

## Instruction Assessment Plan, 2014

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This working assessment plan uses elements of the current ACRL *Information Literacy Competency Standards for Higher Education*. Where possible, the draft *Framework for Information Literacy for Higher Education* was consulted to keep our plans in line with current developments in our profession. After the framework has been adopted, we will take appropriate steps to review our program goals and assessment plans to update them accordingly.

### Goals and Objectives of Library Instruction Program (updated):

1. To promote critical thinking through information literacy
2. To collaborate with faculty to integrate information literacy across the curriculum in increasing complexity to meet the needs of undergraduate and graduate students
3. To integrate best practices and current trends in information literacy in instruction
4. To develop and teach information literacy classes using constructivist pedagogy and methods that appeal to various learning styles and diversity of learners
5. To develop learning outcomes and conduct assessment of student learning
6. To evaluate the information literacy program and make revisions as needed
7. To design and offer a variety of classes, tutorials, workshops, and course guides to students
8. To offer workshops for faculty (in conjunction with CeTEAL) on integrating information literacy into courses, using library resources effectively, and managing citations for personal and professional research

Assessment Plan at a Glance

	Goals and Objectives of Library Instruction Program	Assessment tool(s) used to assess?	Who or what is being assessed?	How will the program assess how well the goals are achieved?	When is this assessment information collected?	How often is this assessment information collected?	How often will you analyze the data and report the results?	What will you modify?	How will you modify?
1.	1, 6	Core Goal 1A: Library Rubric	ENGL 101, 102, and 211 students (primarily first year students)	The benchmark for this assessment is that 70% or more are rated as developing or proficient	June	Annually [may change after 2015]	Annually	The rubric may be modified in response to ACRL changes in the future	Changes in wording or the skills evaluated by the rubric
2.	1, 6	Project SAILS	In 2013-2014, primarily first year students and students enrolled in LIBR courses (first through fourth year students)	The benchmark for this assessment is that 70% or more score at or above peer institutions in the eight information literacy areas tested	Throughout the semester	AY 2013-2014; Fall 2014	Within 30 days of receiving final reports from Project SAILS (June 2014 and January 2015)	Student Learning Outcomes for one-shot and LIBR courses	Librarians will workshop strategies and activities to address areas in which students are weak as compared to their peers
3.	3, 4, 6, 7	LIBR courses pre/post test	Students enrolled in LIBR courses (first through fourth year students)	The initial goals is that 70% of students correctly answer the post-test questions tied to SLOs and that all students improve	Start and end of semester	December, May	Annually	Modify course materials	Include additional examples, practice or lecture materials to improve student learning

				by at least 25% on the post-test					
4.	2, 3, 4, 5, 6	Library instruction feedback form [see proposed changes, Appendix B]	Instruction librarians	Percent of faculty satisfied with instruction provided, and percent of positive quantifiable comments	Solicited within a week of each instruction session	Annually	Fall and Winter semesters	Class descriptions and learning outcomes	Varies. May include additional training and development, including in-house and professional development
5.	3, 4, 5, 6, 7	One-shot assessment (Question Bank)	Students at all levels (first year through graduate students)	Quantitative results indicating 70% of students answered correctly and qualitative results compared to rubric (in process)	At end of instruction sessions	Every semester	Fall and Winter semesters	Varies. Student learning outcomes, instructional approach, or activities and examples	Varies. May include further negotiation with partnering faculty, or seeking suggestions from other library professionals
6.	2, 7	LibGuide statistics	Use of guides	As indicator of value	End of reporting cycle	Annually (July-June)	Annually (July)	Guide availability or content	Feedback from relevant faculty
7.	2, 3, 4, 6, 7	Video and tutorial statistics	Use of videos and tutorials	As indicator of value	End of reporting cycle	Annually (July-June)	Annually (July)	Video and tutorial offerings	Revise or add additional content as needed
8.	8	Faculty workshop evaluations	Librarians teaching workshops	Positive workshop evaluations	Within a week of the session	Varies by semester.	Annually (July)	Workshop offerings	Add additional workshops based upon faculty request and interest level of librarians

Table adapted from: Suskie, L. (2004). Assessing student learning: A common sense guide. Bolton, Massachusetts: Anker Publishing Company, Inc., Fig. 4.1, 66.

