University of Kentucky

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The ABCs: Assess Before Change

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The ABCs:
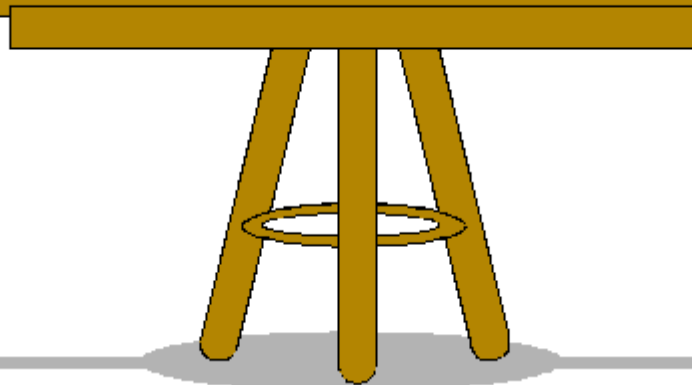## Assess Before Change

Jennifer Hootman & Chad Kahl

PowerPoint slide design by Janet Johnson

Milner Library – Illinois State University
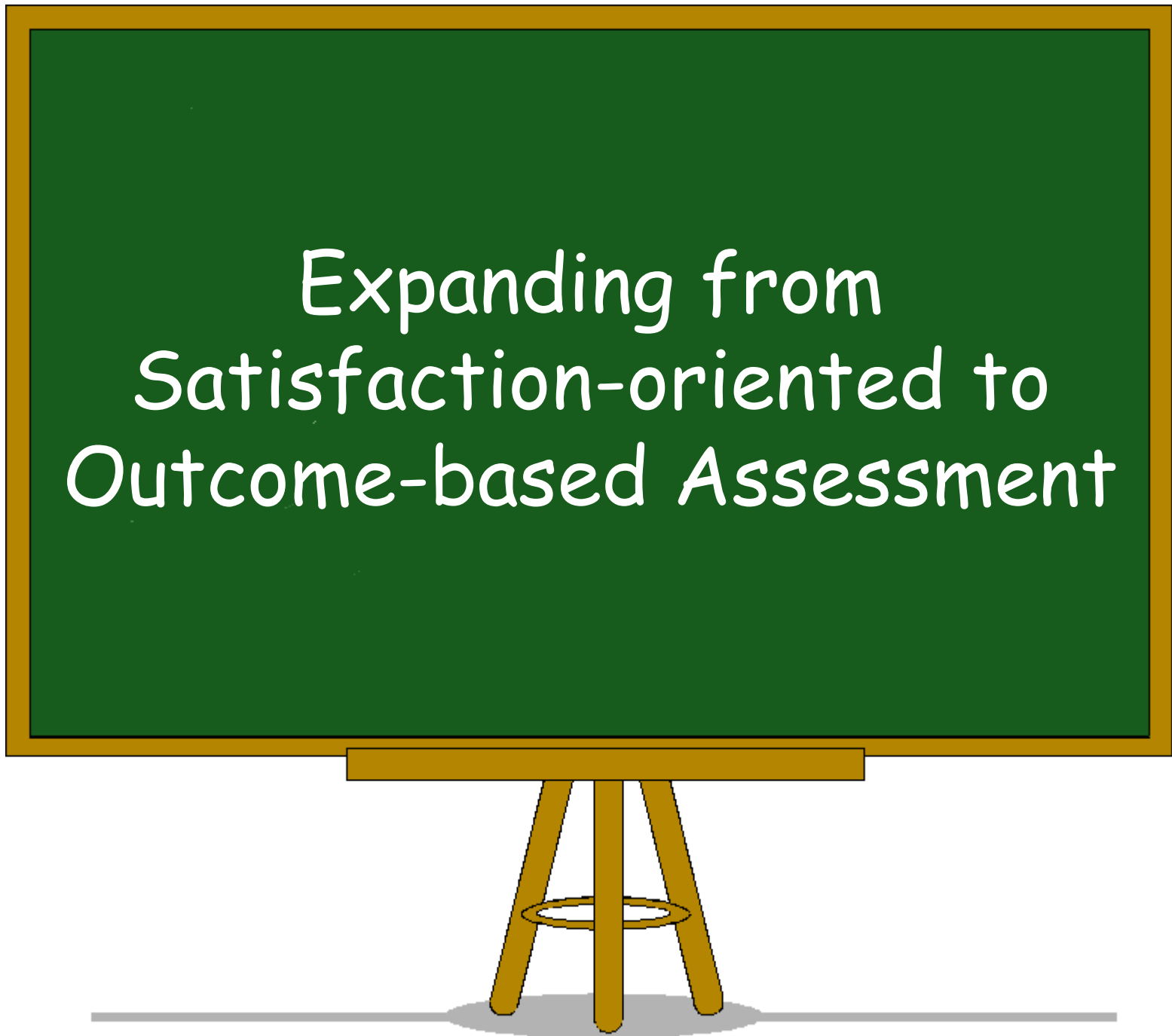
2004 ILA Annual Conference

