

We were dissatisfied with our assessment tool!

From a 2017 assessment report:

Future Directions

We have talked about the different ways we approach our outcomes in our one shots, and there is some disagreement about how deep we need to go into, say, the mechanics of the basic search. We continue to look for better ways to teach our outcomes and have scheduled a meeting at the end of this semester to talk more about it. Based on initial conversations we may decide that the assessment tool is too granular for the kinds of instruction we do. We may also decide to pursue a different path, altogether. For instance, we may decide that trying to assess all five outcomes after a 45 minute session is too ambitious, and we may try more targeted, micro-assessments. These ongoing discussions reflect very the nature of assessment.

But we were not alone!



Our plans for change coincided with the creation of the new ACRL Framework!

The library began assessing student learning outcomes in 2008, but what we assessed and how we assessed it have remained more or less unchanged until now. Updating our methods became more pressing with the advent of the 2016 ACRL Framework for information literacy. After revisiting our SLOs in 2016, we decided collectively to try a different approach. Instead of assessing several outcomes at once, as in past measures, we decided to focus on one outcome at a time. The advantages of this approach are multiple. The singular assessments allow us to spend more time on individual concepts, they help ensure that students who receive library instruction at three different times are exposed to different concepts, and they will take less time to administer.

We linked our outcomes to the framework

Student Learning Outcomes for General Library Instruction

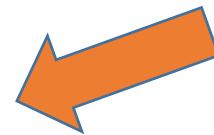
Assessment of student learning outcomes is an important part of the Harold Washington College library. As teaching faculty, we realize the necessity of honing our pedagogy and supporting the College's mission statement. To these ends, we use several direct and indirect measures to ensure that we are meeting our objectives. In accordance with the library's mission statement, students who receive the full complement of instruction in the Harold Washington College library should acquire the skills to:

1. Identify key concepts and terms (keywords, synonyms and related terms) that describe the information they seek.
2. Construct search strategies using appropriate commands, including Boolean operators.
3. Retrieve information in a variety of formats using various information resources.
4. Evaluate web sites for authority, credibility and currency.
5. Recognize the legal and ethical importance of citations and cite information accordingly.

These outcomes align to the ACRL (Association of College and Research Libraries) Framework for Information Literacy.

Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration

Outcome 1 aligns with Research as Inquiry
Outcome 2 aligns with Searching as Strategic Exploration
Outcome 3 aligns with Information has Value
Outcome 4 aligns with Authority is Constructed and Contextual
Outcome 5 aligns with Scholarship as Conversation and Information Creation as a Process



Right here is
where we did
that!

We Developed tools!

Library Instruction Assessment

ENGLISH 102: Boolean Operators

Scenario:

Your professor has asked you to write a research paper about the impact of bullying in public high schools. Your assignment limits your discussion to public high schools and con-campus bullying, so finding information about cyberbullying is unnecessary.

Applied Skill:

Use the Boolean operators AND, OR, and NOT to connect the following search terms in a way that will return the largest number of relevant results.

Instructions:

Circle the best Boolean Operator to use at each position:

Searching: **Academic Search Complete**, Show all Choose Databases

"public school" OR / NOT / AND "private school" Select a Field (optional) Search

OR / NOT / AND Bullying OR / NOT / AND cyberbullying Select a Field (optional)

OR / NOT / AND Impact OR / NOT / AND effect Select a Field (optional) + -

Basic Search Advanced Search Search History

Library Assessment - SPE 101 Spring 2018

Directions:

1. Read the following research question.
2. Circle the keywords/keyword phrases.
3. Write the keywords at the top of the column.
4. Provide two (2) synonyms or related concepts for each keyword.

Question:

How can community colleges assist students to overcome obstacles in order to

Keywords:

Keyword from Question			
Synonym/ Related Concept 1			
Synonym/ Related Concept 2			



What kind of authority is this source? *

- ☐ Academic
- ☐ Government
- ☐ Moral
- ☐ Popular
- ☐ Scientific

Why would you use or not use this source for your research project? *

We Developed rubrics!

		Speech 101	Keywords	
Outcome	0	1	2	3
Find Keywords	No Answer	Student found inapplicable or incomplete keywords such that a search would retrieve no useful results	Student found too few or too many keywords, resulting in an inefficient search.	Student found keywords resulting in a thorough but specific search.
Organize keywords	No Answer	Student presents keywords without order	Student jumbles some concepts	Student keeps different concepts clearly separated in the search strategy
List synonyms	No Answer	Student proposes only inaccurate synonyms	Student proposes a mix of accurate and inaccurate synonyms	Student proposes accurate synonyms

This is JUST ONE example!

We Piloted the Keywords Assessment in the Spring!

Class Summary	Finding Keywords	Organizing Keywords	Finding Synonyms/ Related Concepts
Average	2.06557377	2.557377049	2.098360656

Our instructions should have been clearer.

Some students did not know what to do with handouts that we thought were self-explanatory.

Our big finding from the keywords assessment?

We need to work on teaching students to come up with *precise* keywords.

This includes not only helping them *invent research questions* but also breaking them down to *logical keyword structures* and finding *useful synonyms*.

We look forward to more assessment and more learning about learning.