Growing a Culture of Assessment at the Drake Memorial Library

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Introduction

- In recent years, the Drake Memorial Library has partnered with the First-Year Experience Program to provide information literacy instruction to incoming freshmen during their Academic Planning Seminar course.
- Instruction and reference librarians only have a single 50-minute session to introduce incoming freshmen to the library, its resources, and to teach basic information literacy skills.
- Informal assessment has always been done, but the data was self-limiting and stored in silos.
- Campus-wide focus on student learning and assessment has prioritized the connection of library goals with those of the campus at large.

Objectives

- Determine the existing information literacy skills of incoming freshmen; establish a baseline.
- Assess the effectiveness of our current information literacy sessions and resources.
- ‘Close the loop’ by setting up our findings to improve information literacy sessions and ensure effective use of limited class time.
- Tie the results of our findings to broader campus assessment initiatives and communicate these results.
- Build a perpetual culture of assessment in the library to improve our resources and services.

Literature Review

- Of the many case studies, methods, and theories, the Brockport Assessment in Action program has focused on selected elements which best suit our local circumstances and timeframe.
- The work of Swoger (2011), Mech (2006), Schilling & Applegate (2012) and others shows that the less time than ideal circumstances surrounding the shot approach, these sessions can indeed be assessed with affirmative results.

Process & Methods

- Previously established for existing information literacy sessions managed by the ACRL information literacy assessment.
- Assessment uses the 2010 Information Literacy Standards as a conceptual framework.
- A 3-point scoring rubric was developed. Prior to the instrument, instructors were given one training.
- Content and developing curriculum.
- Building from an existing model, the loan moved and updated the plan to emphasize each of the outcomes defined for the session.
- Both pre and post tests were loaded into the campus learning management system. (requires attention) were in place for each session prior to offering.
- Students took the pre test in the library and the end of the session or outside of class if there was not enough time.
- New data was collected and analyzed by the IR team member. Of the 424 post test and 423 post test respondents, a total of 428 respondents who met our criteria That data was tabulated.

Results

- Students will be able to identify and use appropriate online databases to satisfy student research needs.
- Students will be able to use the services and resources available in the Drake Library.
- Students will be able to understand the services and resources available in the Drake Library.
- Students will be able to understand and identify databases.

Conclusions & Next Steps

- Students showed a clear improvement of their information literacy skills from pre to post test.
- Incoming freshmen lack basic tools such as advanced search techniques and knowledge of basic copyright and plagiarism concerns.
- Students improved the most from pre to post test in the outcomes concerning the understanding of services and resources available at the library.
- Students struggle with identification of formats and determining the appropriateness of using multidisciplinary and/or subject specific databases.
- Students entering Brockport are able to confidently identify databases, reference sources, and websites pertaining to a specific subject as well as the ability to form simple search strategies.

- The results found during the assessment will be worked into revised information literacy outcomes and lesson plans for the Fall 2014 semester and beyond.
- The ACRL Information Literacy Competency Standards for Higher Education are currently undergoing significant revisions. These changes will alter the outcomes and competencies taught in library information literacy sessions.
- Assessment timeline will shift to match the new college assessment cycle, and data will be put into the campus assessment software platform, Tk20. This will allow future assessment efforts to be directly tied into broader campus goals.

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