

APPENDIX AA

2015-2016 Information Literacy Program Assessment Report

Elihu Burritt Library Information Literacy Program

As of July 1, 2016, the newly revised New England Association of Schools and Colleges (NEASC) standards for institutions of higher education have redistributed the requirements for academic libraries to lead the development of Information Literacy curricula and other library instruction from Standard Seven to Standard Four (see Appendix A, p. 9, paras. 4.12 and 4.15) and Standard Six (see Appendix A, p. 18, para. 6.2). While these revisions might imply that libraries and librarians are no longer as essential to the academic success of students in the higher education environment; this is a formidable indication that the information literacy curriculum is an essential element of the higher education curriculum.

Amidst the revisions of the NEASC standards, instructional librarians have also been called upon to implement the ACRL's new threshold concepts of the Information Literacy Framework in all forms of library instruction, replacing their Information Literacy Standards as originally developed and instituted in 2000.

These new information literacy threshold concepts were developed in order for instructional librarians to better collaborate and communicate with subject-specific teaching faculty members towards teaching students to become life-time learners. It is with this responsibility towards educating and retaining our students that the IL Assessment Program at the Elihu Burritt Library launched a new direction for instructing and assessing the information literacy program during the 2015-2016 Academic Year with the embedded librarian in the English composition curriculum, using data collected through our Learning Community Group project with the Introduction to College Writing program.

The following instructional delivery methods were all employed, however; and all but the online tutorials were assessed at varying levels of extent:

1. Information Literacy/Library Instruction Workshops, a.k.a. "one-shots";
2. LSC-150, the Library Sciences information literacy one-credit course that was taught online, in a traditional classroom and as a hybrid course;
3. Embedded librarian classes, in which librarians were embedded into ENG110/105 classes for three-four class sessions as part of the Learning Community; and
4. Online Information Literacy Tutorial modules (created during the summer of 2015).

All assessment instruments were created employing the new [Information Literacy Threshold Concepts Framework](#) developed by the Association of College and Research Libraries (ACRL) (<http://www.ala.org/acrl/standards/ilframework#introduction>), and the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy as the assessment documents to determine the core IL competencies.

The most difficult IL instruction delivery method to assess has been the Information Literacy workshops, or "one-shots." These workshops are instructional classes led by librarians, but traditionally, they have been assessed primarily by the subject specialist instructors teaching the class. The following issues make these information literacy classes very difficult to teach and assess:

1. These classes are often perceived by the students as taught by "substitute teachers" and not taken as seriously as other content taught within the class by their primary instructors.
2. Discipline-specific teaching faculty generally misunderstand the roles of both information literacy and instructional librarians in the context of teaching a discipline. "Course instructors may feel pressure by the amount of content they need to teach and are loath to give up scarce instructional time. Many course instructors are not aware of all the library services that are available, or they worry that they are asking too much of the librarian." (Buchanan, 6).

3. We have observed that many faculty are not inclined to share their assessments of students' competencies with the librarians at the close of either the workshop or the semester due to lack of time or might be worried that their teaching style, curriculum, or assessment practices would be judged by the instructional librarian. We have made some progress in gaining access to student artifacts by working with many new English Composition faculty members through the embedded librarian program, thereby resolving faculty issues librarians' time with and access to their students.
4. Teaching faculty often use the one-shot instructional workshops to pack all the "library resource information" into a one-hour class period, making the job of teaching and learning the threshold concepts behind information literacy virtually impossible to retain and/or apply to real-world problems; and even less possible to assess, since librarians can't distinguish the information applied from the one-shot workshops versus other information resources.

Having stated these observations, it is also true that certain elements of the information literacy curricula from these instructional models overlap among the instructional delivery modes. Instructional materials and technologies used in the one-credit LSC-150 course, such as CentralSearch (our discovery layer), have been introduced to students within both the embedded librarian classes as well as the one-shot IL classes and the online information literacy tutorial modules. The assessment of students' effective use of such technologies and resources is still mostly anecdotal at this time; however, we have suggested a few assessment instruments for the FYE Information Literacy modules that will be rolled out for the new FYE program in the fall 2016 semester.

