching • Actively seek out new and differing perspectives as part of scholarly conversation	• Formulate research questions based on information gaps or on reexamination of existing, possibly conflicting, information • Determine comprehensiveness of results by questioning the limits of search tools or strategies. • Interpret, analyze, and synthesize information in order to form new knowledge • Contribute to the scholarly conversation at the appropriate level (coauthored journal article, poster presentation, book review, etc.)

RIC 2: Search Strategically

Students become aware of various information resources available in diverse media and learn a range of search techniques. As their skills advance, students adapt their search strategies to select the tools and techniques most appropriate to their purpose for writing.

By the end of the FY, a student should be able to:	The intermediate students should be able to:	The graduating senior should be able to:
• Distinguish the different types of search tools that are available at Snowden Library and beyond (Snowden Super Search, discipline specific databases, etc.) • Develop an effective search strategy by identifying key concepts and employing various strategies to broaden/narrow search results (Boolean operators, filters, etc.) • Choose the appropriate search tool based on information need • Identify how to access information through the library's various systems (ILL, E-ZBorrow, call numbers, etc.)	• Effectively apply advanced search strategies within disciplinary search tools, including subjects headings • Refine search and persist in the face of challenges	• Apply advanced research strategies for the need and context using disciplinary search tools • Use a variety of sources to conduct a comprehensive search

RIC 3: Select Appropriate Sources

In an oversaturated information environment, students evaluate information sources critically, selecting authoritative and relevant sources rather than the most convenient. As their skills advance, students come to appreciate that authority is nuanced and that cross-referencing information encourages reliability.

By the end of the FY, a student should be able to:	The intermediate students should be able to:	The graduating senior should be able to:
• Understand the peer review process and how it impacts scholarly research • Examine and compare information from various sources in order to evaluate authority • Identify markers of authority recognized by disciplines, professions, and other communities of knowledge and practice • Evaluate information from a variety of perspectives in order to shape own knowledge base • Locate the most relevant sources rather than the most convenient	• Develop a self-awareness of personal bias and worldview and understand how that influences information interpretation • Discuss the ways privilege influences perception of authority • Evaluate information and explore multiple perspectives while maintaining an open mind and a critical stance	• Develop own authoritative voice in subject area and understand the responsibilities this entails • Use cross-referencing to determine a source's reliability

RIC 4: Recognize the Value of Information

Students come to appreciate the skills, time, and effort needed to compose reliable information. Students demonstrate respect for the intellectual and monetary value of information through proper citation and responsible information use.

By the end of the FY, a student should be able to:	The intermediate students should be able to:	The graduating senior should be able to:
• Identify publication practices and define how they affect the way information is accessed and valued • Consistently give credit to the original ideas of other through citation or attribution and recognize what is "common knowledge" • Identify citation elements and document sources accurately • Demonstrate how to integrate the ideas of other through quoting and paraphrasing	• Recognize that intellectual property is a legal concept, socially constructed according to different professions or communities • Recognize the citation style for their own discipline	• Appreciate the skills, time, and effort needed to compose reliable information • Follow legal and ethical guidelines in gathering data and using information • Show proficiency in using the citation style for their own discipline

RIC 5: Appreciate How Knowledge is Built

Students recognize that scholars often create knowledge by building on one another's work through synthesis and by communicating through various media. As their skills advance, students develop their own voices and authority and come to view their research products as new information sources that may contribute to a body of knowledge. Students recognize that audience, medium, and purpose affect how a text is written, read, and understood.

By the end of the FY, a student should be able to:	The intermediate students should be able to:	The graduating senior should be able to:
• Recognize that similar content may be presented in different formats, which may affect interpretation of the content • Distinguish among types of sources (books, journals, articles, primary and secondary sources, etc.) • Recognize that scholars build upon each other's work	• Recognize that the information creation process may result in a range of information formats that vary by discipline • Select appropriate format to communicate information based on audience and purpose • Citation mine by looking at a source's reference list and discover who cited the same source	• Employ traditional and/or emerging processes of information creation and dissemination within a particular discipline • Understand the concept of altmetrics and where to find this information

Appendix 4: Student Learning Assessment Worksheet

Snowden Library Information Literacy Instruction Assessment, 2019-2020
Student Learning Assessment Report

Faculty Librarian:

Semester:

Course Number and Name:

Course Instructor:

Date:

Length of Time:

Number of Students in Attendance:

Summary of research task or assignment:

Student learning outcomes (choose 1-3 from the program's rubric):

1.

2.

3.

What kind of assessment object(s) did you collect? (Please keep these for your own records.)

Review each student learning outcome in comparison with each assessment object. Record any notes or findings in the following space:

1. Student learning outcome 1
   a. Notes: _____
   _____
   _____
   _____
   _____

2. Student learning outcome 2
   a. Notes: _____
   _____
   _____
   _____
   _____

3. Student learning outcome 3
   a. Notes: _____
   _____
   _____
   _____
   _____

Based on your review of each student learning outcome compared to the assessment objects, is there anything you would change next time to improve your instruction? If so, please explain.

What was successful that you want to be sure to do again the next time you teach this class?