Program Level Assessment in the Library

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IL Modules in the Library Assessment Program Level

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What effect (if any) does library instruction have on student learning?

Phases:

- Phase I – Closing the Loop
  - Student Learning
    - Criteria:
      - Students are able to demonstrate learning of selected IL outcomes upon course completion
    - Closing the Loop
      - What can we learn from our data?
      - What changes are necessary?
      - What are our priorities and the plan for action?

- Phase II – Student learning
  - Criteria:
    - Students are able to demonstrate learning of selected IL outcomes upon course completion

- Phase III – Student Learning
  - Criteria:
    - Students are able to demonstrate learning of selected IL outcomes upon course completion

Literature Review

This study intersects with the themes: IL, Assessment, Course Completion, Learning Outcomes, Library Services, and IL Instruction/Outcomes.

IL in the Classroom

Library resources assigned by faculty

Information Literacy Modules: 23%
Research 101: 62%
SOS Workshops + Webinars: 65%
Plagiarism Tutorial: 27%

Faculty report confidence in their ability to:

- Define information literacy
- Assess information literacy
- Assess appropriateness of students information sources
- Determine students’ demonstration of IL skills upon course completion.

Next steps

Phase I cont.
- Faculty focus group – filling in the blanks
- Assignment review – how do faculty “talk about” IL?

Phase II – Student learning
- Criteria:
  - Students are able to demonstrate learning of selected IL outcomes upon course completion

Closing the Loop
- What can we learn from our data?
- What changes are necessary?
- What are our priorities and the plan for action?

What did we learn?

Faculty use of IL services
- 74% rarely or never collaborate with librarian to create/review research assignments
- 36% rarely or never point students to liaison librarian
- 36% rarely or never recommend using online tutorials
- 24% rarely or never require students to use library resources

What don’t we know?

Questions raised
- How do faculty define information literacy?
- What does evidence of IL look like?
- How do faculty define “appropriate resources?”
- What Library services are faculty aware of?
- What IL outcomes are faculty measuring and how are they measuring them?