We also have some broadly interpreted data from the Online Information Literacy Tutorial Modules that were created during the summer of 2015, from which one can infer that students are willing and eager to learn in an online environment.

Information Literacy Workshops/"One-Shot" Sessions

Due to the instructional librarians' focus on the embedded class sessions this academic year, the curriculum for all the one-shots was not assessed as an instructional delivery mode. We did, however, collect artifacts from 15 students in two separate ENG110 classes, as well as from one FYE English class who were encouraged to attend an electronic resources event in the library (which we considered to be the equivalent amount of information to that of a one-shot workshop).

Further assessment instruments will be researched, discussed among the reference/instruction librarians and applied to the 2016-2017 Academic Year classes that attend a one-shot information literacy session in the library. We are also conducting research and discussing different assessment methods (e.g., the Multi-State Collaborate project and the NSSE survey) with the Office of Institutional Research and Assessment to determine how to measure the information literacy competencies of incoming students and those students who have never attended any information literacy instructional sessions either at CCSU or at other institutions of higher education. The data yielded by such information would give us a benchmark against which to compare the learning outcomes for this basic information literacy instruction delivery method.

One-Shot Statistics

Summer 2015 (July 1, 2015 – August 26, 2015): 10

Fall/Winter 2015 (August 24, 2015 – January 15, 2016): 69

Spring/Early Summer 2016 (January 19, 2016 – July 1, 2016): 55

Fall 2015

69 classes were booked for one-shot IL sessions during the fall 2015 semester. This volume of classes is significantly lower than in past fall semesters and needs to be reviewed for justification after the fall 2016 semester has ended. This data includes those professors who chose to bring their classes for more than just one information literacy workshop in the library, but who were not participating in the Learning Community embedded librarian program, due to the following issues: 1) the Learning Community program was limited to five class sections; 2) faculty members had to agree to follow a protocol in order to assess their students effectively; and 3) faculty members who participated in the program had to be teaching at least two sections of the course in order to provide a controlled sampling of students who had not been instructed by the same librarian multiple times in the same course over the duration of a semester.

The data analyzed from five student artifact in the three traditional one-shot classes (for a total of 15 student artifacts) that were assessed for learning outcomes was collected specifically to compare to the embedded librarian classes and was scored against the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy competencies. The only competency that was not scored was that of “Access the Needed Information.”

	Determine the Extent of Information Needed	Evaluate Information and Its Sources Critically	Use Information Effectively to Accomplish a Specific Purpose	Access and Use Information Ethically and Legally	Average Score
One-Shot Information Literacy Classes	2.13	1.83	2.07	1.43	1.8

Implications

Although the data is in alignment with students who have not received any prior information literacy instruction before college, this data does demonstrate that students are sufficiently information literate as college freshmen. Further data analysis, comparing freshman information literacy competencies to that of college seniors should reveal the most appropriate stages at which to scaffold higher levels of information literacy concepts and competencies throughout the higher education process.

Spring 2015 Semester

55 classes were booked for one-shot IL sessions during the spring 2016 semester, which is comparative to the number of classes booked last spring, though the differential between the volumes of fall 2014 semester one-shots and the spring 2015 semester one-shots was narrower than in previous years.

Implications

The instructional librarians will be discovering and/or developing new assessment instruments for the one-shot sessions to be piloted in the fall 2016 semester. Use of the faculty surveys has been discontinued at this time due to findings that the data from these surveys was inconsequential. In order to collect meaningful data from such assessment instruments, both the library instructors and the subject instructors would have to be anonymized and the questions directed at the subject instructors must be reconstructed for more effective, unbiased outcomes.

