

# The State of Information Literacy: Outcomes, Assessment, and Integration

Laura Saunders

CCALD

February 2014

# Today's Topics

- Current State
- Opportunities
- Current Trends
  - Integration
  - Other Outcomes
- A Look Ahead

# Background: Current Context

**Endorsed by Stakeholders**



1. LEAP
2. Lumina Degree  
Qualifications Profile
3. Council on Independent  
Colleges
4. Regional Accreditation
5. Employers

# Regional Accreditation

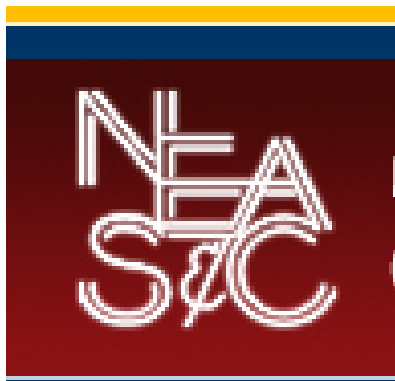
## 4.7: The Academic Program



The institution ensures that students use **information resources** and ...provides appropriate **orientation and training** for use of these resources, as well as **instruction** and support in **information literacy** and **information technology** appropriate to the degree level and field of study.

# Regional Accreditation

## 4.19: General Education



Graduates successfully completing an undergraduate program demonstrate the *capability for continuing learning*, including the skills of *information literacy*

# Regional Accreditation

## 7.6: Library & Other Information Resources



Faculty, staff, and students are provided **appropriate training and support** to make **effective use of library and information resources**, and instructional and information technology

# Regional Accreditation

## 7.9: Information & Technology Literacy



The institution **demonstrates** that students use **information resources** and technology as **an integral part of their education**, attaining levels of **proficiency** appropriate to their degree and subject or professional field of study

# Regional Accreditation

## 7.10: Information & Technology Literacy



The institution ensures that throughout their program of study students acquire *increasingly sophisticated skills in evaluating the quality of information sources* appropriate to their field of study and the level of the degree program



# Student Approaches & Habits

- Return to familiar sources in the same order (law of the hammer)
- Seek consensus
- Turn to instructors, course-readings, peers, and even parents for help
- Are challenged by finding context
- Motivated by convenience
- Understand need to evaluate- but may need support

# Faculty Perspectives

- Common Concerns



Searching



Sources



Evaluation

# Opportunities



How do we access our opportunities...



...WHAT ARE THE KEYS?

# Best Practices: Instruction

- Aligning mission, goals, objectives
- Sequencing within the curriculum
- Collaboration
- Pedagogy
- Outreach
- Assessment

# Best Practices: Instruction

- Collaboration/Integration
  - Language of faculty
  - Local definitions
- Emerging Models
  - Embedding
  - Research Consultations
- Moving beyond process & searching

# Best Practices: Assessment

- Assessing impacts & outcomes
  - What do we want to know?
  - What data do we need?
  - What instruments can we use to collect data?
- Learning
  - Quizzes
  - Worksheets/Activities
  - Citation Analysis
  - Assignments
  - Surveys
  - Clickers

# Trends: Other Outcomes

- Recruitment
  - Library facilities
- Retention/Persistence/ Graduation
  - Correlates with library
- Institutional Reputation





# Trends: Assessment

- Direct & indirect measures
- Determining correlation
- Individual student tracking