## Description of Assessments

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- Core Goal 1A

Assessment of the Core Curriculum Core Knowledge Goal 1A is conducted in conjunction with the English department. The English department collects a representative sample of three papers from each section of English 101, 102, and 211. The main set of English 101 papers are collected in the fall semester and represent first semester freshmen. A smaller set is collected in spring semester. English 102 and 211 papers are collected at the end of spring semester and are representative of student ability at the end of the first year of college.

The library part of the Core Goal 1A assessment focuses on specific information literacy skills as demonstrated by students in the courses. These skills are aligned with the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*. Specifically, the standards and the associated measure are as follows:

- Standard #1, *“identifies a variety of types and formats of potential sources for information”*, the application of which is *“uses a variety of types of sources in the bibliography.”*
- Standard #2 *“accesses needed information effectively and efficiently”* is evaluated based on markers that *“sources indicated use of a variety of retrieval methods.”*
- Standard #3, *“evaluates information and its sources critically and incorporates selected information”*, is evaluated based on the authority and reliability of the sources.
- Standard #4, *“uses information effectively to accomplish a specific purpose”*, is evaluated by examining whether *“sources selected are appropriate for topic.”*
- Standard #5, *“uses information ethically and legally.”* Standard 5 is evaluated based on correctness of citations.

After both the English department and librarians complete assessment, it is analyzed by the CCU Institutional Research office and shared with the library. A summary is written in June/July for inclusion in both the Core report and the reference and instruction department annual report. The rubric used in 2012/2013 is found in Appendix A.

- Project SAILS

Project SAILS is a tool that can help determine the effectiveness of library instruction programs. The tool evaluates eight skill sets that are aligned with the ACRL information literacy standards. The areas evaluated are: Developing a Research Strategy, Selecting Finding Tools, Searching, Using Finding Tool Features, Retrieving Sources, Evaluating Sources, Documenting Sources, and Understanding Economic, Legal, and Social Issues. The comprehensive report provided by Project SAILS includes comparisons to peer institutions.

Librarians will write a summary of Project SAILS in June/July 2014 after report is received in June 2014; the next summary is scheduled for February 2015 after report is received Jan 2 2015.

- LIBR courses pre/post test

Students in the LIBR courses taught by librarians complete a pre- and post-test which assesses course learning outcomes. Outcomes may include: Searching, Selecting Finding Tools, Evaluating Sources, Citation, Using Finding Tool Features, and Documenting Sources.

- Library instruction feedback form [see proposed changes, Appendix B]

This assessment utilizes a Likert scale to gather feedback on faculty perception of library instruction in one-shot sessions.

Current questions ask:

1. The librarian presented the material in a clear and interesting way.
2. The librarian was enthusiastic during the instruction session.
3. Your students responded well to this session.
4. The librarian was well prepared for your instruction session.
5. The objectives of the instruction session were met.
6. Comments

Faculty rate the librarian's instruction for each session on a scale of 1-5, with the following values: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

Rationale for change of form: Librarians would like to add additional qualitative questions to gather more specific data to improve their instruction. The questions would be optional for the faculty member. They follow a 3-2-1 format, a well-known format for gathering assessment.

The back end process for this form does not work well for our needs. These evaluations of librarianship are reported out in aggregate for each librarian. Individual feedback from faculty is used to improve a librarian's instruction. There is an expectation among instruction librarians that these materials are intended for the improvement of the instruction program, for the dean, and for reporting purposes. The raw data is not meant to be viewed by others unless the dean requests it. Currently the instruction coordinator must ask LTAS to download the data to give to the coordinator. This is an unnecessary step to add to the workflow of another department to provide data that should be easily acceptable by the coordinator. Also in the current process, evaluations were read by a colleague from another department when asked to provide the data to the coordinator. This made some librarians uncomfortable. This made some librarians uncomfortable and less likely to use this assessment. We will work with LTAS to identify solutions to these concerns and implement them in the future.