Embedded Librarian Information Literacy Program

The embedded librarian program with the English Composition program was tested in the spring 2015 semester with one ENG110 section taught by Dr. Elizabeth Brewer and instructed by a reference/instructional librarian in order to determine a practical curriculum and assessment process of the information literacy competencies. A different instructional librarian acted as the library instructor for the one-shot library session of a second section of Dr. Brewer’s ENG110/105 classes. The second section, which only received the one library workshop, acted as the control group in this assessment of the IL curriculum for the embedded librarian ENG110 class.

This trial collaboration included a student self-survey and faculty assessment of student artifacts to determine information literacy competencies. We were therefore able to use the trial to promote the program and the assessment process to other ENG110/105 faculty members at the end of the spring 2015 semester so that the collaborative teaching and assessment project would expand with further sections of the course. The extension of the collaboration with four other teaching faculty members in the fall 2015 semester also secured more assessment

possibilities from those ENG110 sections that either participated in a single library research instruction session (“one-shot”) or did not include any library research instruction at all. Furthermore, those ENG110/105 sections not participating in the embedded librarian learning community acted as a control group against which we compared those students who had been exposed to semester-long information literacy instruction.

The student self-assessments provided reflections upon their IL experiences and successes following their experiences in their ENG110/105 courses with the embedded librarians. These surveys were distributed throughout the embedded classes that occurred throughout the 2015-2016 academic year. The statistics from the surveys of the embedded librarian classes from both the spring and the fall 2015 semesters can be found in Appendix B. The data from the spring 2015 semester has not yet been analyzed or reviewed.

Due to the students’ positive responses to the embedded librarian instructional delivery method, instructional librarians will continue to be embedded in ENG110/105 sections during the fall 2016 semester.

LSC-150

Due to the re-structuring of the Association of College and Research Libraries’ Information Literacy Standards into the Information Literacy Framework in 2015, the curriculum for the LSC-150 course will be updated to reflect the Framework’s expanded roles for information literacy across the academic curriculum at institutions of higher education. In addition to the fact that the current assessment instrument is not robust or explicit in its requirements for higher critical thinking competencies, the change from a set of standard skills to a framework of information literacy competencies also requires the rewriting of both the student learning outcomes and the assessment instrument for the LSC-150 curriculum.

Description of Assessment Program

In both the fall 2015 and spring 2016 semesters, at least two of the three LSC-150 course sections were formatively assessed using an annotated bibliography. These student artifacts were not assessed on a summative basis for the purposes of evaluating the information literacy program, due to the lack of a benchmark assessment at the beginning of the semesters. The rubric for assessing student mid-term and final projects in LSC-150, section 01 online for the spring 2016 semester can be found in Appendix C.

TATIL Beta Test

Beginning in the spring 2016 semester, students were tested for their information evaluation skills using an online assessment test entitled, “Threshold Achievement Test for Information Literacy.” Carrick Enterprises is currently developing this assessment instrument for measuring student competencies in the Information Literacy Framework threshold concepts. Because it is in beta form, it is free of subscription charges to those institutions testing the instrument’s viability; however the metrics and comparative analyses are incomplete at this time and therefore ineffectual as reportable data.

The LSC-150 instructors will continue to administer the TATIL evaluations among three course sections, as the developers require that a minimum of 25 students take each module of the test. Eventually the company will offer a test for each of the following Information Literacy Threshold Concepts (as created by the ACRL):

- Scholarship as Conversation
- Research as Inquiry
- Authority is Constructed and Contextual*
- Information Creation as a Process*
- Searching as Strategic Exploration*
- Information Has Value

* Initial field testing has been completed for these threshold concept assessment instruments.

Carrick Enterprises has announced that in summer 2016, they will begin to provide basic metrics and comparative analyses for the tests that have been submitted by participating educational institutions. This will allow us to provide meaningful data about students’ information literacy competencies, which might be used as benchmark statistics to compare to final course assessments.

FYE Online Information Literacy Tutorials

In June 2015, the reference and instructional department was charged with developing an online set of information literacy tutorial modules that would be used in First Year Experience course sections through Blackboard Learn course shell links.

