Assessment Plan for Information Competency/Library Research Skills 2007-2009*

Assessment of information competency skills occurs both as part of classroom evaluation practices and as ongoing assessment of specific components of the CCSF LLR Instructional Services program. The responsibility to assess student performance is shared by classroom faculty and librarians, since these skills are developed through course work and various learning opportunities provided by course instructors and librarians. Ideally, entering students would be pre-tested using an online self-assessment instrument and/or online cognitive test and then again before they leave CCSF via a combination of instruments, such as online self-assessment, an online cognitive test, and instructor-librarian evaluation of a product (e.g. research paper/project) or a portfolio of assignments.

Effective Fall 2006 the Information Competency graduation requirement was implemented at CCSF. This requirement is currently satisfied by successful completion of English 96, English 1A or ESL 170 – all courses that require a research paper/essay. Assessment of the requirement will be addressed in phases. Spring 2007 English 96 will have a common research-based, in-class assignment that focuses on evaluating sources, writing and citing in MLA format.

Students who are information competent can:
- Determine the nature and extent of information needed
- Select and use a variety of research tools and investigative methods to obtain the needed information
- Interpret citations and critically evaluate information and its sources
- Use information effectively to accomplish a specific purpose
- Demonstrate the ability to correctly document sources and understand copyright laws and plagiarism

The following assessment practices, some of which are still in development, will be used to provide quantitative and qualitative data about the instruction program and its outcomes on learning.

1. Library Instructional Services program components may be evaluated by: (see Instructional Services Plan).
   - student, librarian and staff ratings/comments of the library research skills workshops
   - student and faculty ratings/comments of course-related workshops
   - student ratings/comments of LIS 10
   - student ratings/comments of online tutorials
   - extent of library/Web research assignments across the curriculum.
   - longitudinal data analysis connecting LIS 10 to retention success rate, transfer rates and overall GPA
   - longitudinal data connecting attendance in 2 or more library research skills workshops with overall GPA and retention and transfer rates.

2. Student learning outcomes may be assessed by:
   - performance on the library research skills assignments
   - performance (grade and score on final project and comparison of pre and post-assessments) in LIS 10 and selected vocational programs
   - performance on course assignments/research papers (evaluated by classroom faculty with librarian input if appropriate)
   - performance (score) on online tutorial quizzes
   - performance (score) on Information Competency Proficiency Exam, which will be a challenge-out test for the upcoming IC graduation requirement.
   - portfolio analysis of student work evaluated by classroom faculty with librarian input, if appropriate.

* These competencies are derived from the national standards, Information Literacy Competency Standards for Higher Education (Association of College and Research Libraries, 2000 and endorsed by AAHE) and Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (ACRL, 2001).
<table>
<thead>
<tr>
<th>Information Competencies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are aware of the variety and location of information and learning resources and services available to them.</td>
<td><strong>Current</strong> - performance on classroom assignments; performance on Library Discovery assignments and Rosenberg interactive walking tour</td>
</tr>
</tbody>
</table>
| 2. Students formulate research question or statement of information need, and identify the key concepts and terms to represent the needed information. | **Current** – performance on classroom assignments/papers; performance and grades on specific assignments in LIS 10, LIBR 51; performance on Research Skills Workshop D assignment; and performance on Speech tutorial quizzes.  
**Planned** – performance on online workshop for Eng. 96/1A                                                                                 |
| 3. Students identify and select information sources and search tools appropriate to their research question/statement | **Current** - performance on course-related workshop assignments; performance on classroom assignments/papers for LIS 10, LIBR 51; performance on Research Skills Workshop D assignment; and performance on Speech tutorial quizzes.  
**Planned** - performance on online workshop for Eng. 96/1A                                                                                 |
| 4. Students effectively use research tools (e.g., online catalogs, print and online periodical databases/indexes, web search engines, etc.), employing a variety of search techniques and revise the search when needed. They use computers and other information technology tools to do the searches (e.g. browser, database programs, etc.). | **Current** – performance on Library Research Skills workshop assignment sheets for A, B, C, W and D or equivalent course-integrated workshops; classroom assignments/papers in LIS 10, LIBR 51; and performance on Speech tutorial quizzes.  
**Planned** – performance on online workshop for Eng. 96/1A                                                                                 |
| 5. Students locate and obtain the complete information online or from a library, media center, or other information agency or document delivery source, such as interlibrary loan. | **Current** - performance on Library Research Skills Workshop B and W, and D assignments or equivalent subject-specific workshops; performance on classroom assignments/papers in LIS 10, LIBR 51 and 57; performance on Speech tutorial quizzes.  
**Planned** - performance on online workshop for Eng. 96/1A                                                                                 |
<table>
<thead>
<tr>
<th>Information Competencies Cont.</th>
<th>Assessment Cont.</th>
</tr>
</thead>
</table>
| 6. Students critically evaluate information and its sources, using such criteria as relevancy, reliability, validity, accuracy, authority, currency and point of view or bias. They determine whether the original information need has been satisfied or if additional information is needed. | **Current** - performance on Library Research Skills Workshops W and D assignments; performance on course-related workshop assignments/papers; performance on classroom assignments/papers in LIS 10, LIBR 51 and 57; and performance on Speech tutorial quizzes.  
**Planned** - performance on online workshop for Eng. 96/1A |
| 7. Students effectively use information from appropriate sources in support of their research papers/assignments. They use computers and software applications, such as word-processing or presentation software. | **Current** - performance on class assignments/project/papers; course grades in classes with significant writing/speech assignments (evaluated only by course instructors) |
| 8. Students prepare in-text citations and citations for the “Works Cited” list/bibliography using an appropriate style manual such as MLA or APA. | **Current** - performance on Library Research Skills Workshop D assignment; performance on course-related workshop assignments; performance on classroom assignments/papers in LIS 10, LIBR 51 and 57; performance on Speech tutorial quizzes  
**Planned** – passing score on English 96 common assessment (to be implemented Spring 2007) |
| 9. Students demonstrate understanding of CCSF computer-use policies and legal-ethical practices regarding access and use of the Internet, plagiarism and copyright. | **Current** - performance on classroom assignments/papers in LIS 10, LIBR 51; performance on Speech tutorial quizzes |