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The ABCs: Assess Before Change

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The ABCs:
Assess Before Change

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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/iacrl04/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
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?
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](http://www.ibhe.org/Policy/ilcommitment.htm)
  - Student Learning Objectives by Department
    - [www.assessment.ilstu.edu/program/index.shtml](http://www.assessment.ilstu.edu/program/index.shtml)

- **Educating Illinois - ISU's strategic plan**
  - outcome calls for formal IL partnerships
    - [www.educatingillinois.ilstu.edu/](http://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] ....
Working Towards the Goal
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/](http://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


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ABCs: Assess Before Change

The End