Mission Statement
The University of Hawai‘i-West O‘ahu (UHWO) Library, in supporting the mission of the University of Hawai‘i-West O‘ahu, is committed to providing excellent, user-centered service in meeting the information needs of students, faculty and staff. Using innovative technologies, UHWO Librarians develop, organize, preserve and deliver scholarly print and electronic resources and instruction that empowers students to become engaged, life-long learners. Through our services, collections, teaching and outreach, the library honors and supports diverse learning styles, perspectives and interests intrinsic to a liberal arts education. The library serves as the center of campus and promotes a welcoming and stimulating learning environment.

Purpose
The UHWO 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.

Institution Strategic Documents
The UHWO Library is an Academic Support service, and the Information Literacy Program is one component of the support provided. Through its Information Literacy Program, the UHWO Library supports the following UHWO Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs):

ILO-1. Effective Communication. Use relevant information to communicate clearly and effectively with an intended audience through written and spoken language.

ILO-3. Critical Thinking. Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.


ILO-5. Community Engagement. Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning.

GELO-1. Written Communication. Demonstrate clear and effective writing about relevant information for an intended audience.
**GELO-2. Oral Communication.** Demonstrate clear and effective speaking skills about relevant information when communication with an intended audience.

**Overview**

Information Literacy instruction is a library service provided to faculty and students to directly support their information and research needs necessary for a particular course. At this time, information literacy sessions target the face-to-face classes offered at UHWO. Librarians have yet to provide a live session for fully online classes, as well as develop assessment techniques to measure online session efficacy.

Generally, faculty members contact their Library Subject Liaison to schedule an information literacy instruction session. The sessions are generally 45 minutes to one-hour long and are conducted either in one of the two computer labs on campus or in the actual course-assigned classroom. Librarians work with faculty to design the information literacy session to meet a particular information or research need.

Most of the instruction sessions are presented to ENG 100: Composition I\(^1\) and ENG 200: Composition II\(^2\). Beginning Fall 2013, UHWO Librarians would like to visit each face-to-face ENG 100 and ENG 200 class scheduled. A meeting with the Humanities Division Chair and the Composition Coordinator will be scheduled to see if this can be arranged, if not required by all ENG 100 and ENG 200 faculty and lecturers.

In addition to targeting the ENG 100 and ENG 200 face-to-face classes, UHWO Librarians, in their respective subject areas, outreach to faculty teaching Senior Practicum and Senior Project courses in order to provide advanced information literacy skills and resources. A specific assessment plan targeting undergraduate seniors enrolled in this course is currently being developed.

The library has established three student learning outcomes (SLOs) in order to ensure that UHWO Librarians are providing quality instruction that meets faculty and student needs. The SLO’s provided are modeled after the Association of College & Research Libraries’ Information Literacy Standards\(^3\).

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\(^1\) **ENG 100 Course Description:** This course provides composition skills for all academic writing to follow, focusing on clear descriptive writing, critical analyses of texts, and research writing. Students will produce short essays as well as a longer research project in which they must practice correct citation and documentation. They will learn to plan, outline, and edit well-organized essays with clear theses, pertinent supporting information, and correct grammar.

\(^2\) **ENG 200 Course Description:** This is an intermediate composition course that will focus on outlining, organizing, revising, and editing academic essays, and students will complete a research paper that integrates primary and secondary sources.

University of Hawai‘i-West O‘ahu Library
Information Literacy
Student Learning Outcomes

SLO 1: Students will be able to access needed information effectively and efficiently (ILO-1, ILO-3, ILO-4, ILO-5, GELO-1, GELO-2)

Objectives include:
- Gain familiarity with library staff, services, and resources.
- Use the online library catalog to find books.
- Find books on the library shelves.
- Request items through intrasystem loan.
- Use electronic resources to find journal articles.
- Identify keywords for the information need.

SLO 2: Students will be able to critically evaluate information and its sources (ILO-1, ILO-3, ILO-4, GELO-1, GELO-2)

Objectives include:
- Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Recognize prejudice, deception, or manipulation, and the context within which the information was created.
- Understand the impact of context on interpreting information.