- One-shot assessment

Assessment of one-shot sessions within disciplines is tailored to the research needs of the students and is based on the assignment. Instruction librarians defined the following general learning outcomes for students in lower level (100-200) courses and upper level (300-400) courses. These student learning outcomes are representative of some of the learning outcomes used for this level of student, and all learning outcomes do not apply to every one-shot. Additionally, some lower level outcomes may be used in upper level courses, and vice versa.

<b>Lower level students (general information literacy skills)</b>	<b>Upper level students (emerging subject specialist skills)</b>
Recognize an information need	Recognize that knowledge can be organized into disciplines that influence the way information is accessed
Define or modify information need to achieve a manageable focus	Develop a research plan appropriate to the investigative method
Identify key concepts and terms that describe the information need	Use various search systems to retrieve information in a variety of formats
Determine whether information satisfies the research or other information need	Use specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
Describe criteria used to make information decisions and choices	Determine probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
Select information that provides evidence for the topic	Investigate differing viewpoints encountered in the literature
Demonstrate an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her	Create a system for organizing the information

own	
Select an appropriate documentation style and uses it consistently to cite sources	Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

- Question Bank

A bank of questions is under development and will be used by librarians to assess one-shot sessions. The goal is to develop multiple-choice questions that assess the most common learning outcomes addressed in one-shot sessions. Librarians can then draw questions from the question bank to quickly create assessments for each one shot session. Questions are aligned with current ACRL IL standards. Sample questions are provided as Appendix D. These questions will be reviewed after the new IL *Framework* is approved by ACRL.

- ENGL 102, Spring 2014

English 102 sessions were assessed in Spring 2014 using a new set of assessment questions. The library SLOs were revised in summer 2013 in response to curricular changes approved by Faculty Senate in 2013. The course direction changed from Composition and Literature to Composition and Critical Thinking, removing the focus on literature. Assessment collected in Spring 2014 captured data in line with the new learning outcomes. The assessment outcomes are available in Appendix C.

- LibGuide statistics

LibGuides are more commonly used within the scope of instruction sessions and remain available to support student research after instruction. They also may be integrated into one-shot assessment questions. However, LibGuide statistics also serve as assessment of the usefulness of the guides throughout the year.

- Video and tutorial statistics

Tutorial statistics provide an indication of use of the materials.

- Coordinator observations process (Appendix E)

The Coordinator of Library Instruction conducts observations of librarians using the Plus/Delta method to note observations and structure information conversations about instruction with the goal of improving library instruction. Instruction librarians also participate in peer review of library sessions and share feedback to improve instructional efficacy.

Appendix A: Core Goal 1A: Library Rubric

## Core Goal 1a: Library Rubric

### Ability to comprehend, analyze and critically evaluate information

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#### 1. ACRL Standard #1 Identifies a variety of types and formats of potential sources for information.

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Uses a variety of types of sources in the bibliography

Proficient	[3]	Uses two or more types of sources.
Developing	[2]	Uses only one type of source.
Undeveloped	[1]	Uses no sources.

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#### 2. ACRL Standard #2 Accesses needed information effectively and efficiently

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Sources indicate use of a variety of retrieval methods

Proficient	[3]	Evidence of use of two or more retrieval methods
Developing	[2]	Evidence of use of one retrieval method
Undeveloped	[1]	No evidence of retrieval methods

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#### 3. ACRL Standard #3 Evaluates information and its sources critically and incorporates selected information

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Sources selected are authoritative and reliable.