# What comes Next?

---

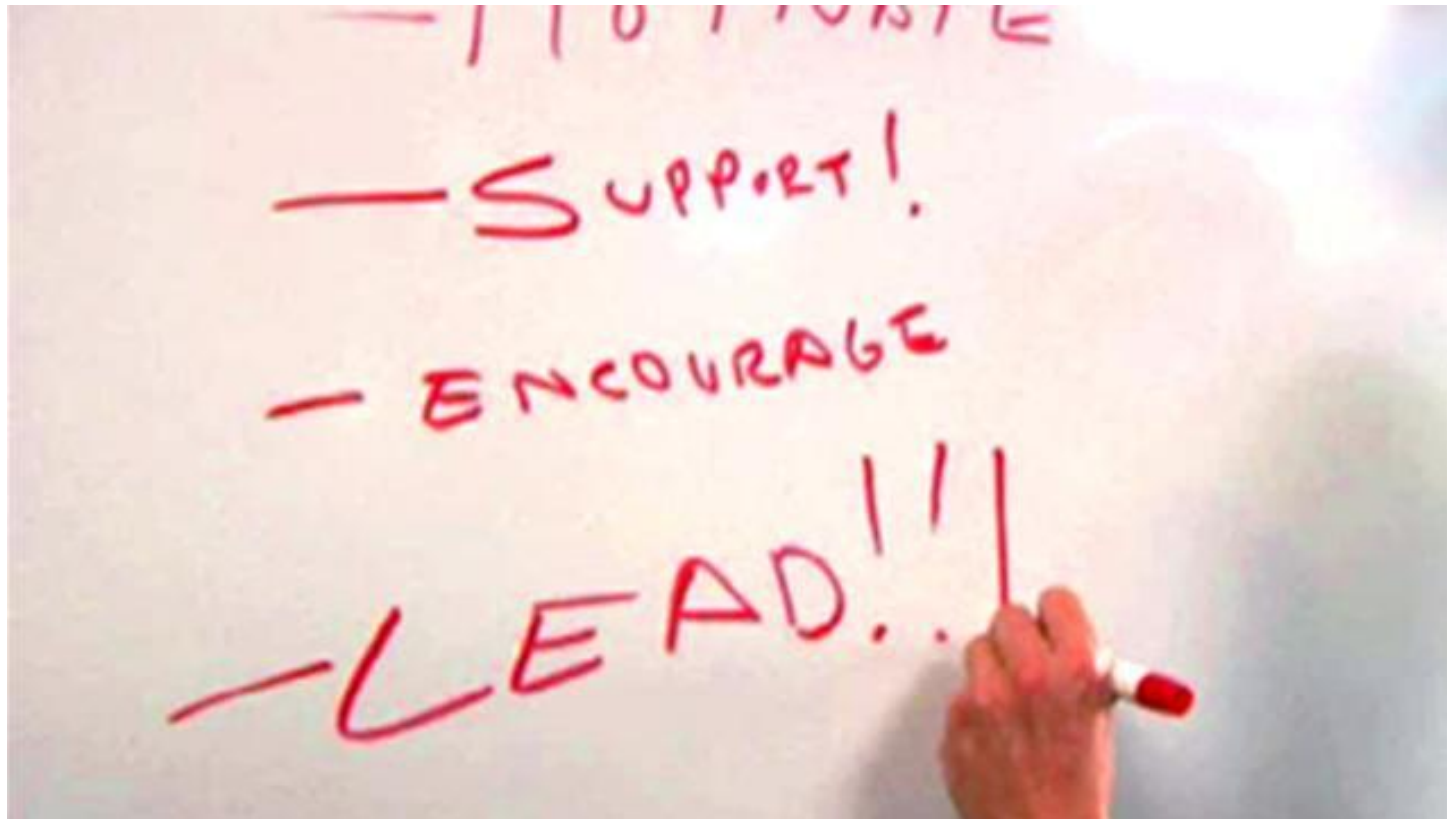
Charting the Future



# A Look Ahead

- Threshold concepts: transformative & troublesome!
  - Metadata & findability
  - Good searches use database structure
  - Format as process
  - Authority is constructed & contextual
  - 'Primary source' is an exact and conditional category
  - Information as commodity
  - Research solves problems
- Evaluation & Skepticism
- Assessment for impact

# Taking the Lead



# References

- ACRL Characteristics of Programs of Information Literacy that Illustrate Best Practices;  
<http://www.ala.org/acrl/standards/characteristics>
- Carter, T.M. (2013). Use what you have: Authentic assessment of in-class activities. *Reference Services Review* 41(1): 49-61.
- Emmons, M., Wilkinson, F. C. (2011). The academic library impact on student persistence. *College & Research Libraries* 72(2): 128-149.
- Haddow, G. (2013). Academic library use and student retention: A quantitative analysis. *Library and Information Science Research* 35(2):127-136.
- Mahaffy, M. (2012). Student use of library research guides following library instruction. *Communications in Information Literacy* 6 (2): 202-213.

# References

- Matthews J. R. (2012). Assessing library contributions to university outcomes: The need for individual student level data. *Library Management* 33 (6/7): 389-402.
- Rafferty, R. S. (2013). The impact of library instruction: Do first-year medical students use library resources specifically highlighted during instructional sessions? *The Journal of the Medical Library Association* 101 (3): 213-217
- Rails on track <http://railsontack.info>
- Seeber, K. P. (2013). Using assessment results to reinforce campus partnerships. *College & Undergraduate Libraries* 20 (3/4): 352-365
- Sobel, K., & Sugimoto, C. R. (2012). Assessment of learning during library instruction: Practices, prevalence, and preparation. *Journal of Academic Librarianship* 38 (4): 191-204.