

# Information Literacy: Accreditation, Alignment, and Assessment

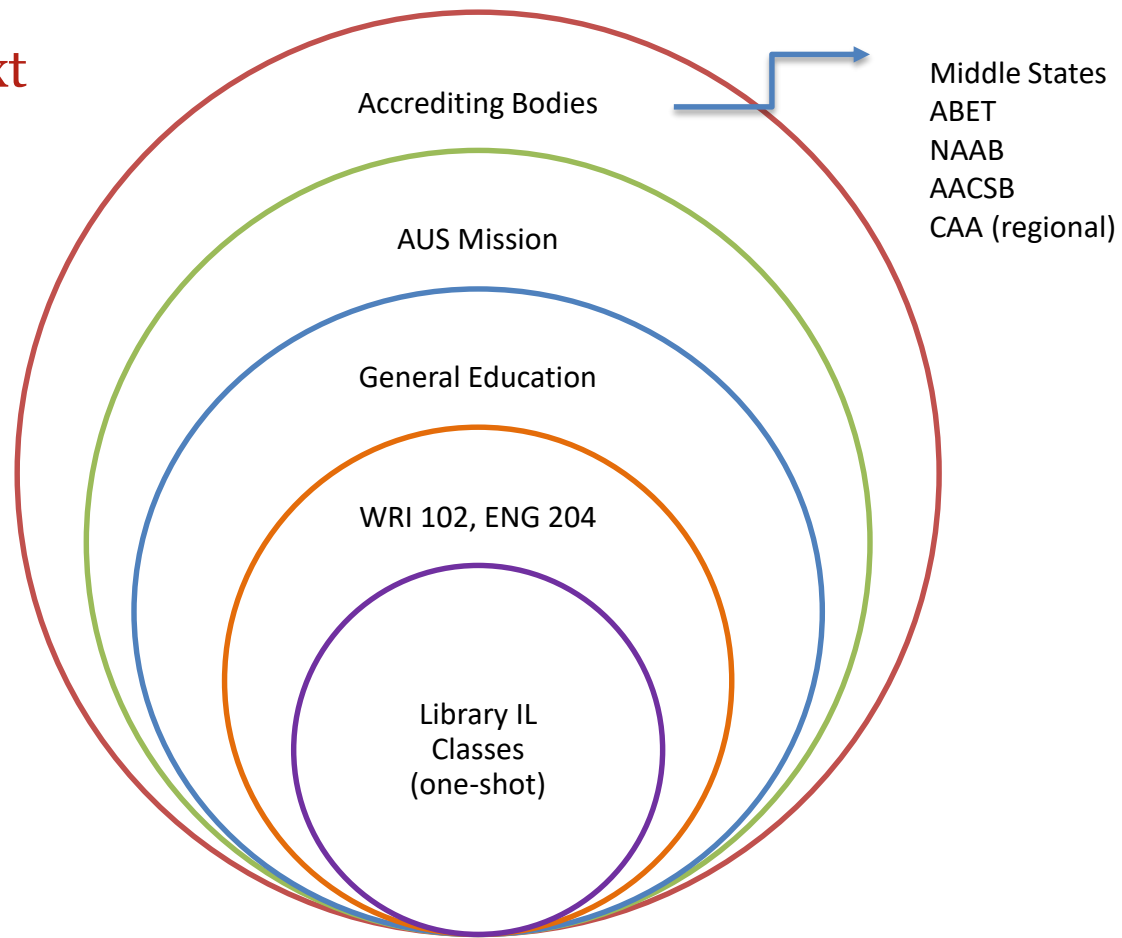
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# The AUS Context



# How 'we' define and articulate IL

## Library - Information Literacy Mission Statement

The instructional mission of the AUS Library is to develop students' **information literacy** competencies so that they can navigate the complex information landscape to improve their academic, professional, and lifelong education.

## General Education Program – Goal H.

**Information Literacy:** *Develop the skills and abilities to thoughtfully seek information, critically analyze sources, and clearly formulate complex ideas.*

Courses: **WRI 102 & ENG 204**



# Why we assess IL

- Not just an obligation to retain accreditation
- Evidence of the impact we have had on student learning
- Learning about student learning
- So that we can reflect upon our practices
- Strengthen partnerships with faculty
- Enact change
- Improve student learning

# Assessment Activities

- Direct
- Indirect
- Formative
- Summative
- Evaluation

- Pre / Post quizzes
- In-class assessments
- Course evaluations
- Essay prompts
- HEDs Survey
- Exit Survey
- Rubrics

# Indirect Measures

## Is this a true statement:

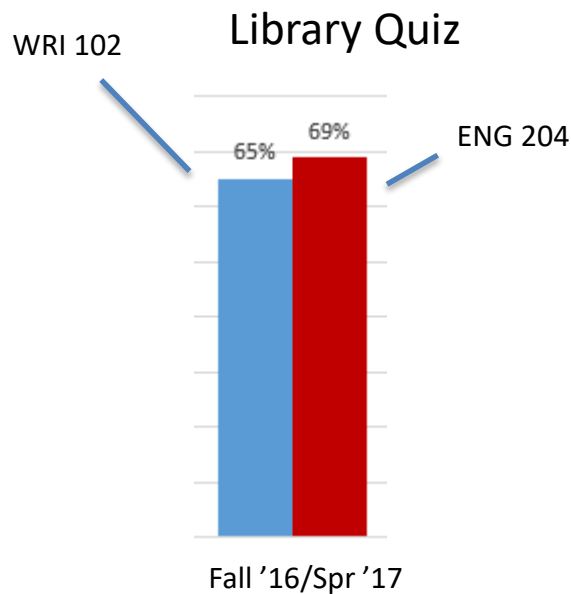
“The library instruction that I received this semester helped me better understand how to find and use library resources.”