Proficient	[3]	Two or more sources are from peer reviewed or reliable sources
Developing	[2]	One source is from peer reviewed or reliable sources
Undeveloped	[1]	No sources are from peer reviewed or reliable sources

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#### 4. ACRL Standard #4 Uses information effectively to accomplish a specific purpose

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Sources selected are appropriate for topic

Proficient	[3]	Two or more sources relate to topic
Developing	[2]	One source relates to topic
Undeveloped	[1]	No sources relate to topic

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#### 5. ACRL Standard #5 Uses information ethically and legally

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Citation elements are consistent with required format

Proficient	[3]	Two or fewer elements are missing
Developing	[2]	Three to five elements are missing.
Undeveloped	[1]	Five or more elements are missing.



Appendix B:

Proposed Library instruction feedback form {Current form with suggest additions}

Current questions ask:

1. The librarian presented the material in a clear and interesting way.
2. The librarian was enthusiastic during the instruction session.
3. Your students responded well to this session.
4. The librarian was well prepared for your instruction session.
5. The objectives of the instruction session were met.
6. Comments

Faculty rate the librarian's instruction for each session on a scale of 1-5, with the following values: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

What are three things that worked well in the session?

What are two things you feel your students accomplished as a result of the session?

What is one thing you wish the librarian had covered/had covered differently/or would like removed from future sessions?

Appendix C:  
English 102 assessments

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 1: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcome d: Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

Assessment: Multiple-choice question at the end of instruction session.

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2: Students will be able to construct and implement effectively designed search strategies.

Outcome b: Identifies keywords, synonyms and related terms for the information needed

Assessment: Multiple-choice question at the end of instruction session.

ACRL Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicator 4: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcome a: Determines whether information satisfies the research or other information need

Assessment: Multiple-choice question at the end of instruction session.

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 1: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcome c: Investigates the scope, content, and organization of information retrieval systems

Assessment: Multiple answer question at the end of instruction session.

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 3: The information literate student retrieves information online or in person using a variety of methods.

Outcome c: Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

Assessment: Multiple answer question at the end of instruction session

Appendix D:  
Sample Question Bank Questions

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ACRL Standard 1: The information literate student determines the nature and extent of the information needed.

Performance Indicator 1: The information literate student defines and articulates the need for information.

Outcome e: Identifies key concepts and terms that describe the information need

1. You have to write a paper for your class arguing that social networking is either good or bad for society. You can pick any position and explore any aspect of the topic and you've decided to argue that social networking is bad for teenagers because it takes away from their time to work on school and can lead to depression if they get bullied online. You are ready to start running searches in library article databases for evidence and facts to back up your position. Which of the following search terms will work best for your topic?

- A. Social networking, Facebook, teens, effects
- B. Social networking, Facebook, teens, mental health, academic achievement\*
- C. Facebook, mental health, society
- D. Society, teens, mental health, academic achievement
- E. Don't know

2. Imagine that you are writing a paper on the topic of whether workplace bullying affects employee turnover. Out of the following choices, which is the best choice of keywords or phrases to search for information on your topic?

- A. Workplace bullying and employee turnover\*
- B. Does workplace bullying affect employee turnover
- C. Bullying and turnover
- D. Workplace bullying affects turnover

ACRL Standard 1: The information literate student determines the nature and extent of the information needed.

Performance Indicator 2: The information literate student identifies a variety of types and formats of potential sources for information.

Outcome d: Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

1. Which of the following is the intended audience of a scholarly journal?

- A. College students
- B. Professors, researchers, and scholars\*
- C. The general public
- D. The group of people being studied

2. You know an article is from a peer reviewed journal because:

- A. It was written by someone knowledgeable in the subject area

- B. It was reviewed by experts/scholars before being published\*
- C. It contains a general overview of the topic it addresses
- D. Don't know

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 1: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcome c: Investigates the scope, content, and organization of information retrieval systems

1. Of the following, which is the best database to use for psychological research?
  - A. PsycInfo \*
  - B. JSTOR
  - C. Google
  - D. Academic Search Complete

[pair with 1.1.e question 2. from above]

2. Based on the research topic in the question above, what are two tools you can use to find reliable information on the topic?
  - A. Business Source Complete and National Newspapers Core\*
  - B. Discover and Wikipedia
  - C. Kimbel Library Catalog and Google
  - D. Discover and the library catalog

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2. The information literate student constructs and implements effectively designed search strategies.

