Institutional Research & Library Collaboration to Assess Information Literacy

Steve Graunke, Director of Institutional Research and Assessment
Sara Lowe, Educational Development & Assessment Librarian

IUPUI

Introduction & Project Overview

Information Literacy

Information Literacy (IL)

The set of competencies needed to find, use, and evaluate information effectively and ethically.

Academic Libraries & IL

- Growth in positions related to instruction, instructional design, information literacy, and specialized faculty research support.

- Most important priority for libraries is supporting student success.

- Value of Academic Libraries initiative.

Ithaka S+R Library Survey 2016

What do librarians do?

- Scaffold IL through curriculum from first-year to capstone/graduate.

- Collaborate with faculty in assignment design re: information literacy.

- Library instruction sessions to support course projects, paper, etc.

- 1-1 student research consultations.

Why should we care?

1. IL competencies increase student success while in school.

   – Students are overwhelmed when starting research assignments.

2. Employers seek new hires with these skills.

   – Few feel students are well prepared in this area.

   – Recent college hires have a tendency to look for quick answers and lack the ability to dig deeply into research and critically analyze information.

Hart Research Associates 2015, Head & Wihbey 2014, Head 2012, Head 2013
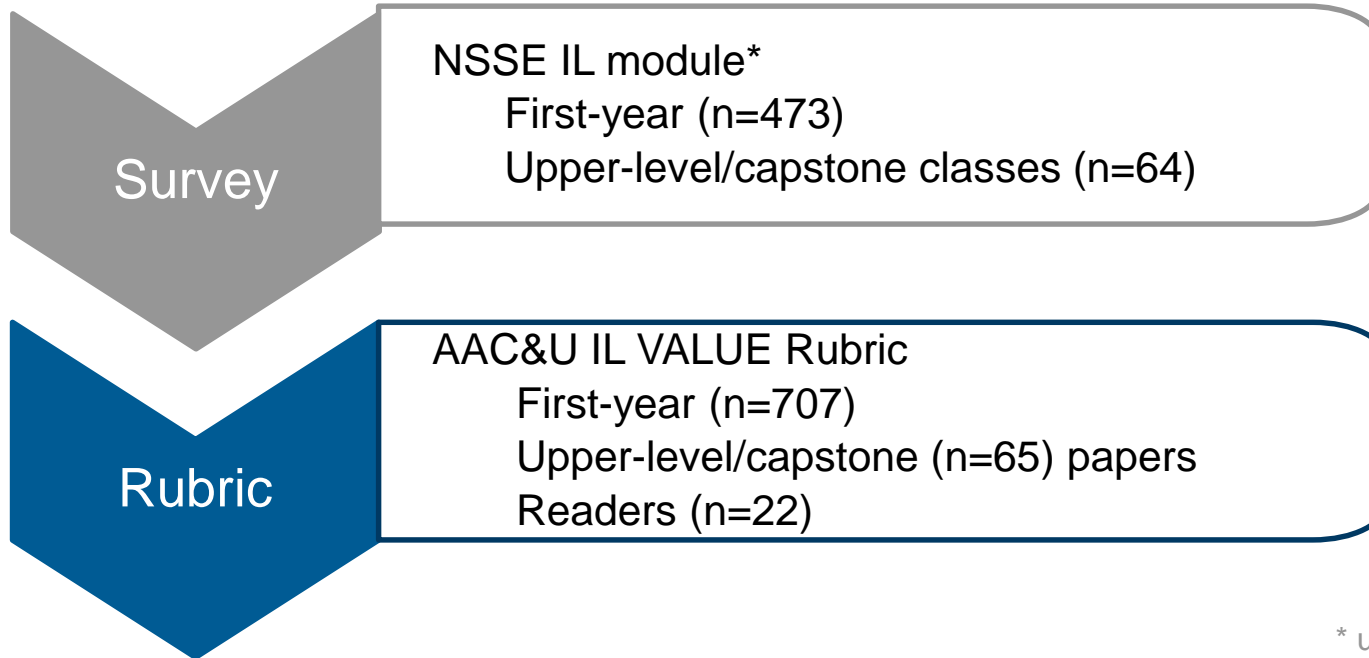
Project Overview

Research Questions

1. Is there a correlation between NSSE IL survey responses and IL rubric scores?

2. Are there any indicators that correlate to IL performance in first-year students? (e.g., librarian in the classroom, high school, first-gen student, etc.)

