

# **IL Assessment - Standards to the Framework**

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# Outline

## 2012-2017 Standards

In-house, cohort assessment study  
Design, results, recommendations

## 2017-2018 Framework

ACRL Framework - how will we do assessment  
Where we are now with recommendations

## **Why bother?**

“If libraries intend to remain relevant on campus, they must demonstrate their contributions to the mission of the institution by becoming involved in assessment” (Oakleaf, 2009, p. 539)



**2010**

**Seneca Libraries started mapping IL into degree programs**

**Seneca Libraries Information Literacy Plan for 2010-2013**

SLIL team committed to creating an assessment tool to determine the effectiveness of the Information Literacy instruction that was mapped in the degree programs.

## Seneca Libraries Strategic Initiatives 2010-2013:

"Develop a generic assessment tool to be used to measure the IL skill development in Degree students over their four year study period. Pilot the tool in 2011-2013"

# 2012

November 2012 looked at “out of the box” assessment tools.

The questions were too high-level OR the questions were aimed at Americans.

1. You are learning about the United States presidential elections in Government class. You learn that the U.S. Constitution created an Electoral College that has the final say in presidential elections. You learn that there has been much debate surrounding the need for an U. S. Electoral College. You must now write a three-page paper about the United States Electoral College. Which of the following questions below is too narrow a topic for a three-page paper? (TRAILS, 2012)

# Built an in-house tool

Built a bank of 35 multiple choice/ TF questions.

Each question was mapped to one or more outcomes under four standards.

## **ACRL Information Literacy Competency Standards for Higher Education**

Standard 1. Identify the information needed

Standard 2 (revised): Locate and access information

Standard 3: Evaluate information critically

~~Standard 4: Use information effectively to accomplish a specific purpose~~

Standard 5: Use information legally and ethically

# Questions linked to outcomes

## Question

1.5. To find the most recent, original, nutrition research for a research paper, I would consult (Outcome 1.f)

- a) an encyclopedia
- b) a magazine
- c) a journal\*
- d) a book

## Outcome

1.f Identify the characteristics and value of different sources (e.g. popular vs. scholarly, primary vs secondary.) 1.5, 1.1, 1.6

# Design

Survey Monkey - 3 versions of the test, 16 questions each

Ethics approval Summer 2013

Pre-test Fall 2013 - incoming B.Comm students (n=184),  
delivered in-class

Post-test Spring 2017 - graduating B.Comm students (n=48),  
delivered in-class and online

# **IL Intervention 2013-2017**

## **3 tutorials and 3 face to face workshops**

- BAB100 (1st semester) - f2f workshop AND online tutorial with online quiz
- ENG105/106 (1st semester) - Academic Honesty tutorial with online quiz; MLA tutorial with online quiz
- ENG205 (2nd semester) - f2f workshop
- LSP700 (7th semester) - f2f workshop

# What we wanted to see

1. Increase in scores over the four years
2. Interventions linked to an increase in scores



# Data



**Del Burnett**

# Results - overall

ACRL Standard	Mean (%) correct 2013 (n=184)	Mean (%) correct 2017 (n=48)	Change
	58.9	64.9	6.0

For results please contact  
[joanna.blair@senecacollege.ca](mailto:joanna.blair@senecacollege.ca)

LO number	Learning Objective (LO)	Mean (%) correct response for questions associated with objective 2013 (n=184)	Mean (%) correct response for questions associated with objective 2017 (n=48)
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## Significant Increase

The mean scores for learning objectives were compared using the Sign Test for paired samples on IBM SPSS v. 22.

The results for the Sign Test showed that the 2017 median scores were higher than the 2013 median scores and that the difference was statistically significant at  $p=0.023$

2.a	specific databases) or subject guides for the topic .	91.5	89.5
2.b	Build a search statement (brainstorm keywords and use boolean.)	56.5	65.8

Question number	Mean scores (%) 2013	Mean scores (%) 2017
1.1	72.9	71.1
1.2	56.2	55.2

## Significant Increase

The mean scores for individual questions were compared using the Wilcoxon-Sign Rank Test for paired samples on IBM SPSS v.22.

The results showed that the 2017 median scores were higher than the 2013 median scores and that the difference was statistically significant at  $p= 0.002$  and  $z=-3.096$ .

2.8	60.3	68.4
2.9	9.7	10
2..10	53.2	70

# Demographic questions

Q1. What Seneca degree program are you enrolled in?

Q2. How many times at Seneca, were you present for a class workshop led by a librarian?

Q3. Have you completed any of the following online library research tutorials through Blackboard?

Q4. Have you ever made a research appointment with a Librarian?

Q5. When did you start your degree at Seneca?