Outcome d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

1. Which of the following searches in a library database will give you the MOST results?
  - A. wedding OR marriage OR matrimony\*
  - B. wedding AND marriage AND matrimony
  - C. wedding AND marriage OR matrimony
  - D. I don't know

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 3. The information literate student retrieves information online or in person using a variety of methods.

Outcome c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

1. If Kimbel Library does not own a journal article, how else can you get a copy of it?
  - A. Write to the author of the article and see if he or she will send it to you.
  - B. Request it through Interlibrary Loan.
  - C. Go to another library hoping to find it.
  - D. Check online. Everything is there.
  - E. Give up and select another article.

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 5. The information literate student extracts, records, and manages the information and its sources.

Outcome c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

1. In the citation listed below, what would you look up in the library catalog to determine if this article is available through Kimbel Library?

Geisler, J. M. (2009). Hippopotamus and whale phylogeny. *Nature*, 458(7236), E1.  
doi:10.1038/nature07776

- A. *Nature* (Look up the title of the journal)
- B. Geisler, J. M. (Look up the authors of the article)
- C. Hippopotamus and whale phylogeny (Look up the title of the article)
- D. doi:10.1038/nature07776 (Look up the article's doi)

ACRL Standard 5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicator 3. The information literate student acknowledges the use of information sources in communicating the product or performance.

1. A citation is:
  - A. A brief paragraph that summarizes what a book or article is about
  - B. A book review
  - C. A description of a library database
  - D. A record of the identifying elements of a book, article or website\*
  - E. I don't know

Appendix E:  
Coordinator observation process

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## Plus/ Delta Observations

### **Process**

Instruction observations are arranged for a session of the librarian's choice. Observations are arranged ahead of time and should not be a surprise visit to the class.

### ***Pre-Observation Conference***

The coordinator of library instruction meets with the librarian prior to observation. At the meeting the librarian shares goals for the class session, the SLOs and general outline of the lesson plan. The librarian identifies specific areas on which they would like feedback, and the coordinator and librarian come to an agreement on the areas on which the observation will focus.

Specific examples of what a librarian may ask for feedback on include the following:  
*(not all of these items are applicable to or observable in every instruction session)*

### *Presence*

Instructor tone, volume control, body language, movement, eye contact, perceived ease of speaking to class, speed of speaking.

### *Student/audience engagement*

Does the librarian lecture without opportunity for students/audience to ask questions? Is interaction intentionally built into the session? Are students appropriately involved in an activity, or is the majority of the class not on task?

### *Activities*

Are the activities appropriate to stated goals? To the level of students? To the instructor's assignment? How effective was the explanation of the activity?

### *Interaction/ Collaboration with Faculty member*

Evidence of communication and collaboration with the faculty member

### ***The Observation***

The coordinator of library instruction uses the Plus/Delta method to guide note taking and conversations about instruction observations. During an observation, the coordinator organizes notes in two columns, Plus and Delta. On the Plus side, the coordinator writes specific quotes and comments based on the coordinator's observation of what the librarian did well. On the Delta side the coordinator writes specific quotes and comments based on the coordinator's observation of what the librarian may want to reconsider or change in the future. While special attention is

paid to the areas for which the librarian requested feedback, the notes generally address several areas in addition to the main ones identified for the observation.

***Post-Observation Conference***

Within a week of the session, the coordinator and the librarian meet again to review session observations. The librarian shares what s/he thinks went well and what s/he would like to change or rework in the future. The coordinator selects two or three items from both the Plus and the Delta columns of notes to focus the conversation on a manageable number of points to address.

**Plus/Delta notes template**

+	△
<p><i>Specific statements made by the librarian or by the class that encouraged student learning</i></p> <p><i>Comments on what went well</i></p>	<p><i>Specific statements made by the librarian or by the class that were unclear or did not enhance student learning</i></p> <p><i>Comments on what could be changed or improved upon in the future/areas of further growth</i></p>



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