This set of IL tutorial modules was designed to make use of the ProQuest Research Companion tutorials in concert with videos created by reference/instructional librarians at the Elihu Burritt Library for CCSU students. The ProQuest Research Companion is a set of fully functional video tutorials with research tools that include search, evaluation and citation tools (for both MLA and APA styles). Each module includes a transcript for each tutorial video, as well as a formative student self-assessment tool. The videos that were created by the CCSU librarians were updated beginning in the late spring 2015 semester to include the new library website interface.

Due to requests for IL tutorial modules for non-FYE courses, a student-oriented version of the tutorials was created which did not include the pedagogical vocabulary. While these tutorials did offer the student self-assessment tools, they were not accompanied by assessment tools for librarians to use in evaluating the student learning outcomes from usage of the tutorials.

The tutorials were hosted on the library's LibGuides system which does not have an intuitive statistical/analytical instrument for measuring usage of or linkage to the information posted on each research guide page. However, the amount of hits to the two Information Literacy guides were measured using both the Springshare LibGuides analytical instrument and running an informal Google Analytics measurement of hits to the guides through the Google search engine. Both sets of metrics for views of the guides between August 24, 2015 and June 27, 2016 were within ± 5 hits to the sites, with 184 views recorded in the Springshare analytical tool for the entire faculty version of the Information Literacy Tutorials LibGuide. The most popular page for this faculty guide was the "Find Information," in which the concepts of determining and narrowing one's topic and thesis statement are covered. The general information literacy guide for the students was viewed 90 times; however the "Evaluate Information" page of the guide was viewed 129 times over the course of the 2015-2016 academic year. The statistical charts may be viewed in Appendix D.

Conclusion

The assessment processes and instruments of the Information Literacy Assessment Program in the Elihu Burritt Library and its collaborative academic programs evolved during the 2015-2016 academic year. The instructional and reference librarians focused on embedding information literacy into the Introduction to College Writing program curriculum and assessing the student learning outcomes from this collaborative program. The core assessment instrument used to assess the embedded information literacy curriculum was based on the Multi-State Collaborative project assessment instruments. Having learned how to appropriately assess student artifacts, two more instructional librarians will be working with the instruction assessment librarian to develop measurable student learning outcomes, information literacy curriculum and assessment instruments that will produce meaningful data for all instruction delivery formats.

