The Library’s Role in Assessment in Higher Education: How it relates to Information Literacy, Accreditation, and Value

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The Library’s Role in Assessment in Higher Education: How it relates to Information Literacy, Accreditation, and Value

Abstract
Changes in college accreditation standards, new competency-based degrees, and the rapid growth of online programming are having a big impact on the academe. Faculty, who were in the past criticized for "living in an ivory tower", are now actively evaluating their courses to remain competitive and relevant in today’s higher education marketplace.

What does this mean for the college librarian?

Dorothy Schramm, Director of Institutional Assessment at Keuka College, and Cathy Sweet, Assessment Coordinator at St. John Fisher College, will share their insights into the role of the college librarian in the academic curriculum and in administrative decision-making at the institutional level. This interactive session will focus on practical and pedagogical aspects of teaching and assessing information literacy and the various functions of the library in higher education. The program will address three areas: (1) assessing the students’ development of informational literacy skills, (2) some of the ways college librarians are actively participating in teaching and assessment, (3) ideas for the future.

Disciplines
Educational Assessment, Evaluation, and Research

Comments
THE LIBRARY’S ROLE IN ASSESSMENT IN HIGHER EDUCATION

How It Relates to Information Literacy, Accreditation, and Value
Outcomes of Today’s Session

Participants will be able to:

- Define Information Literacy (IL)
- Describe how IL is developed and measured in K-12
- Give examples of how IL is developed and measured at the college level
- Create or implement assessment tools for use by librarians in various settings and applications
- Summarize the requirements for Libraries for accreditation by Middle States Commission on Higher Education
- Discuss potential developments and changes in Information Literacy and Libraries in Higher Education
ASSESSING INFORMATION LITERACY
Information Literacy

“The ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively and responsibly use and share that information for the problem at hand.”

The National Forum on Information Literacy as cited by the American Association of Colleges and Universities
Information Literacy

Learn to *question*

Learn to *find information*

Learn to *use information*
Creating Developmentally Appropriate Assessments

- What can we expect and when can we expect it?
- What types of assessments will tell us what information?
- What do the results mean at different ages?
- How can I create authentic activities that are also measures of learning?
0-2 years

Sensorimotor (Piaget)
Trust / Mistrust (Erikson)
2 -4 years                  Preschool

Egocentrism prevails
Sensorimotor (Piaget)

Autonomy / Shame, Doubt
(Erikson)

“children decide whether to assert their will”
(Erikson)
4 -5 years  Kindergarten

Preoperational Stage (Piaget)
Initiative / Guilt (Erikson)

*Learning to question and find answers*
6 – 7 years  \hspace{1cm} 1^{\text{st}} & 2^{\text{nd}} \text{ grades}

Continuation of both the
Preoperational Stage (Piaget)

And ...Initiative / Guilt (Erikson)

*Asking focused questions and looking to new places for answers*
8 – 11 years          3rd, 4th & 5th grades

Concrete operations (Piaget)
Stages of complexity (Erikson)

BIG JUMP IN 4th GRADE!!!!
Standard 9 is introduced!

Students can relate other ideas to their work!
12 – 13 years  6th & 7th grades

Early Adolescence
Formal (Logical) operations (Piaget)
Develop ego-identity (Erikson)

ANOTHER BIG SHIFT!!!!
Students recognize that there are different ideas, options, answers!
14 years                          8th grade

Middle Adolescence

Ego-identity and sense of self  (Erikson)
15 - 16 years  9th & 10th grades

Systematic thinking

Thinks about different possibilities
16 – 18 years 10th, 11th & 12th grades

Late Adolescence

Emerging adult role in society
College Students

Unequivocal knowing

Radical Subjectivism

Great Accommodation

Generative Knowledge
Talking the Talk: Terms and Concepts used in Assessment

- Goals
- Student Learning Outcomes (SLOs)
- Rubrics
- Value rubrics (AACU) *Valid Assessment of Learning in Undergraduate Education*
- Essential Skills
- Accreditation (MSCHE, CAEP, ACSB, etc)
- General Education and Majors/Programs
Walking the Walk: Creating Assessment Methods and Measures

- Are you assessing *Knowledge* or a *Skill*?
- Procedural or Propositional knowledge?
- At what level of development?
- How can the student demonstrate competency?
- Types of benchmarking (historic, external, peer, etc.)
- Direct vs Indirect measures
Stop and ask yourself before you assess....