Study approved by IU IRB.

AAC&U IL VALUE Rubric

Determine
- Determine the extent of Information Needed

Access
- Access the Needed Information

Evaluate
- Evaluate Information and its Sources Critically

Use
- Use Information Effectively to Accomplish a Specific Purpose

Ethical
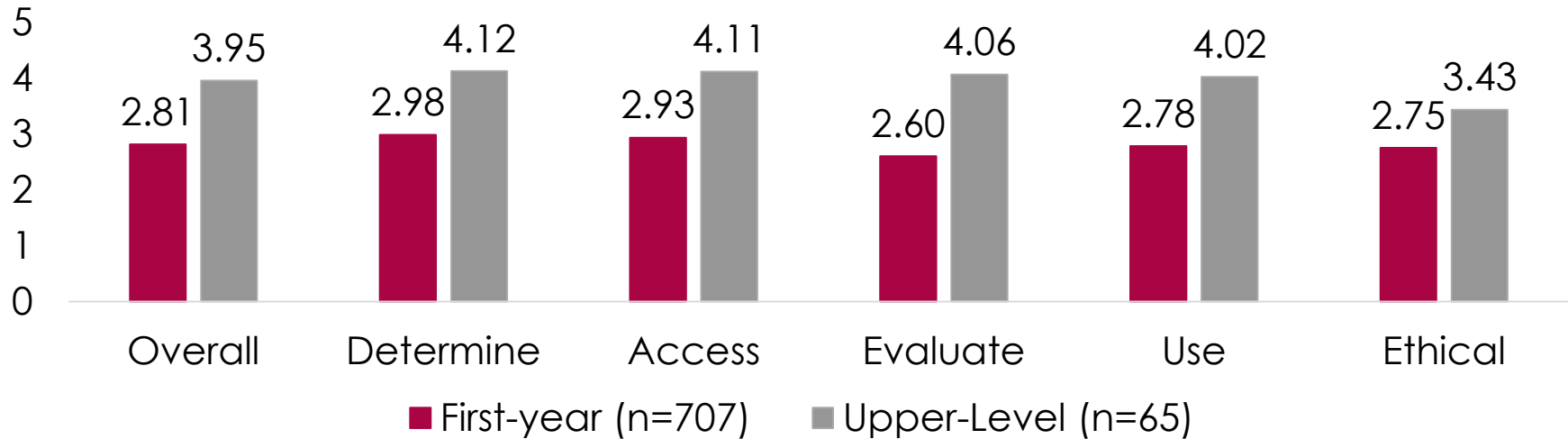- Access and Use Information Ethically and Legally

NSSE IL Module

1. During the current school year, about how often have you done the following?

2. During the current school year, how much have your instructors emphasized the following?

3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?
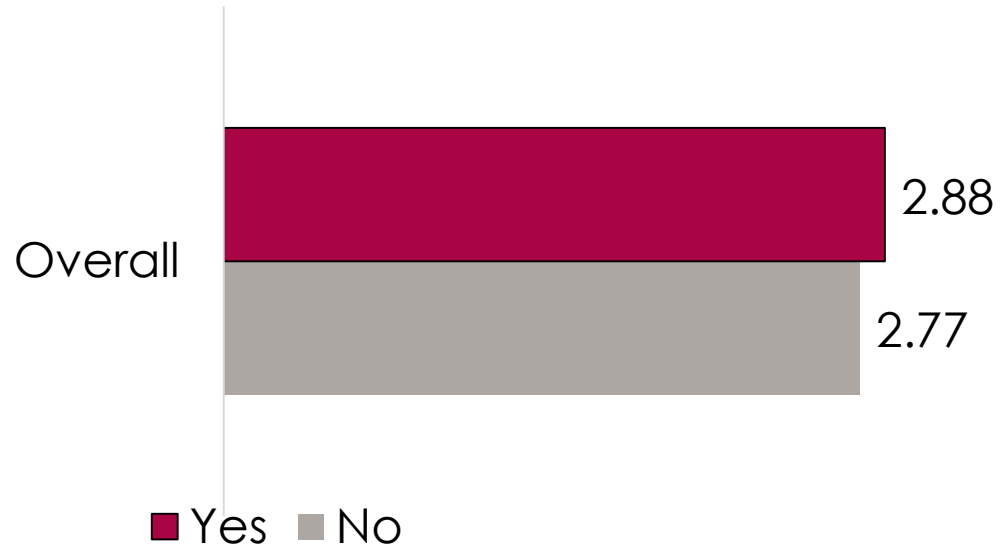
Data & Results