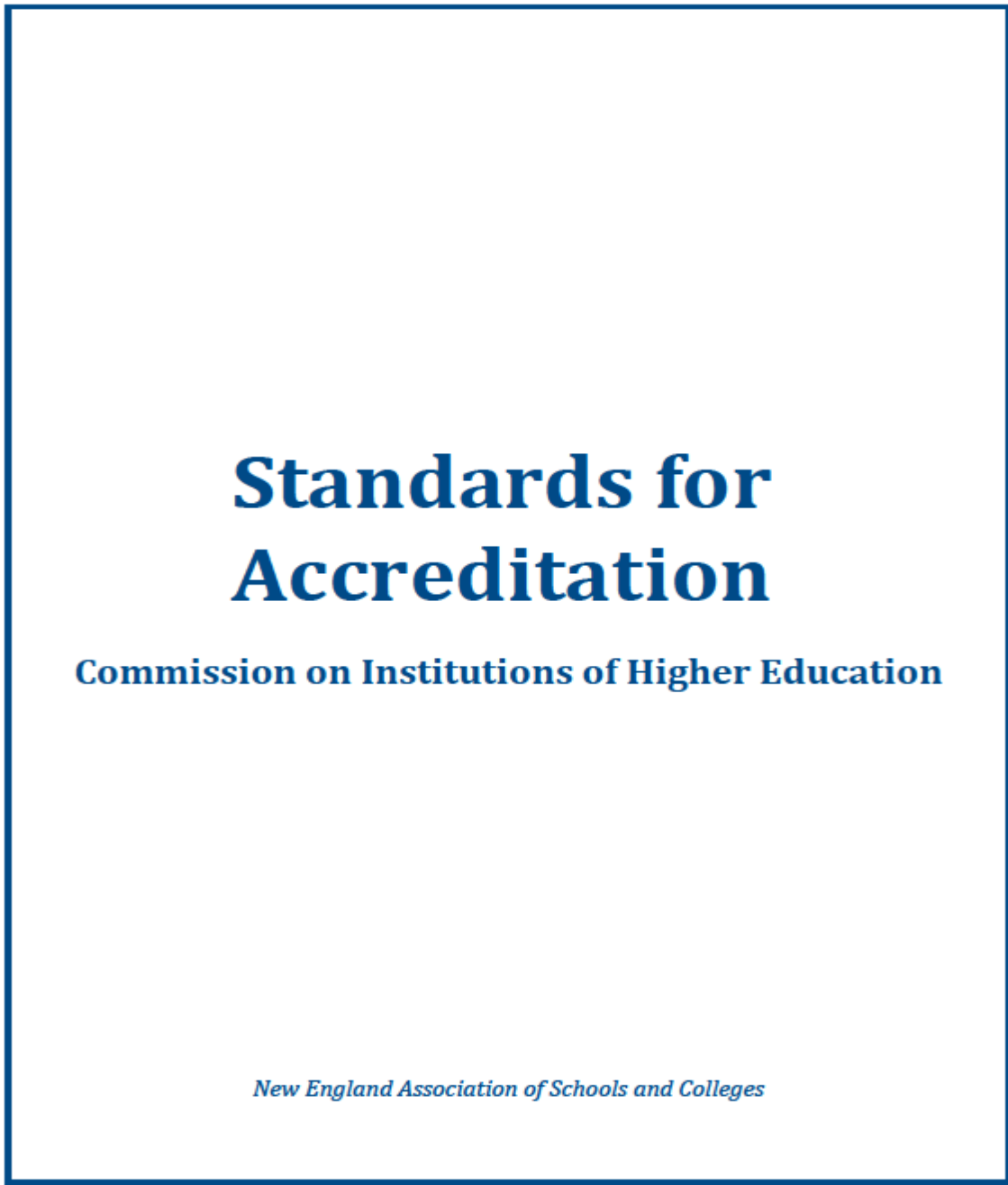
Bibliography

Buchanan, H. E., & McDonough, B. (2014). *The one-shot library instruction survival guide*. Chicago: American Library Association.

Appendix A

2016 NEASC Standards

(Please click on the cover image to access the full online PDF document.)



Appendix B

Statistical Data from Embedded Librarian/ENG110 Classes

Student Self-Assessments

Survey Question	Average Score
Use the library to search for a range of popular and scholarly sources?	4.03
Understand the difference between popular and scholarly sources as we discussed them in class?	4.51
Understand the difference between databases, journals, and articles?	4.14
Evaluate the credibility of a source?	4.16
Evaluate the usefulness of a source?	4.26
Put multiple sources and your own perspective “into conversation” in your writing?	4.04
Use MLA style for in-text citations?	4.17
Create a Works Cited page using MLA style?	4.46
Use online citation tools (RefWorks, EasyBib, etc.) correctly?	4.34
Find books using the library’s classification system?	3.20
Find materials in the library as a result of the tour?	3.18
Overall, how useful were the classes held in the library for your work on the research paper?	3.92
How useful do you believe the classes held in the library will be for your <u>future</u> classes at CCSU?	3.89
Has your confidence increased for seeking out help with future research projects?	3.82

Faculty Assessment of Student Artifacts

	Determine the Extent of Information Needed	Evaluate Information and Its Sources Critically	Use Information Effectively to Accomplish a Specific Purpose	Access and Use Information Ethically and Legally	Average Score
Embedded Librarian Classes	2.43	2.08	2.12	1.86	2.11
Non-Embedded Librarian Classes	2.13	1.83	2.07	1.43	1.8

Appendix C

LSC-150 C01 Online Course Rubric for Annotated Bibliography

(Mid-Term Project)

WORKS CITED/BIBLIOGRAPHY GRADING RUBRIC GRADE: 50 X .5=
GRADE:

TOPIC:

(5 pts) Thesis Statement:

5	4	3	2
Topic is sufficiently defined, focused, and appropriate for research paper; identifies key concepts and related terms that describe the information need.	Topic is clearly stated but is somewhat general and could be more focused; does not identify all necessary key concepts and related terms that describe the information need.	Topic is not sufficiently defined or narrowed for the research paper and key concepts and related terms that describe the information need are not included.	The topic is not approved by the instructor.