# Results - IL sessions

Mean (%) score 2017 according to number of  
IL sessions attended

For results please contact  
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45

50

55

60

65

70

75

Median scores for those who attended 2 IL sessions were higher than median scores for 1 IL session  $p=0.049$  and  $z=-1.970$ . Wilcoxon-Sign Rank Test for paired samples

# Results - online tutorials

Mean (%) score 2017 according to self-reported  
completion of online tutorials

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45

50

55

60

65

70

75

# Results - research appointments

Mean (%) score 2017 of respondents who made a

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45 50 55 60 65 70 75

# What we did well

ACRL Standard	Mean (%) correct 2013 (n=184)	Mean (%) correct 2017 (n=48)	Change
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# Results - increase more than 10%

LO number	Learning Objective (LO)	Mean (%) correct response for questions associated with objective 2013 (n=184)	Mean (%) correct response for questions associated with objective 2017 (n=48)
1.f	Identify the characteristics and value of different sources (e.g. popular vs. scholarly, primary vs secondary.)		
1.g	Describe the process by which information is published. (e.g. blogs, peer review.)		
2.c	Use features to refine your search (e.g. full-text, content type/publication type, date, peer review)		
2.e	Use advanced searching options (e.g. field search, phrase, wildcard, truncation.)		
5.a	Identify the nature of free vs fee-based access to information (includes authentication.)		
5.b	Legally obtain, store, disseminate, and use text, data, images, sound according to Copyright rules.		
5.c	Define plagiarism and academic honesty.		

For results please  
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senecacollege.ca

## **What we didn't do well**

*Standard 3. Evaluate information critically* did not increase over the four years.

A multiple choice quiz may not be an ideal tool for evaluating critical thinking.

# What we didn't do well

<b>LO #</b>	<b>Learning Objective (LO)</b>	<b>Mean (%) correct response 2013 (n=184)</b>	<b>Mean (%) correct response 2017 (n=48)</b>
2.i	Identify and describe the alert features to stay current.	9.8	10

We had outcomes that clearly were not being taught in our sessions.

# Recommendations

1. Consider making *Standard 3. Evaluate information critically* a priority in IL. Create a generic, customizable, online tutorial and quiz on this topic to increase the impact of the teaching and the visibility of this subject.
2. Look for opportunities to engage with faculty to encourage awareness of *Standard 3. Evaluate information critically*. Reach out to WRT100 course developers in the School of English and Liberal Studies.

# Recommendations

3. Maintain the strong library complement of resources for Academic Honesty, Citation, and Copyright as this is a clear area of strength for the Libraries and the College. Collaborate with the Academic Integrity Committee.
4. Review the current learning objectives and identify any LOs that the IL team is not teaching.
5. Continue to encourage Faculty to promote Research Appointments to students who are struggling with research.

# How I would do it different



Created by Gan Khoon Lay  
from Noun Project

# Problems with cohort assessment

- Staff members/roles are likely to change over time
- Goals of the instruction may change over time (Standards to Framework)
- Cohort changes - fewer students are in the program at the end (some of the students aren't in their last year)
- Hard to determine what interventions they have received other than self-reporting
- No examination of the individual classes

# Validity of the tool

By creating your own tool you will always wonder if it is a good tool.

If you create your own tool there is no way to compare across institutions.

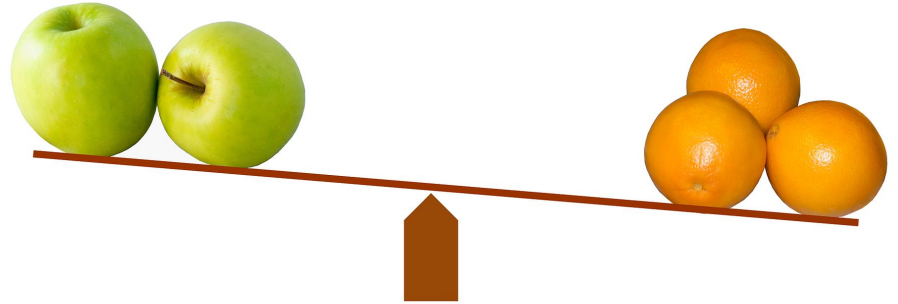


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# **Increase buy-in from IL instructors**

It was the assessment team who built the tool, administered the tool, collected, analyzed and interpreted the data.

Not enough investment or understanding from the IL team.

# Seneca adopts ACRL Framework 2017



# **QA suggestion- Assess threshold concepts**

Request from IL staff to develop a plan to assess IL learning outcomes at the course level.

Mandate for new Assessment committee

1. Recommendations for existing tools to assess student competency on IL learning outcomes at the course level and degree level



# What I wanted

An example to follow that other colleges had validated and were using.



