Information Literacy Program Assessment Plan
Weinberg Memorial Library
The University of Scranton

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share in its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in its life.

Mission

The Weinberg Memorial Library's mission is to provide information, services, and programs that meet the current and anticipated educational, research, and public service needs of the University and other communities.

Purpose

The Weinberg Memorial Library has developed this Assessment Plan in order to measure the quality and the effectiveness of its Information Literacy Program and the contributions that this program makes to enhance student learning. Assessment will be formative and summative; quantitative and qualitative; direct and indirect; individual and programmatic.

Theory

This plan is based on the concept of assessment-as-learning which places the focus of information literacy instruction on student learning rather than content.

Institutional and Library Strategic Documents

“The University of Scranton's [Comprehensive] Assessment Plan addresses the need to evaluate overall institutional effectiveness by focusing on the measurement of intended outcomes at the program/unit level in order to support the University's mission and goals. It recognizes the contributions made by academic programs and administrative/educational support units, and it encourages ongoing and target assessment activities aimed at improving student learning and the environment for learning.” (p.3) The Weinberg Memorial Library is an educational support unit, and the Information Literacy Program is one component of the support provided.
To assist faculty and administrators in developing program/unit level plans, the Assessment & Institutional Research Office (AIRO) developed a document titled, *Guidelines for the Academic Program Review*. Because the Weinberg Memorial Library’s Information Literacy Program is not an academic program as defined in the document, much of the document does not apply; however, the Departmental Assessment Plan Outline (Appendix B) is a useful tool for developing this Assessment Plan for the Information Literacy Program.

The Weinberg Memorial Library's previous Assessment Plans can be found on the Library's Web site: http://academic.scranton.edu/department/wml/bihp.html#

**Structures**

The Weinberg Memorial Library will collaborate with the Planning & Institutional Research Offices (formerly AIRO) to facilitate assessment on an institutional level and with the Center for Teaching and Learning Excellence (CTLE) on the programmatic/classroom level.

**Resources**

The Library may need to establish a budget to support assessment efforts. Initial needs might include professional development opportunities for faculty, securing statistical or assessment management packages, or purchasing a standardized assessment tool.

**Data Policies**

In order to protect the rights of students and librarians, personal information will be removed from student assessment records to comply with The University of Scranton's Institutional Review Board practices and policies.
## Goals & Outcomes

The Action Plan for 2010-2011 was formulated from a session in which the Library faculty brainstormed answers to the question, "What does an excellent Information Literacy program do?"

### Weinberg Memorial Library Information Literacy Assessment Plan

**Action Plan – 2010-2011**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Criteria for Success</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Initiate and advance faculty collaboration in order to create effective Information Literacy assignments throughout the curriculum.</strong></td>
<td>Partnerships are from all four colleges (CAS, KSOM, PCPS, CGCE)</td>
<td>Faculty members’ college will be recorded when Information Literacy sessions are scheduled.</td>
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<td>We reach new faculty each year.</td>
<td>Information Literacy Stipends awarded.</td>
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<td>Library faculty will co-design library assignments for 25% of Information Literacy sessions.</td>
<td>Librarians will self-report collaboration results via an Assessment and Analysis documentation process.</td>
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<tr>
<td><strong>Assess student progress in Information Literacy competencies in order to gather evidence of student learning.</strong></td>
<td>Assessment tools for classes and programs are integrated into Information Literacy sessions.</td>
<td>Librarians will self-report assessment activities via an Assessment and Analysis documentation process.</td>
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<td>Students’ skills grow due to active learning.</td>
<td>Librarians’ analysis of their teaching; peer teaching observations.</td>
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<td><strong>Create learning opportunities about academic integrity and scholarly research in order to raise student awareness about the ethical use of information.</strong></td>
<td>Incoming students will take the academic integrity tutorials.</td>
<td>Students will self-report their awareness via post-tutorial survey.</td>
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<td>25% of faculty will use Turnitin.com.</td>
<td>Evaluate faculty use.</td>
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<td><strong>Query users about their library experiences in order to engage the people who use our library, and connect with them in a personal and memorable way.</strong></td>
<td>Student user groups will be formed.</td>
<td>Student user group surveys will be compiled and will be assessed by librarians. Librarians will discuss plans for improvement.</td>
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<td>Users will submit suggestions about their experiences using library resources via some type of suggestion board.</td>
<td>Answers will be compiled and plans made by librarians to implement suggested improvements.</td>
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<tr>
<td></td>
<td>IM / Text Message Reference users will be queried about their satisfaction with this service.</td>
<td>Suggestions will be compiled and plans made by librarians to implement suggested improvements.</td>
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### Timeline for Continuous Assessment

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<tr>
<th>Season</th>
<th>Activities</th>
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                        2. Determine resources that will be needed to do the work for the next academic year. If there are any items beyond the normal department budget, submit that request in a timely fashion so that they can be included in the budget request for the upcoming year.*  
                        3. Select which Outcomes will be assessed during the coming academic year. Each outcome needs to be assessed at least every 3 years.  
                        *Note: Need to submit budgets for activities that require funds outside of department funds to Library Dean by May 31, 2010 in order to be included in the 2011-2012 budget. |
| Fall 2010    | 1. If necessary, revise the Annual Action Plan based on any new information received since the summer.  
                        2. Begin the assessments selected for the year – provide an analysis of data and a report of what was learned as a result. Use the Assessment and Analysis document for all reports. |
                        2. Finalize Assessment and Analysis document by summarizing the data and learning from the assessment undertaken that year. Look for patterns and trends across assessments.  
                        4. Report results and major conclusions to interested stakeholders through various media, including reports, newsletter articles, and social networks. |

**Circle back to the top and continue.** This process ensures improvement by continuing the assessment cycle.
Documents that contributed to this plan:

Alverno College
http://depts.alverno.edu/saal/index.html

Information Literacy Competency Standards for Higher Education
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

http://www.aacu.org/peerreview/pr-sp02/pr-sp02reality.cfm


The University of Scranton. Mission, Characteristics and Goals.
http://matrix.scranton.edu/about/ab_mission.shtml

http://academic.scranton.edu/department/airo/documents/academic_program_review_guidelines.pdf

The University of Scranton. Information Literacy Program Web site:
http://academic.scranton.edu/department/wml/bihp.html#

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