October 1, 2004

Agenda

- Expanding from satisfaction-oriented to outcome-based assessment
- Expanding from session-specific to programmatic assessment
- Identifying beginning steps for creating an evaluation and assessment plan
- Working towards the goal

Expanding from Satisfaction-oriented to Outcome-based Assessment

What is Satisfaction-oriented Assessment

- Measures a classroom faculty member/student's opinions/attitudes
  - examples:
    - Did you find this session useful?
    - Presenter did a good job of presenting material.
    - I would recommend this session to others.
- Tend to be measured by yes/no or Likert-scale responses

What is Outcome Assessment

- Measures library's contribution to the institution's educational mission

- Differs from traditional measures of inputs and outputs

- Improves library services through cyclical outcome assessment process

(Dugan and Hernon)

Measures Library Contribution

- Assess student learning outcomes
  - observe/record/measure quantifiable changes in skills of students
- Not intended to be comparable with other institutions
- Examples – measure students' …
  - proper use of Boolean operators
  - utilization of evaluation criteria with Web

(Dugan & Hernon; Rockman)

No More "Tonnage Counts"

- Departure from traditional measures
  - Inputs
    - # of instruction librarians
    - # of classrooms & # of computers in each
  - Outputs
    - # of instructional classes
    - # of instructional classes' attendees
- While useful information, these do not measure whether students are learning

(Dugan and Hernon)

Improve Library Services

- Assessment is an iterative process to evaluate and improve services
  - If students are not learning desired skills in class, it's clear something needs to change (e.g. pedagogy, assignment)
- Must stress commitment to improvement of service, rather than measure of individual job performance
  - Offer training, not a negative job review

(Dugan and Hernon)

Outcome Assessment Process

- State outcomes
- Collect data that measures student learning
- Analyze data and compare to outcomes
- Make changes necessary to improve results
- Repeat assessment cycle

(Rabine and Cardwell)

Expanding from Session-specific to Programmatic Assessment

Creating a Program

- Creation of tiered system for development of information literacy skills
  - General Education courses
  - Disciplinary courses
- Assess development of IL skills throughout students' matriculation

General Education Courses

- **COM 110 (LILAC)**
  - Feedback forms from librarians to each student on basic searching strategies and reading citations

- **Foundations of Inquiry (FOI)**
  - pre-class assignments
  - pre- and post-tests
  - worksheets

General Education Courses

Problems

- Lack of coordination
  - Among the Gen Ed courses and levels
  - Between Gen Ed and the disciplines
- Lack learning objectives for library skills
- Considerable resources spent on course-by-course assessment, but do not know programs' effectiveness

Disciplinary Library Instruction

Session-specific assessment examples

- BUS 100
  - graded homework worksheet
- Nursing
  - graded worksheets, reference lists, online library assignment, etc.
- PSY 213
 - graded homework assignment

Disciplinary Library Instruction

Typical problems

- Non-recursive teaching of similar skills
- Lack of coordination between courses
- Students may lack skills expected and assessed by professors
- Vague requests for "library skills" training

