FWP Library Instruction Assessment Plan
Gorgas Information Services
Spring 2017

Assessment Vision and Purpose:
- Develop a baseline for information literacy of first-year students
- Determine information literacy development over the course of a semester
- Enhance teaching through peer feedback and strategic reflection

Learning Outcomes

Option 1: Basic Searching in Scout
1. Students will use Scout to locate PDF, ebook, and physical book items in order to demonstrate an understanding of the different formats within the library’s collections.
2. Students will review the descriptions on the database page in order to choose a subject specific database related to their individual research.

Option 2: Methods for Approaching Research
1. Students will break a topic down into smaller components in order engage in the iterative process of narrowing a research question.
2. Students will select terms related to their key concepts in order to develop a search strategy.

Option 3: Assessing Sources
1. Students will recognize the difference between popular and scholarly sources in order to appraise a source’s value within their own research.
2. Students will assess a source’s original intent, editorial and publication process, and the expertise of its author in order to determine its credibility.

Option 4: Strategies for Searching
1. Students will use controlled vocabulary and field-specific search options and limiters in order to retrieve topically relevant sources.
2. Students will combine search terms with Boolean operators in order to effectively interpret their research question into an effective search query.
Assessing Learning

Summative Assessment:
1. **Pre and Post Tests** will be conducted with every EN102 class that we work with for the 2016-2017 Academic Year. These tests will help us develop a baseline for information literacy of first-year writing students at the University of Alabama.
   - The pretest will be conducted before students come to the library for the first time,
   - The posttest will be conducted at the end of the semester, after they have completed all of their instruction.
   - We will collect basic demographic information so that we can determine which section each responded was enrolled in, and we can correlate that to which sessions and in which order students participated in our library instruction program.
   - Rather than connected with any specific learning outcomes, the pre and posttests are grounded in the ACRL Framework for Information Literacy for Higher Education, and reflect general information literacy development appropriate for first year students.

2. **Worksheets** based on our learning outcomes for each lesson plan allow us to authentically measure how well students are engaging in the processes that we initiate during class.
   - Each librarian will conduct worksheet assessment one time during the semester for each lesson plan they teach.
   - At the end of the semester, each librarian will independently grade 5 of each of their worksheet sets and submit the whole set (including the graded ones) for departmental grading.
   - During the first semester, GIS will conduct group grading as a way to norm our rubric, and then distribute a sample of worksheets for grading in coming semesters based on the normed rubric.

Formative Assessment:
1. **Worksheets** based on our learning outcomes that allow us to authentically measure learning as it is occurring.
   - Librarians will informally survey responses as they circulate the room to help students one-on-one.
   - The worksheet will help identify obvious challenges for individual students, and if a challenge is observed more broadly (perhaps a misunderstanding made by several students at once), the librarian has the opportunity to address the content and provide more information about the task or concept as a class instead of with individual students.

2. **Polling and/or discussion questions** will be used as meters to determine student engagement and comprehension throughout a class period.
Assessing Teaching

Observation:

- Peer-to-peer observation of library instruction is intended for professional development and self-reflection. The results will only be shared between the librarian and reviewer and will not be part of annual performance reviews.


Assessing the Program

Pre/post test scores, the worksheet results, and the statistics will be cross-tabulated and analyzed for programmatic assessment.

Instructor Feedback Survey

A feedback survey will be sent to every EN 102 instructor of record that brought their class to the library in order to gather feedback about the program.

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