(18 pts) MLA BIBLIOGRAPHIC CITATION:

3	2	1.5	1
Bibliographic Citation was correctly alphabetized and used properly in documenting source.	Bibliographic citation was not properly alphabetized, and at least 2 pieces of information may be missing from citation (page number, date, journal, volume number) and Note: .5 taken off a single missing piece of information.	Bibliographic citation was not properly alphabetized, and at least 3 pieces of information is missing from the bibliographic citation. This includes the database information from the online source.	Bibliographic citation was not properly alphabetized, and most or all parts of the bibliographic citation is missing.

Selection of Sources (Appropriate type of source selected for information need)
(3 pt. x 3 sources= 9 pts):

Please note that all sources must be obtained from either an electronic or print resources accessed through the Elihu Burritt Library's catalog and databases (not the Internet/Wikipedia).

1 SCHOLARLY BOOK: 3 pt.

1 SCHOLARLY JOURNAL ARTICLE: 3 pts.

1 ENCYCLOPEDIA ARTICLE: 3 pt.

Reflection Essay Research Issues:

- Developing Thesis
- Finding Information
- Creating Search Strategy

Reflection Paper: (6pts. X 3 Research Issues = 18 pts)

3	2	1	0
Reflection essay cites two or more research lessons from reading, video and tutorial assignments in relation to Essay Issues listed above.	Reflection essay cites and relates to one research lesson from reading, video and tutorial assignments in reference to Essay Issues listed above.	Reflection essay generally mentions research theory in relation to Essay Issues listed above.	Reflection essay does not include any research theory or assignments in relation to Essay Issues listed above.

(Final Project)

**ANNOTATED BIBLIOGRAPHY GRADING RUBRIC GRADE: 100 X .30=
GRADE:**

TOPIC:

(5 pts) Introductory Paragraph with Thesis Statement:

5	4	3	2
Topic is sufficiently defined, focused, and appropriate for research paper; identifies key concepts and related terms that describe the information need.	Topic is clearly stated but is somewhat general and could be more focused; does not identify all necessary key concepts and related terms that describe the information need.	Topic is not sufficiently defined or narrowed for the research paper and key concepts and related terms that describe the information need are not included.	The topic is not approved by the instructor.

(15pts) MLA or APA BIBLIOGRAPHIC CITATION:

3	2	1.5	1
Bibliographic Citation was correctly alphabetized, formatted and used properly in documenting source.	Bibliographic citation was not properly alphabetized, and at least 2 pieces of information may be missing from citation (page number, date, journal, volume number) or formatted incorrectly. Note: .5 taken off a single missing piece of information.	Bibliographic citation was not properly alphabetized, and at least 3 pieces of information is missing or improperly formatted from the bibliographic citation. This includes the database information from the online source.	Bibliographic citation was not properly alphabetized or formatted, and most or all parts of the bibliographic citation is missing.

Selection of Sources (Appropriate type of source selected for information need)

(1 pt. x 5 sources= 5 pts):

1 BOOK : 1 pt.

2 SCHOLARLY JOURNALS: 2 pts.

1 REPUTABLE MAGAZINE: 1 pt.

1 WEB SITE: 1 pt.

Relevance/Usefulness of Source to Research Topic: (3pts. X 5 Sources =15pts)

3	2	1	0
Source is directly related to topic and student explains connection to thesis.	Source is related to topic but student does not fully explain connection to thesis.	Source is related to topic but student does not explain connection to thesis.	Source is not related to topic.

