## Nahman-Watson Library Information Literacy Assessment Plan

<table>
<thead>
<tr>
<th>What is assessed?</th>
<th>Details: What tools are needed? What process is followed?</th>
<th>How often?</th>
<th>Who is involved? (Other than students)</th>
<th>What is done with it?</th>
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| Information Literacy Student Learning Outcomes: [http://www.gcc.mass.edu/library/gcc-statement-on-information-literacy/](http://www.gcc.mass.edu/library/gcc-statement-on-information-literacy/) | SLO Tracking  
• SLOs taught by librarians in courses, orientations, and co-curricular programs are tracked via a Google form | All the time | All library staff | Included in annual report  
Used to determine areas we are not teaching |
|                    | Session-Level Learning  
• Exit tickets, show of hands, minute papers, mind maps, worksheets, short quizzes, forum posts, and other formal or informal methods | As needed | Instruction librarians | Not recorded in any formal way  
Adjustments made to library instruction  
Successes shared where appropriate |
|                    | Course-Level Learning  
• Surveys, focus groups, entrance and exit quizzes, test questions, rubric scoring of student artifacts, and other formal or informal methods | As needed | Instruction librarians  
Faculty | Not recorded in any formal way  
Adjustments made to library instruction and suggestions given to faculty  
Successes shared where appropriate |
|                    | Graduating Students’ Learning  
• Student artifacts from 200-level classes in one department are scored using a rubric. We look for evidence of at least 1 learning outcome achieved in each frame identified by the department. | One department per year | Instruction librarians  
Department chairs  
Faculty | Included in annual report & shared where appropriate  
Referenced in accreditation self-studies  
Used to determine areas where students are and are not successful  
Adjustments made to library instruction and suggestions given to department |
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| Instruction Librarians’ Teaching | Peer review  
  • By another GCC instruction librarian:  
  ○ Lesson plans may be shared in advance of the observation.  
  ○ The observer and observed will debrief after the observation. | Once annually | • Instruction librarians | • Not recorded in any formal way  
  • Adjustments made to library instruction |
| Peer review  
  • By an outside observer:  
  ○ The outside observer could be a GCC faculty member, someone from disability services, a librarian from another institution, etc. | Once annually | • Instruction librarians  
  • Other GCC faculty/staff, librarians from other institutions | • Not recorded in any formal way  
  • Adjustments made to library instruction  
  • Successes shared where appropriate |
| Student perceptions  
  • A standard exit ticket is collected at the end of each instruction session. Data is analyzed in the aggregate. | One semester every 3 years | • Instruction librarians | • Included in annual report & shared where appropriate  
  • Adjustments made to library instruction |
| Student perceptions  
  • Focus group or survey of graduating students | Once every 3 years | • Instruction librarians  
  • Director of assessment | • Included in annual report & shared where appropriate  
  • Adjustments made to library instruction |

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