

10-1-2004

The ABCs: Assess Before Change

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Recommended Citation

Kahl, Chad M. and Hootman, Jennifer, "The ABCs: Assess Before Change" (2004). *Faculty and Staff Publications – Milner Library*. Paper 25.

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The ABCs:

Assess Before Change

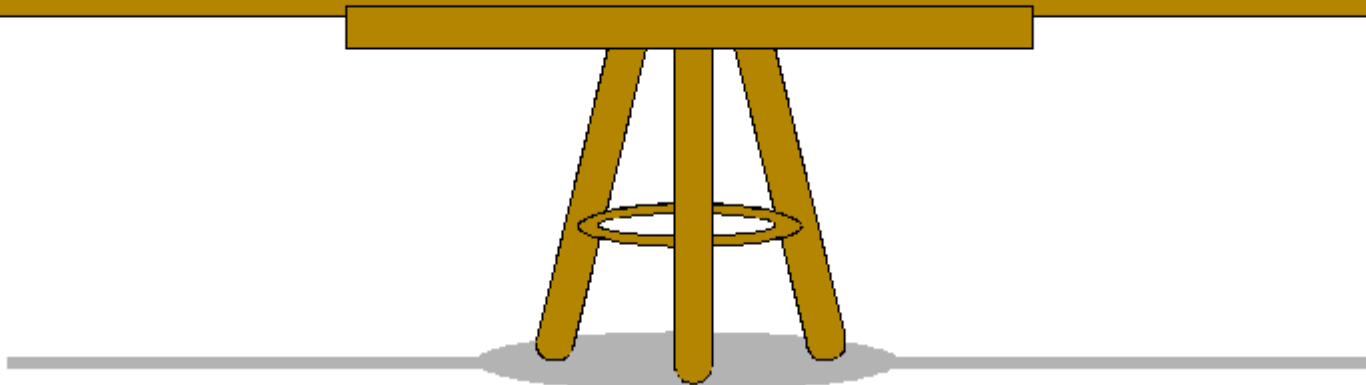
Jennifer Hootman & Chad Kahl

PowerPoint slide design by Janet Johnson

Milner Library - Illinois State University

2004 ILA Annual Conference

October 1, 2004



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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

A green chalkboard with a wooden frame and a wooden stand. The stand has three legs and a circular tray. The text is written in white on the chalkboard.

Expanding from
Satisfaction-oriented to
Outcome-based Assessment

Aa

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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

Aa

Bb

Cc

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)

Aa

Bb

Cc

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)

Aa

Bb

Cc

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)

