

IDENTIFYING LIBRARY/INFORMATION SEEKING SKILLS SELF-ASSESSMENT TOOL FOR ACADEMIC DEPARTMENTS

This document can be used however the academic department wishes it to be used; e.g. simply to verify the role of information literacy in the curriculum or to act as a starting point to enlarge/enhance information literacy initiatives. Librarians can be involved at any/all points along the continuum of discussion.

ACADEMIC DEPARTMENT: _____

SEMESTER/DATE OF DISCUSSION: _____

DISCUSSION CONDUCTED BY

- ENTIRE DEPARTMENT
- CURRICULUM OR OTHER COMMITTEE
- FACULTY ONLY
- UNDERGRADUATE STUDENT REPRESENTATION
- GRADUATE STUDENT REPRESENTATION
- LIBRARIAN REPRESENTATION
- NO DISCUSSION; DEPARTMENT HEAD COMPLETED THE ASSESSMENT


What does your discipline consider entry-level library/information seeking skills for your subject area? _____


How do you assess these skills? _____


Does your national accrediting association have specific information literacy and/or computer literacy competency criteria? _____


Is there a difference between the competencies your undergraduates need and those of your graduate students? _____


Is there a research course where students should be receiving formal library instruction, but which is not on the enclosed list*? _____


 Are there specific resources your students need to become *expert* in? (e.g., *ERIC* for education; online/print legal resources for criminology/political science; *FAR/AIM* for aerospace?) _____


 Have the standard reference sources for your discipline moved from print to CD-ROM to Internet [at ISU]? _____


 What kinds of research projects are your students required to do? Are they appropriate given the needs of the current curriculum? Do they need to be revised, updated, enhanced? _____

 Is there a course that should have a permanent library instruction component built in, so that every student, every semester, is receiving the needed information? _____

 In which of your courses do students need to do library research? What kind of research? _____

 Are they prepared to do this research? Do their papers, speeches, projects illustrate the proper use of library skills? Could library instruction improve the research process and/or the product? _____

 Are you interested in exploring new possibilities, including new projects & assignments? _____

 Would you be interested in Library Instruction acting in a consulting role, either one-on-one with designated faculty or by our attending a departmental meeting to answer questions and brainstorm ideas? _____

CHECKLIST OF SPECIFIC LIBRARY/RESEARCH SKILLS

Note: you could evaluate these items on a *Important/Somewhat Important/Not very Important/Not needed* scale or you might prioritize them; you could identify specific courses where these skills are used; whether they are needed primarily ‘in the academy’ or are a workforce skill; indicate which skills you assume your students have gotten elsewhere [and where you think they received them] whatever makes the listing of most value to you. Here’s one example you may wish to follow.

| U=Skills for Undergraduates G=Skills for Graduates B=Both | Absolutely needed | Sometimes needed | Rarely needed | Assume students already have skill |
|---|----------------------|---------------------|------------------|---|
| find books | | | | |
| identify the basic/standard reference sources for the discipline [print/non-print] | | | | |
| find primary sources | | | | |
| find background information on a topic | | | | |
| how to find very recent information | | | | |
| read and understand scholarly articles | | | | |
| know how to write an abstract | | | | |
| know how to conduct and write a literature review | | | | |
| know how to research and write an annotated bibliography | | | | |
| know how to find statistical information and incorporate it into a project | | | | |
| how to evaluate the information found in print resources | | | | |
| how to evaluate the information found in electronic resources such as article databases | | | | |
| how to evaluate the information via the Internet | | | | |
| how to find book reviews | | | | |
| proper citation [MLA, APA, etc.] | | | | |
| use of government documents | | | | |
| use of the Library’s Electronic Reserve service | | | | |
| know what to do if the Library doesn’t have the materials needed | | | | |
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Other thoughts: _____

Final conclusions/The next step:

*Note: this form was created by Marsha Miller, Coordinator of Library Instruction, Indiana State University in conjunction with a mailing to academic departments, reporting on library instructional activity, 1998-2002. It can be adapted/ revised as needed by an academic department. If you share the original document with other universities, please give proper credit. You'll find this and other resources for teaching faculty at <http://library.indstate.edu/level1.dir/ljo.dir/faculty.html>

January 2004
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