Rubric Scores (n=772)

Scale: 1="Below Benchmark", 2="Benchmark", 3= "Milestone 2" 4="Milestone 3" 5="Capstone"

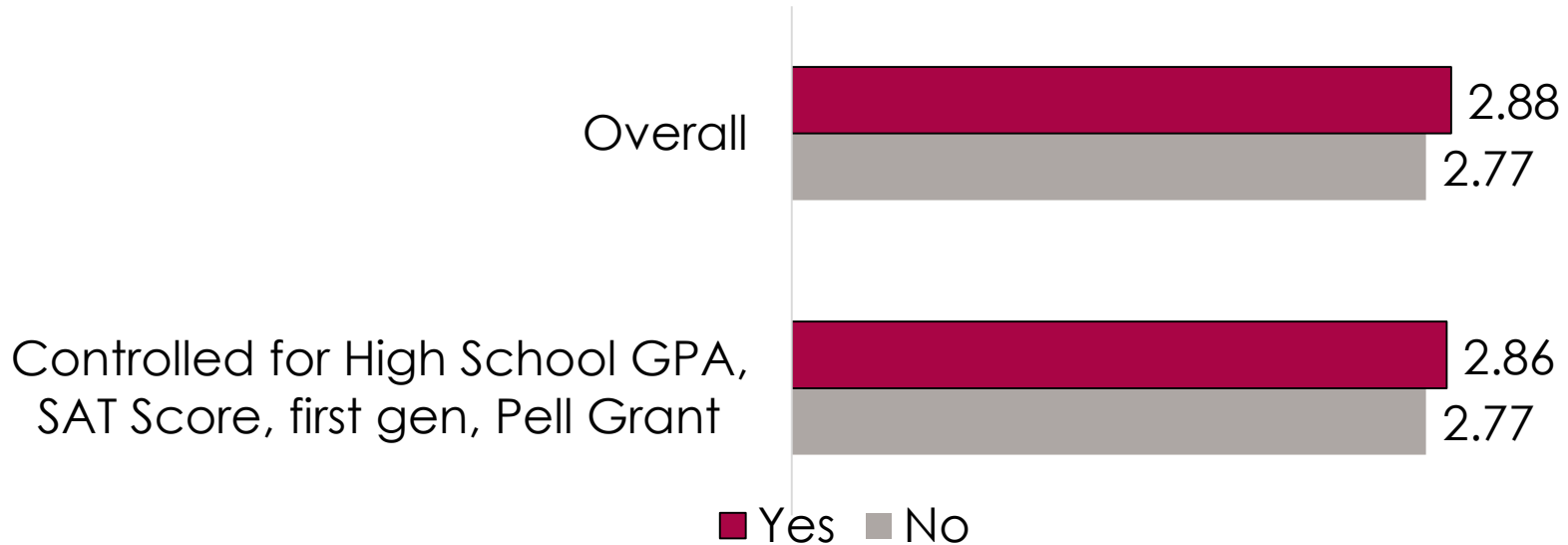|	Overall	Determine	Access	Evaluate	Use	Ethical
First-year (n=707)	2.81	2.98	2.93	2.60	2.78	2.75
Upper-Level (n=65)	3.95	4.12	4.11	4.06	4.02	3.43

■ First-year (n=707)   ■ Upper-Level (n=65)

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First-year Rubric Scores
Librarian in the class (yes) or not (no)