Aa


Bb

Cc

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

Aa

Bb

Cc

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

Aa

Bb

Cc

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

Aa

Bb

Cc

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

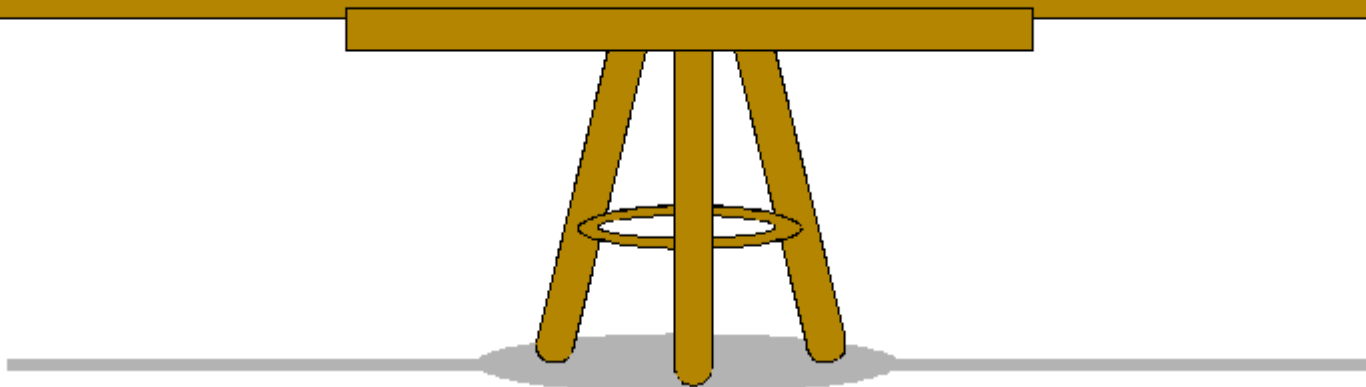
Disciplinary Library Instruction

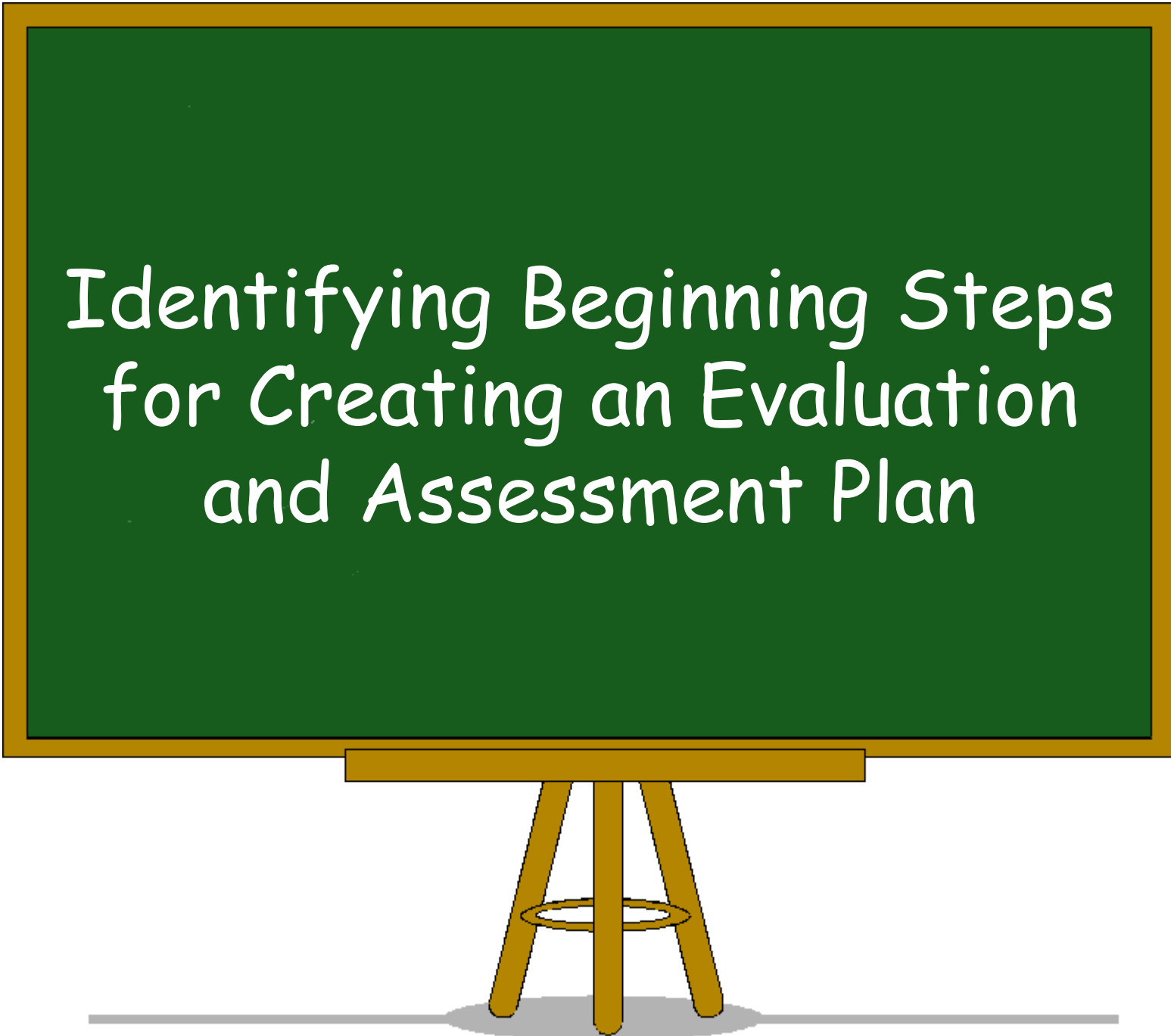
Typical problems

- 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/iacrl04/IACRL-04.ppt

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Survey Existing Efforts

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

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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*

Aa

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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

Aa

Bb

Cc

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?

Aa

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Created Timeline

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

- general trends
- past five years
- next five years

Aa

Bb

Cc

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*

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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] ...

A green chalkboard with a wooden frame and a wooden stand. The text "Working Towards the Goal" is written in white on the chalkboard. The stand has three legs and a circular base. A shadow is cast on the ground below the stand.

Working Towards the Goal

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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.

Aa

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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

Aa

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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/

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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

Aa

Bb

Cc

References

- Dugan, Robert E. and Peter Herson. (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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ABCs:

A rise before change
The End