

# DESCRIPTIVE SUMMARY OF THE SKYLINE LIBRARY ASSESSMENT PLAN FOR INFORMATION LITERACY --2012--

## I. STATEMENT OF PURPOSE

*Information literacy*, which is an intuitional student learning outcome 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. (The library follows this three year cycle in order to match the College's timeline for assessing institutional student learning outcomes.) These artifacts are scored and analyzed during the spring semester that immediately follows. Findings are presented to the English faculty for discussion during that same spring semester. An assessment cycle calendar is available as a separate document.

#### **VI. ANALYSIS AND ACTION**

The data gathered in this assessment plan will be 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 our assessment methods or pedagogy. Any such plans will also be uploaded to TracDat.

Dennis Wolbers  
February 2012