- Why are you assessing (to give feedback to students or evaluate your teaching?)
- What are you assessing? (what is the goal you are looking at?)
- How are you assessing? (using a rubric? Portfolio? Student self-assessment?)
- Where are you assessing? (classroom? computer lab? dorm room?)
- When are you assessing? (Formative, Summative)
GROUP EXERCISE

The Perfect Cookie: Creating a Common Assessment Measure
APPLICATION OF TOOLS
Applications for Assessment by Libraries

- There are various levels at which to conduct assessments
  - General
  - Grade
  - Course

- There are various areas to cover with assessment
  - Information Literacy
  - Design and Function
  - Services
  - Technology

So what can we do?
Information Literacy Assessment Tools

• SAILS
• Freshman Test
• Classroom assessment
• Online/On the spot
SAILS - Standardized Assessment of Information Literacy

• Uses ACRL Information Literacy Standards

• Measure 8 skill sets
  • Developing a Research Strategy
  • Selecting Finding Tools
  • Searching
  • Using Finding Tool Features
  • Retrieving Sources
  • Evaluating Sources
  • Documenting Sources
  • Understanding Economic, Legal, and Social Issues

• After June 2014 $5.00/student in a cohort or $6 for individual

Sample Questions at: https://www.projectsails.org/SampleQuestions
**Standard 11: Educational Offerings**

"Collaboration between professional library staff and faculty in teaching and fostering information literacy skills relevant to the curriculum" "Programs that support student use of information and learning resources" (Characteristics..., p. 34)

"Optional Analysis and Evidence" includes "Evidence of information literacy incorporated in the curriculum with syllabi, or other materials appropriate to the mode of teaching and learning, describing expectations for students' demonstration of information literacy skills" "Assessment of information literacy outcomes, including assessment of related learner abilities" (Characteristics..., p. 35)

**Standard 12: General Education**

"The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. (Characteristics..., p. 37)
## Classroom &/or Online

### Classroom
- Polls
- Clickers/Phone quiz
- 3-question
- Competency requirements

### Online
- Short survey after help
- Part of online coursework
- As class assignment/homework

**Survey Tools:**
- https://www.surveymonkey.com/
- http://questionpro.com/
- http://kwiksurveys.com/

**Example:** http://abclibrary.questionpro.com
Assessment of Design and Function &/or Services

- Interviews
- Focus Groups
- Surveys

http://questionpro.com/s/1-2191138-3738591
Technology

Use of and assessment on technology is important:

• Online Assessment
• In-place Assessments
• Mobile Applications
• Trends in usage
• Feedback
WORKGROUP EXERCISE

SAILS Questions: What is being assessed, what skills are being identified, what are other ways to assess these skills?
MIDDLE STATES UPDATE

What is it and why is it important?
THE FUTURE OF INFORMATION LITERACY AND THE HIGHER EDUCATION LIBRARY
FACULTY VERSUS LIBRARIAN PERSPECTIVES
Faculty vs. Librarians views

Ithaka S+R US Library Survey 2013:

**FIGURE 18**
Percentage of respondents agreeing with each statement.

- Developing the research skills of undergraduate students related to locating and evaluating scholarly information is principally my library’s responsibility.
- Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility.
- Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally the responsibility of faculty members at my institution.

![Bar chart showing percentage of respondents agreeing with each statement.](chart.png)

- Faculty Members (2012)
- Library Directors (2013)
Faculty vs. Librarians views Continued

**Figure 19**
Percentage of respondents agreeing with each statement.

- Librarians at my college or university contribute significantly to student learning by helping them to develop their research skills.

- Librarians at my college or university contribute significantly to student learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework.

- Librarians at my institution are integrated into institution-wide processes of curricular planning.

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<th>Percentage</th>
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<th>Library Directors (2013)</th>
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CHANGE EXERCISE

Faculty Perspective, Librarians Perspectives, Institutional Perspectives