Exercise

1. Identify components of your LI/IL program(s)
2. Identify assessment in each component of the program
3. Identify type of assessment
   1. satisfaction-oriented vs. outcome-based
   2. session-specific vs. programmatic
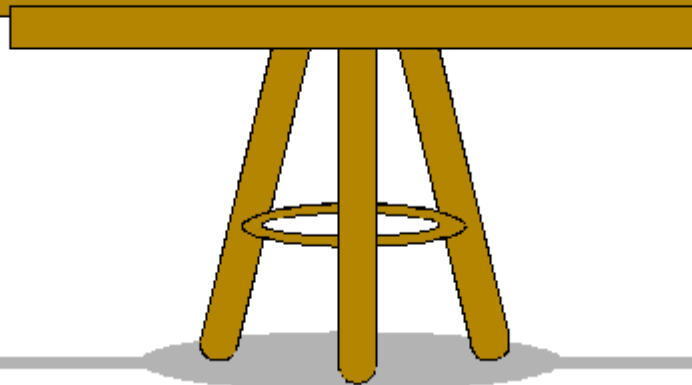
Identifying Beginning Steps for Creating an Evaluation and Assessment Plan
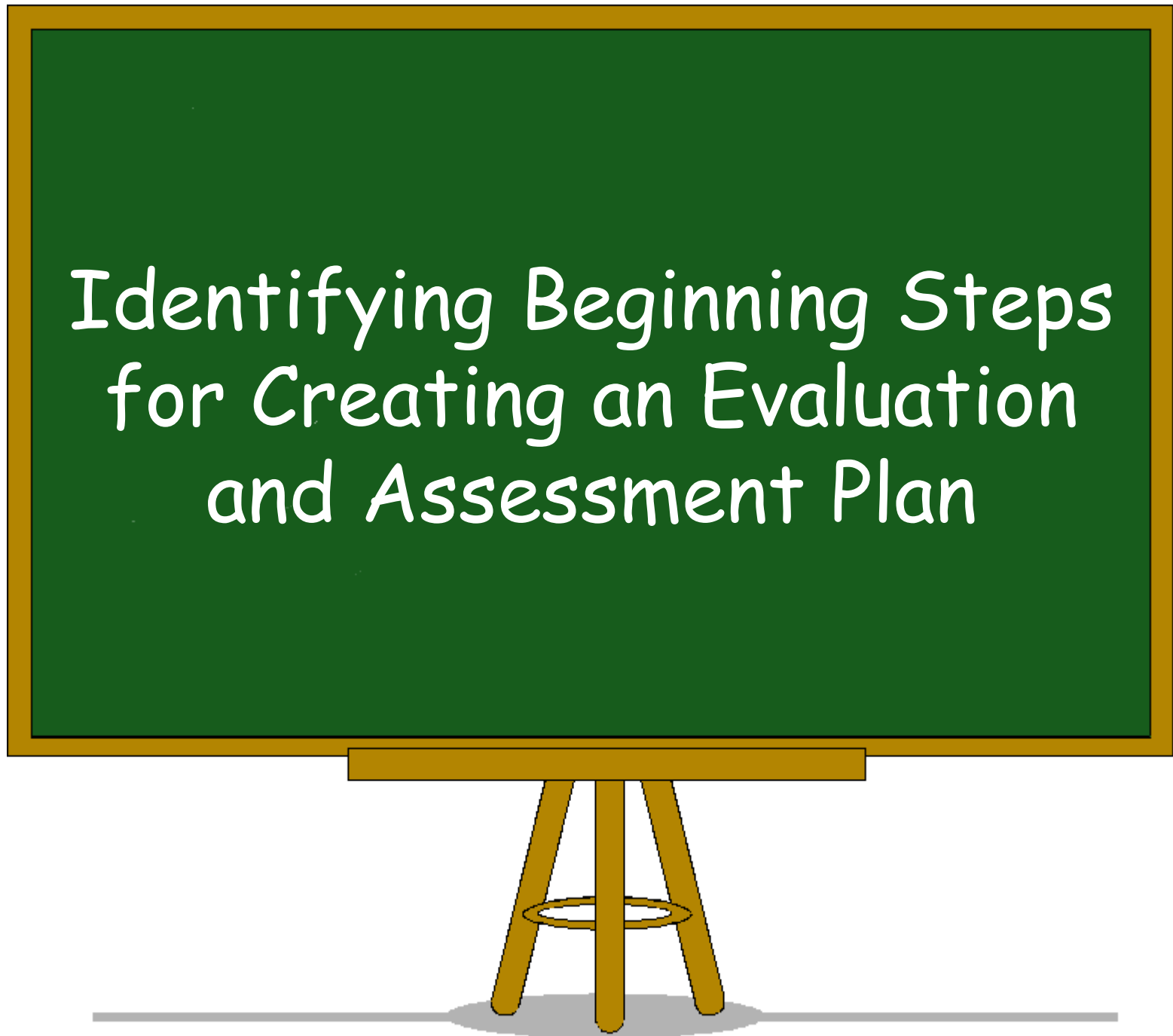
Information Literacy Competencies/Standards

