Information Literacy: Accreditation, Alignment, and Assessment

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The AUS Context

Accrediting Bodies

Middle States
ABET
NAAB
AACSB
CAA (regional)

AUS Mission

General Education

WRI 102, ENG 204

Library IL Classes (one-shot)
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

Establishing baselines for comparison
# Assessment Planning

## Course: ENG 204

## Semester: Fall 2015

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Activity/ies Used to Assess (SLO)</th>
<th>Assessment Method(s)</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1e Identifies key concepts and terms that describe the information need</td>
<td>Worksheet, Research Log</td>
<td>VALUE Rubric (outcome 2) Collect worksheet from 5 sections - Librarians assess</td>
<td>70% of students achieve a rating of “4” accomplished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Results</th>
<th>Analysis</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students achieve a rating of “4” accomplished</td>
<td>65% of students achieved a rating of “4” accomplished</td>
<td>Students still in the early stage of topic definition and exploration. More time needed prior to class</td>
<td>Integrate a “concept map” into the Research Log as pre-class homework</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>ACRL II Standard 4:</th>
<th>Accomplished</th>
<th>Developed</th>
<th>Adequate</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses information effectively to accomplish a specific purpose</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Communicates, organizes and concisely synthesizes ideas/ information from sources to achieve a purpose that is a thoughtful response

Communicates, organizes and adequately synthesizes ideas/ information from sources. Intended purpose is achieved

Synthesizes information/ ideas imprecisely, insufficiently, or awkwardly which weakens the intended purpose

Total number of students in section = 21

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

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


Thank you

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