SLO 3: Students will be able to acknowledge sources (ILO-1, ILO-3, ILO-4, GELO-1, GELO-2)

Objectives include:
- Select an appropriate documentation style and use it consistently to cite sources.
- Cite a variety of sources correctly and accurately in the documentation style selected.
- Retrieve a source’s citation information from an electronic database, and check database-generated citations for errors.
Assessment Methods

Our librarians administer evaluation surveys at the end of each information literacy instruction session. These ten-question surveys ask students to rate different aspects of their learning experience on a four-point scale, and also provide a space for suggestions.

In further developing our assessment program, the library has created pre- and post-tests of student perception and skill. The content of these tests includes five to ten questions that ask students to demonstrate their ability to access information and use library resources appropriately (SLO-1), evaluate information for bias and reliability (SLO-2), and cite resources using the proper tools (SLO-3). In order to realistically assess improvement in student performance, the pre-test will focus on establishing students’ confidence levels in their information literacy skills, while the post-tests will ask students to state whether their confidence levels have improved and include a set of exercises so that they may demonstrate their skills. In order to combat “survey fatigue” the post-test will eventually be merged with the present evaluation survey and remain at ten questions of skill and perception.

Librarians also oversee the completion of an in-class exercise designed to assess all SLOs. A worksheet is distributed at the beginning of the session which covers, based on a student’s previously chosen topic, identifying keywords (SLO-1), using the library catalog to locate books relevant to the topic (SLO-1), and searching electronic databases for relevant journal articles (SLO-1). Students are also asked to evaluate resources found on the web for credibility, accuracy, and other factors as delineated in a library-produced set of criteria (SLO-2), and must provide the appropriate citation information for all resources mentioned in the worksheet using MLA citation guidelines (SLO-3). The library has developed rubrics to qualitatively assess the success of students in completing this worksheet and better assess their ability to meet all SLOs.

Faculty input is a valuable component of the assessment process. The library will solicit feedback from faculty members through five-question surveys that gauge their perception of instruction success and student ability in meeting SLOs. Surveys will be administered electronically at the end of each semester, and will ask faculty to reflect on their students’ awareness of and ability to use library resources effectively (SLO-1), their ability to recognize bias in information and understand the importance of context (SLO-2), and their ability and precision in acknowledging resources using the appropriate tools (SLO-3).
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<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>INDICATORS</th>
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<tr>
<td>1. Students will be able to access needed information effectively and efficiently (ILO-1, ILO-3, ILO-4, ILO-5, GELO-1, GELO-2)</td>
<td>Pre- and post-test</td>
<td>75% of students indicate that they “agree” or “strongly agree” to confidence level statements on post-test.</td>
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<td>Evaluation survey</td>
<td>Students show gains in questions answered correctly of more than 50% from pre- to post-test.</td>
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<td>Faculty survey</td>
<td>75% of students “agree” or “strongly agree” with positive statements on instruction quality</td>
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<td>In-class worksheet</td>
<td>Faculty members respond positively to instruction sessions and acknowledge improvement in student performance on relevant assignments.</td>
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<td>90% of students complete worksheet by end of session and achieve an acceptable grade based on the rubric.</td>
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<td>2. Students will be able to evaluate information and its sources critically (ILO-1, ILO-3, ILO-4, GELO-1, GELO-2)</td>
<td>Pre- and post-test</td>
<td>Students correctly answer 75% or more of post-test skill questions. Students show gains in questions answered correctly of more than 50% from pre- to post-test.</td>
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3. Students will be able to acknowledge sources (ILO-1, ILO-3, ILO-4, GELO-1, GELO-2)
   - Select an appropriate documentation style and use it consistently to cite sources.
   - Cite a variety of sources correctly and accurately in the documentation style selected.
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<td>Faculty members provide some evidence that students are correctly identifying sources in their assignments.</td>
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<td>90% of students complete citation question(s) correctly.</td>
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