# Needs Assessment - IL staff

## Extremely important

Online

In-class

Fast (under 5 minutes)

## Not important

Authentic assignment

Ratings of instructor effectiveness

Automatically graded

# Literature Review

[bit.ly/AssessBib](https://bit.ly/AssessBib)

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## Outcomes Assessment in Undergraduate Information Literacy Instruction: A Systematic Review

Allison Erlinger\*

There is a well-established need for academic libraries to demonstrate their impact on student learning, particularly through the application of measurable outcomes in information literacy instruction (ILI). Recent literature is replete with articles both outlining the importance of well-designed assessment as an integral part of ILI and providing examples of the methods being used at particular institutions. This review synthesizes the theoretical and practical literature on ILI assessment in an effort to answer three questions: What do we know about assessment methods and what general recommendations exist? What assessment methods are academic librarians actually using? How does professional practice compare to existing recommendations?

### Introduction

During the last two decades, both information literacy and outcomes-based assessment have come to the forefront of higher education. It is widely acknowledged in the literature that assessment has become a focus in all areas of higher education; instructional departments can no longer assume that students are learning—

# Three models to consider

1. Minute paper model
2. Surveys
3. Authentic assessments

# Assessing the Framework

Assessing threshold concepts should be less about skills and more on evidence of learning

(Berg 2017, Oakleaf 2014)

# Modified minute paper

## Models

- Choinski, E., & Emanuel, M. (2006). The one-minute paper and the one-hour class: Outcomes assessment for one-shot library instruction. *Reference Services Review*, 34(1), 148-155.
- Duque, G., Oehrli, J. A., Peters, A., & Stark, A. (2017). Questioning authority: An exploration of diverse sources. *LOEX Quarterly*, 43(4), 7–9, 16.
- Reynolds, S., & Fedko, S. (2013). Assessing student learning across an information literacy program 2- - 2- - Q feedback: Poster presented at 2013 *OCULA Spring Conference*, Jordan ON.

# **Modified minute paper proposal**

Each of the six threshold concepts will have a 'prompt' question and a rubric associated with it.

The rubric will have a number value associated with it so averages by class and or program will be possible.

## Scenario

Imagine that you have just run into a friend in the hallway who is stressed about an upcoming research paper.

### **‘Prompt’ question** for Information has Value

What 3 points of advice would you give your friend about respecting rules around using information ethically and responsibly while researching and writing this paper?

## Rubric

B - Beginner (3/10)	I - Intermediate (6/10)	A - Advanced (10/10)
Will mention citation and or plagiarism and checking published sources	Will emphasize the importance of citation and may mention copyright issues	Will emphasize the importance of citation and copyright laws. May mention either digital citizenship issues OR a publishing culture that does not treat voices equally.

# The proposal

One threshold concept will be evaluated in a session (fast, in-class)

Use LibWizard (online tool)

Session instructor will do the marking (buy-in)