2.88

2.77

Overall

■ Yes ■ No

First-year Rubric Scores
Librarian in the class (yes) or not (no)

Overall
2.88
2.77

Controlled for High School GPA, SAT Score, first gen, Pell Grant
2.86
2.77

■ Yes ■ No

NSSE Survey Results (percent Very Often and Often)

During the current school year, about how often have you done the following?	First-Year and Sophomore	Upper Division
Worked on a paper that had multiple smaller assignments.	(436) 76.6%	(95) 48.4%
Received feedback from an instructor that improved your use of information resources.	(436) 70.9%	(95) 42.1%
Changed the focus of a paper or project based on information you found while researching the topic.	(436) 54.4%	(95) 32.6%
Identified how a book, article, or creative work has contributed to a field of study.	(435) 52.2%	(94) 37.2%

NSSE Survey Results (percent Very Often and Often)

During the current school year, how much have your instructors emphasized the following?	First-Year and Sophomore	Upper Division
Appropriately citing the sources used in a paper or project.	(435) 94.0%	(95) 80.0%
Using scholarly or peer-reviewed sources in your course assignments.	(435) 82.8%	(95) 67.4%
Questioning the quality of information.	(433) 78.3%	(95) 65.3%

Takeaways & Strategies

Lessons Learned

1. Data limitations.

2. Timing.

3. Direct and Indirect assessments.

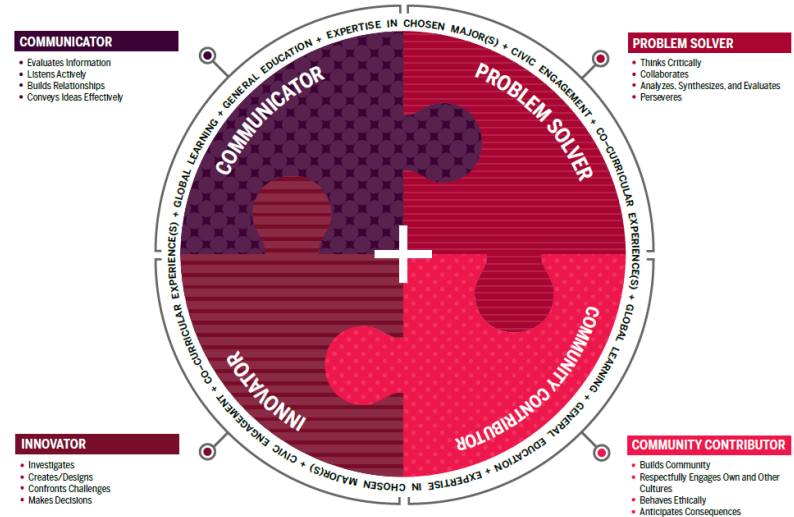4. Impact of librarians on information literacy.

Next Steps

1. Campus report.

2. Presentation to campus assessment committee.

3. Journal publication.

4. Repeat study when first-year students are seniors.

Implications

1. Librarians as partners in education.

2. Learning doesn't happen in isolation.

3. IR can contribute to information literacy assessment.

4. Use of learning outcome assessment results.

Profiles of Learning for Undergraduate Success: IUPUI+

COMMUNICATOR
- Evaluates Information
- Listens Actively
- Builds Relationships
- Conveys Ideas Effectively

PROBLEM SOLVER
- Thinks Critically
- Collaborates
- Analyzes, Synthesizes, and Evaluates
- Perseveres

INNOVATOR
- Investigates
- Creates/Designs
- Confronts Challenges
- Makes Decisions

COMMUNITY CONTRIBUTOR
- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

Want to do this at your institution?

1. Reach out to your library.

2. Explore what's happening.

Welcome to Visualizing Academic Library Impact: The ACRL/OCLC Literature Analysis Dashboard

Literature Search
582 Available Documents
Go to Literature Search

Charts and Graphs
Visualize and Explore the Literature
Go to Charts and Graphs

Instructions
How to Use the Analysis Dashboard
Go to Instructions and Videos

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Thank you!

Questions?

sgraunke@iupui.edu
mlowe@iupui.edu