(50 pts) ANNOTATIONS (10 pts x 5 annotations =50pts)

10	8	6	4	2
Annotation critically evaluates the source and contains at least 5 items from the	Annotation provides an adequate evaluation of the source and contains at least 4 items from the annotation guidelines	Annotation provides an uneven or inadequate evaluation of the source and contains only 3 items from the annotation	Annotation provides an inadequate evaluation of the source and contains only 2 items from the annotation guidelines	Annotation provides an inadequate evaluation of the source and contains 1 item or less from the

annotation guidelines criteria.	criteria. May contain some summary rather than analysis.	guidelines criteria. May contain more summary than analysis.	criteria. May contain more summary than analysis.	annotation guidelines criteria. May contain more summary than analysis.
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Writing Mechanics. (2 pts x 5 annotations= 10 pts):

2	1	0
Annotations are well written and use correct grammar, diction, punctuation, and spelling.	Annotations are adequately written and contain minor errors in grammar, diction, punctuation, and spelling.	Annotations contain several mechanical errors in grammar, diction, punctuation, and spelling.

Appendix D

Statistics for Online Information Literacy Modules

Faculty Version

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides | Links

[Click here to view statistics prior to 2012-07-01](#)

FYE Information Literacy Online Tutorials (view/edit)
14 pages, 625 views

FYE Information Literacy Online Tutorials | Daily | 2015-08-24 - 2016-06-15 | Apply | Reset

All Guides | **Page Views** | Links | Hit source: All | Standard | Mobile | API | Widget | Export to: Excel | Plain view

	ID	Page Name	Views
1.	5645589	Information Literacy Tutorials for FYE	184
2.	5642899	1 - Find Information	147
3.	5625970	C) Information Literacy Framework Concepts	54
4.	5644567	2 - Evaluate Information	47
5.	5646293	A) About Proquest Research Companion (Information Literacy Tutorials)	47
6.	5645445	3 - Use Information	36
7.	5625246	Recommended Resources	28
8.	5621436	[Deleted]	26
9.	5646260	B) The Evolution of Information Literacy	16
10.	5621474	Find Information (table format)	15

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Student Version

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides Links



[Click here to view statistics prior to 2012-07-01](#)

Information Literacy Tutorials for Students Information Literacy Tutorials for Students ▾ Daily ▾ 2015-08-24 - 2016-06-15 [Apply](#) [Reset](#)

Information Literacy Tutorials for Students [\(view/edit\)](#)

6 pages, 302 views

All Guides | **Page Views** | **Links** Hit source: [All](#) | [Standard](#) | [Mobile](#) | [API](#) | [Widget](#) Export to: [Excel](#) | [Plain view](#)

	ID	Page Name	Views ▾
1.	5661883	2 - Evaluate Information	129
2.	5661878	Intro to Information Literacy Tutorials	88
3.	5661882	1 - Find Information	54
4.	5661884	3 - Use Information	19
5.	5661885	Recommended Resources	10
6.	5661886	Let Us Know!	2

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Appendix D

LSC 150 Library Resources and Skills

Assessment Rubric

Learning Objectives	Learning Outcomes	Suggested Assessment Methods
To demonstrate an understanding of:	Students will:	As measured by:
Searching the library catalog and subject databases to find information	Access information using a variety of search strategies through the broad spectrum of information resources provided by the library	<ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations
Evaluating information	Select and apply a variety of information sources contextually appropriate to the scope and discipline of a research questions, using multiple criteria (e.g., relevance to the research question, currency and authority)	<ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations
Searching the World Wide Web effectively and efficiently for reliable and relevant information	Accurately evaluate information found on the open Internet for reliability, authority, credibility and currency	<ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations
Using information	Communicates, organizes and applies information appropriately, ethically and legally	<ul style="list-style-type: none"> • Information synthesis exercise or test/quiz • Citations and/or Bibliography