

Assessment of IL as SLO: Overcoming Barriers & Achieving Standards

Library Assessment Conference
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Stakeholder Expectations: Raising the Bar



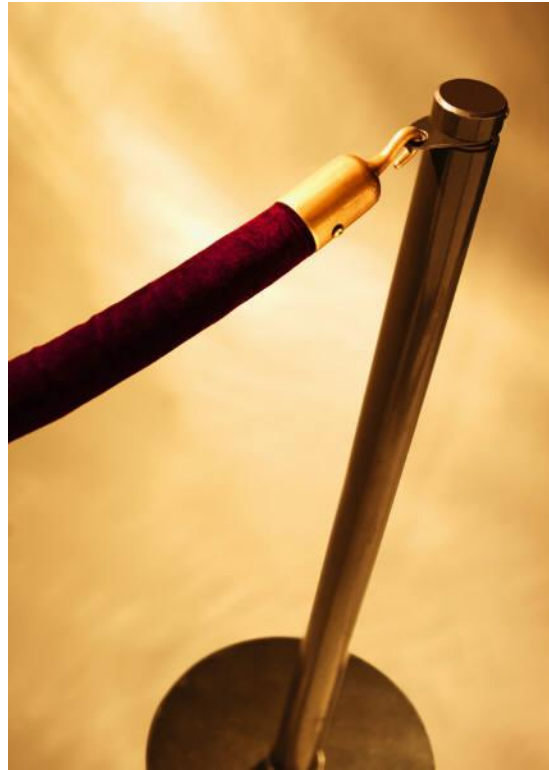
IL & THE CAMPUS CONTEXT

Instruction

- Analysis of 326 decennial accreditation self-studies
 - 228 (69.9%) include IL in the document
 - NEASC institutions most likely to include
 - Majority place IL within Undergraduate or General Education
 - Majority of instruction occurs at course or class level
 - Very little evidence of program integration

Assessment

- 116 (35.6%) institutions assess for IL as SLO
- Mostly at the course or class level
 - 23.6% use surveys
 - 21.5% use tests
 - 14.7% use class/course evaluations
 - Less than 1% assess IL through capstones or portfolios
 - Very little attention to rubrics



BARRIERS TO INTEGRATION

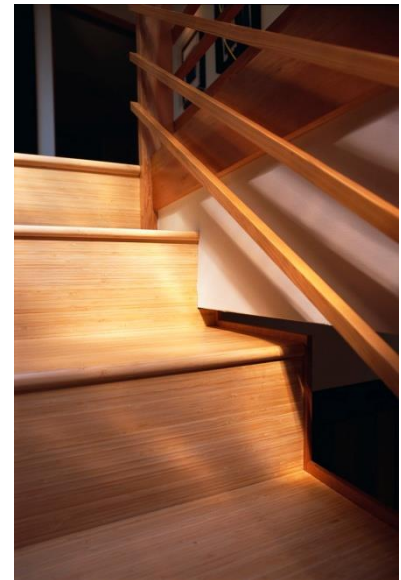
Obstacles

- Resources: time, staff
- Faculty as access point
- Lack of consensus on:
 - Terminology
 - Roles
 - Student understandings and needs



Obstacles

- IL as 'orphan of the curriculum'
- Differing cultures
- Lack of leadership for IL





UNLOCKING OPPORTUNITIES

First: Tailored Communication



Implementing An Assessment Plan

Closing the Loop



Strengths

- Consensus among stakeholders
- Recognized need
- Existing standards with objectives & performance indicators
- Standardized and adaptable instruments:
RAILS



ASSUMING A LEADERSHIP ROLE