Library Science and Information Literacy Assessment Plan

August 1, 2013

The Missouri State University Libraries (http://library.missouristate.edu/) offers three facets of Library Science and Information Literacy education and instruction:

1. For credit courses in Library Science, collectively referred to as the Library Science Program (http://libraryscience.missouristate.edu/). These are offered as 500 and 600 level courses and as LIS 101 (Introduction to Information Literacy).
2. Embedded instruction in other MSU classes
3. One-on-one instruction through our reference services, research consultations, etc.

Mission

The Missouri State University Libraries, a singular entity, provides information resources, services, and spaces to advance the University’s purpose to develop educated persons. Infused by MSU’s statewide mission in public affairs and our commitment to inclusive excellence, we provide fundamental support for teaching, learning, research, scholarship, creative activities, and service. We meet information needs of the university community, the Springfield metropolitan area, the Ozarks, the State of Missouri, and diverse social, cultural, and scholarly communities across the nation and the world.

Facet 1: Library Science Program

While it does not offer a degree or certificate, the Library Science Program offers students courses applicable to the following:

1. Missouri School Library Media Certification
2. University of Missouri Master of Library Science Degree
3. MSU Undergraduate Minor in Library Science
4. MSU Graduate Emphasis (Out of Discipline Work)
5. Electives for undergraduates, graduate students, and the general public
6. Information Literacy

Each of these applies to multiple courses and vice versa. Also, students take varying amounts of classes with us. Some take only one or two, while others take six or seven.
Library Science Program Student Learning Outcomes

Students in the Library Science Program should be able to demonstrate knowledge of concepts, issues, and practices related to:

1. The history, ethics, values, legalities, professional associations, and foundational principles of the library and information profession
2. Recorded information resources, including their selection, acquisition, evaluation, classification, description, preservation, retrieval, dissemination, and disposition
3. Libraries and information agencies in school media, academic, public, and special settings
4. Information, communication, assistive, and related technologies as they specifically affect the resources, service delivery, and uses of libraries and information agencies; and as they more generally affect the use of recorded information resources
5. Successful interaction with individuals and groups to provide consultation, instruction, mediation, and guidance in their use of recorded information resources
6. Assessment of the information needs and preferences of diverse users of libraries and information agencies
7. Literacy and information literacy of individuals and groups who use information, including both traditional and emerging means through which information is conveyed.
8. The management, leadership, and assessment of libraries and information agencies
9. Libraries’ enhancement of curricula of K-12 schools, colleges, and universities
10. Advocacy for readers’ rights and responsibilities, particularly in the digital age
11. Advocacy for libraries and other information agencies in free, democratic societies
12. Reflection upon and improvement of information services and the use of information

Students in the Library Science Program should be able to:

- Demonstrate critical thinking with regard to information resources and the processes by which information is created, organized, described, sought, used, managed, and preserved
- Communicate clearly about information resources in a range of formats to a variety of audiences
- Demonstrate collaboration and leadership in practice and service to diverse communities who use information resources and services

Assessment Process

Program assessment occurs within courses through assignments and other course experiences intended to enable learning across the following three sets of student learning outcomes standards:
1. Missouri Standards for School Librarians  
(http://dese.mo.gov/eq/documents/LibrarianStandards.pdf)

2. American Library Association (ALA) Core Competencies of Librarianship  
(http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompetes09.pdf)


The first two, which are accreditation standards, are new to the Library Science Program, so they will be implemented beginning in the 2013-2014 academic year. The Coordinator of Library Science education will consult annually with Library Science faculty and the Library Science Education Curriculum Committee as to which student learning outcomes identified in applicable standards were achieved for each course. The Coordinator will also consult annually with the University of Missouri (MU) School of Information Science and Learning Technologies as to MU students’ achievement of the applicable ALA Core Competencies of Librarianship for each course.

Beginning in the 2013-2014 academic year, program assessment will also occur across courses through the applicable Missouri Gateway Assessments (MEGA) for Missouri School Library Media Certification. The Coordinator of Library Science education will work with individual instructors and the Library Science Education Curriculum Committee to analyze data from these assessments and implement curricular improvements the data indicate to be necessary.

Facet 2: Embedded Instruction in MSU Courses

The mission of the Duane G. Meyer Library instruction program is to encourage the development of information literacy skills for all Missouri State University students. We define information literacy as the “ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989 -- http://www.ala.org/acrl/publications/whitepapers/presidential; see also http://www.ala.org/acrl/standards/informationliteracycompetency). These essential information-seeking skills and behaviors contribute to an individual’s ability to think critically and advance his or her success as a life-long learner.

Information Literacy Program Student Learning Outcomes

- Recognize when they have a need for information
- Identify the kinds of information needed to address a given problem, issue, or opportunity
- Develop a search strategy and find and evaluate the needed information
● Organize the information and use it effectively to address the problem or opportunity at hand
● Use the information legally and ethically

Teaching information literacy skills is a partnership between librarians and instructors. Collaboration and communication between librarians and instructors are essential to a successful information literacy program. Several options are available to assist instructors with the teaching of information literacy skills:

● Course-related Assignments/Library Instruction
● Searchpath Information Literacy Tutorial
● Research Consultation Service

**Assessment Process**

Course-related instruction and the research consultation service are highly individualized; therefore, assessment is primarily derived from direct student and faculty feedback and via online surveys.

*Searchpath* is a self-instructional tutorial to teach students basic library and research skills. It covers the research process from initial topic selection to citation styles and the issue of plagiarism. Each of the six sections takes about 10-15 minutes to complete, and students can do this on their own time outside of class. Each module contains exercises that students complete online. The exercises consist of interactive multiple choice question and hands-on practice with the databases. Exercises may be repeated as needed to improve scores. Final scores and certificates may be printed and submitted to instructors. Scores are collected in the library server and reviewed. Student feedback is solicited via an online survey included within the tutorial.

**Facet 3: One-on-One Instruction (Reference Services, Research Consultations, etc.)**

In addition to formal instruction in the Library Science program (Facet 1) and collaborative instruction within other University courses (Facet 2), the library faculty engages in teaching through one-on-one interactions with members of the University community, particularly students. Instructional dialogue with students occurs through a number of modalities: direct contact at one of nine public service points in the Library system; extended research consultation services; and telephone, email, text messaging, and chat services. In such interactions, library faculty members seek to establish in students the same skill sets noted in embedded instruction (Facet 2):
One-on-One Reference Service Student Learning Outcomes

- Recognize when they have a need for information
- Identify the kinds of information needed to address a given problem, issue, or opportunity
- Develop a search strategy and find and evaluate the needed information
- Organize the information and use it effectively to address the problem or opportunity at hand
- Use the information legally and ethically

In addition, during such reference instruction, the librarian seeks to foster in students a concomitant connection with the library environment in which they are seeking information, following principles which support the development of lifelong learning.

Information Intelligence Student Learning Outcomes

- The ability to think independently and critically about information needs, queries, and sources
- The confidence to utilize all of the tools (print and digital) that are available in the Libraries
- A sense of place, which allows students to identify and utilize learning spaces appropriate to their needs, as well as to successfully navigate library spaces as they seek specific information resources and advance their own learning in a largely self-directed manner
- An understanding of ancillary technologies and skills (e.g., computing devices and networks, collaboration stations, scanning stations, and photocopiers) that enhance the process of identifying, creating, accessing, organizing, and synthesizing information.

Assessment Process

One-on-one instructional services are highly individualized; therefore, assessment is primarily derived from direct student and faculty feedback and via surveys.