- Created Milner Library's own *Information Literacy Competencies/Standards*
  - www.mlb.ilstu.edu/learn/ilcomps.htm
- Compared five IL and information technology competencies
- For more information:
  - www.ilstu.edu/~cmkahl/presentations/iacrl 04/IACRL-04.ppt

Survey Existing Efforts

- **General Education Courses**
  - COM 110 (LILAC)
  - Foundations of Inquiry
- **Disciplinary Library Instruction**
- **Other**
  - Library Instruction Committee Instructional Survey, 2003-04

General Education Courses

COM 110 (LILAC)

- Feedback form database

- Survey of instructors and students

- Review of student portfolios

Foundations of Inquiry (FOI)

- *FOI Library Survey*

Disciplinary Library Instruction Survey

- Asked if these were being measured:
  - assessment of their teaching
  - classroom faculty and/or student satisfaction
  - students meeting learning objectives
- If yes to any of 3 ?s, then asked for/if:
  - course number(s) and instructor name(s)
  - classes are sequenced

Other

Library Instruction Committee (LIC)
Instructional Survey, 2003-04

- Would you be in favor of classroom observations by your colleagues? Why or why not?

- Do you have any suggested topics for workshops and/or speakers?

Created Timeline

Overview of the assessment of library instruction for North Central Association campus committee

- general trends
- past five years
- next five years

Identified Strategic Documents

- IBHE – *The Illinois Commitment*
  - Goals Five and Six of Feb. 1999 document
    - www.ibhe.org/Policy/ilcommitment.htm
  - *Student Learning Objectives by Department*
    - www.assessment.ilstu.edu/program/index.shtml
- *Educating Illinois* – ISU's strategic plan
  - outcome calls for formal IL partnerships
    - www.educatingillinois.ilstu.edu/
- *Guidelines for Program Review Self-Study*

Identified Strategic Documents continued

- Milner Library's 2003-04 *Annual Goals*
  - Conduct survey of information literacy instruction....and articulate different elements across the curriculum
- LIC *2004-05 Goals and Objectives*
  - Integrate assessment components
  - Target departments and programs undergoing Program Review
  - Improve assessment [for COM 110] ....

Administrative

- Creation of comprehensive plan for information literacy
- Ensuring campus-wide discussion of IL
  - participation in campus committees
  - presentations at symposiums, etc.
- Integrating LI/IL assessment transition efforts into subsequent strategic planning documents
- Applying for grants, funding, etc.

General Education

- Currently participating in Gen Ed reform
  - IL goals in Speech and Writing course goals
  - specified library research sessions and learning outcomes
  - two-semester portfolio includes graded research log and individual assignments
- Gen Ed Information Literacy Tutorial
  - grant for online IL tutorial geared towards first- and second-semester students

Disciplinary Library Instruction

- Identify introductory, capstone and other appropriate courses for sequenced, integrated disciplinary IL
  - Utilize student learning goals identified by departments/programs
- Target programs and departments undergoing Program Review
- Example – Cal St Fullerton's IL Initiative
  - www.library.fullerton.edu/information_comp/

Professional Development

- Peer library instruction classroom observations

- Library-wide discussion of outcome assessment, including LI/IL

- Series of training workshops

  - examples

    - what is IL?
    - how to discuss IL with classroom faculty members
    - active learning techniques/pedagogies

References

- Dugan, Robert E. and Peter Hernon. (2002). Outcomes assessment: Not synonymous with inputs and outputs. *The Journal of Academic Librarianship, 28* (6), 376-380.

- Rabine, Julie and Catherine Cardwell (2000). Start making sense: Practical approaches to outcomes assessment for libraries. *Research Strategies, 17* (4), 319-335.

- Rockman, Ilene F. (2002). The importance of assessment. *Reference Services Review, 20* (3), 181-182.

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