Pilot in Sept. 2018 and validate the rubric

# Tools for large scale assessment

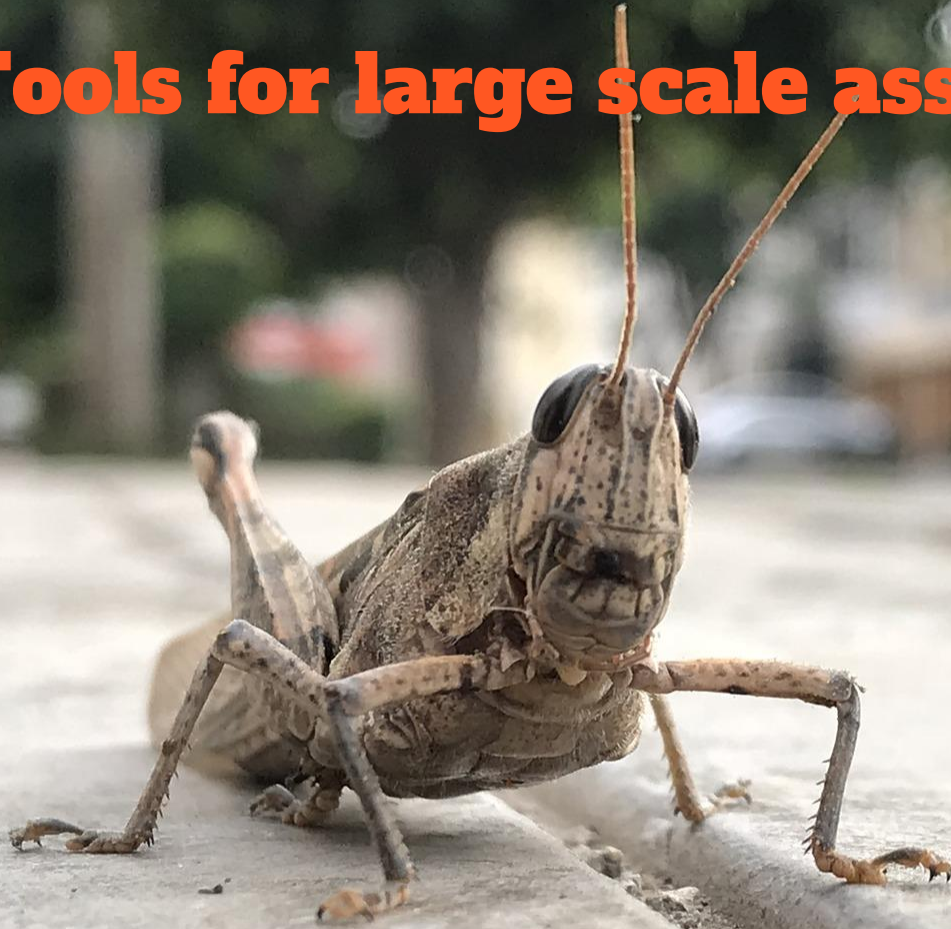
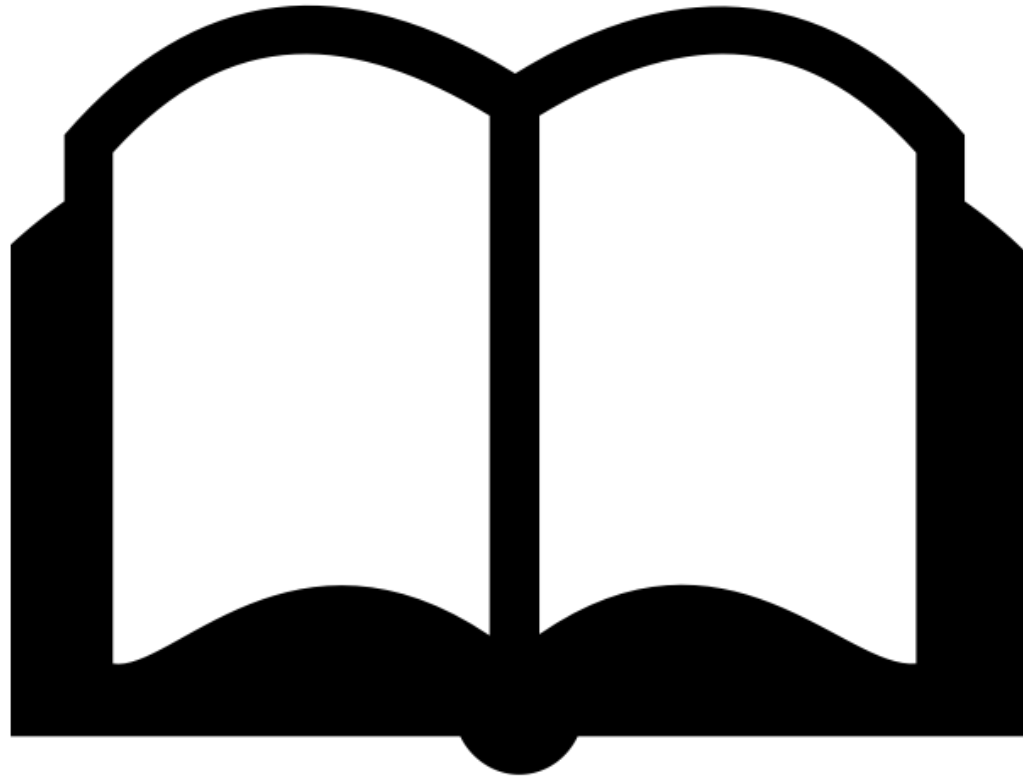


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# Standardized assessment tools

<b>Tool</b>	<b>Description</b>	<b>Cost</b>
Threshold Achievement Test for Information Literacy (TATIL)	<ul style="list-style-type: none"><li>- ACRL Framework</li><li>- Module 1, Evaluating Process &amp; Authority, and Module 2, Strategic Searching</li><li>- 2 more modules in August 2018</li></ul>	5-9 dollars/student
Standardized Assessment of Information Literacy Skills (Project SAILS)	ACRL Information Literacy Competency Standards for Higher Education	5 dollars/student (0-1000)
Information Literacy Advocacy and Assessment (ILAAP/WASSAIL)	ACRL Information Literacy Competency Standards for Higher Education - mapped to ACRL Framework	OER
Information Literacy Test (ILT)	ACRL Information Literacy Competency Standards for Higher Education	8 dollars/student

**To be continued - 2019**



Created by Himmah kamil  
from Noun Project

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Graham Lavender, 2012-2013

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