Yes / No

## Reporting out:

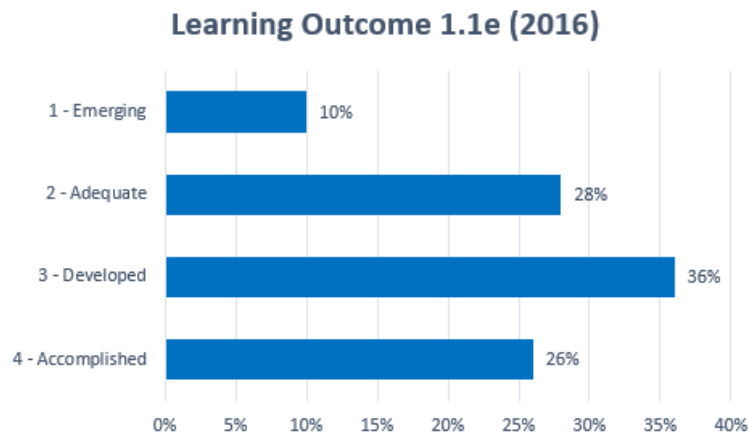
*“92% of all ENG 204 students receiving library instruction in 2016 felt that they were better able to find and use library materials as a result of instruction.”*

# Direct Measures



Learning progress over time

### Rubric Assessment



Establishing baselines for comparison

# Assessment Planning



Course: ENG 204

Semester: Fall 2015



Student Learning Outcome (SLO)	Activity/s Used to Assess (SLO)	Assessment Method(s)	Expected Outcome
1.1e Identifies key concepts and terms that describe the information need	Worksheet Research Log	VALUE Rubric (outcome 2) Collect worksheet from 6 sections - Librarians assess	70% of students achieve a rating of "4" accomplished

1.

Expected Outcome	Assessment Results	Analysis	Action Plan
70% of students achieve a rating of "4" accomplished	65% of students achieved a rating of "4" accomplished	Students still in the early stage of topic definition and exploration. More time needed prior to class	Integrate a "concept map" into the Research Log as pre-class homework

2.



# Challenges

- Assessment remains at the course level
- Who is accountable for information literacy?
- To what extent are faculty engaged with information literacy?
- How are we gathering / reporting evidence of learning that can enact change?

# AAC&U's Value Rubric



## AUS Library - Information Literacy Rubric (ENG 204) – Fall 2015

Please record the *total number of students* in each achievement category below.

Total numbers recorded should reflect *one* ENG 204 section per sheet.

ACRL IL Standard 4:	Accomplished 4	Developed 3	Adequate 2	Emerging 1
Uses information effectively to accomplish a specific purpose	Communicates, organizes, and accurately synthesizes ideas / information from sources using a creative and unique approach to fully achieve a specific purpose, with clarity and depth <input type="text" value="3"/>	Communicates, organizes and concisely synthesizes ideas / information from sources to achieve a purpose that is a thoughtful response <input type="text" value="7"/>	Communicates, organizes and adequately synthesizes ideas / information from sources. Intended purpose is achieved <input type="text" value="8"/>	Synthesizes information / ideas imprecisely, insufficiently, or awkwardly which weakens the intended purpose <input type="text" value="3"/>

Total number of students in section =

**Please provide feedback / comments on page 2 of this document**

Please return scored rubric (and any additional feedback) to Rhonda Stricklett (AUS Library) [rstricklett@aus.edu](mailto:rstricklett@aus.edu)

Thank you for participating in this library assessment project.

# Opportunities

- Redefining how we as an institution conceive information literacy
- Using assessment results to reinforce campus partnerships
- Thinking beyond the General Education Program
- Correlations between student use of the library & other educational activities

# References

Maki, P. (2002). Developing an assessment plan to learn about student learning. *The Journal of Academic Librarianship* , 28 (1), 8-13.

Maki, P. (2010). *Assessing for learning. Building a sustainable commitment across the institution* (2<sup>nd</sup> ed.). Sterling, Va.: Stylus.

Oakleaf M. (2009). Writing information literacy assessment plans: A guide to best practice. *Communications In Information Literacy*, 3(2), 80-90.

Saunders, L. (2011). *Information literacy as a student learning outcome : The perspective of institutional accreditation*. Santa Barbara, Calif.: Libraries Unlimited.

Thank you

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