Renovating Your Instruction:

Adapting the ACRL Framework to Your Instruction Program and Educational Outcomes
Outlining Today's Presentation

- Introduce Shippensburg University’s Assessment Plan
- Evaluating Outcomes
- Bring in the Framework
- @Shippensburg University
- Discussion
Starting the Project

• Perfect moment to consider new program language for next 5 years

➢ 5 year review cycle transition for Shippensburg University Library

➢ Framework final drafts

• 2000 ➔ 2012 ➔ 2013 ➔ 2015
Our Framework

• **5 COLUMN ASSESSMENT MODEL**: Assessment model to promote continuous educational program improvement that aligns with a program assessment process. (Unique to Library Services at SU- Outcomes divided by tiers).
  - Mission
  - Program Intended Educational Outcomes
  - Assessment Methods
  - Summary of Data Collected
  - Use of Results

• **Tiers: Tracking Student Progress across Years and Course/Curriculum Levels**
  - **Tier 1** – Entry Year and General Education Courses
  - **Tier 2** – Gateway Courses to the Major
  - **Tier 3** – Upper Level Research and Capstone Courses in the Major
  - **Tier 4** – Graduate Courses

• Developed 4 **outcomes** based on the Information Literacy Framework and previous 5-Column Assessment document.
  - Mapped general program outcomes to tier-specific outcomes.
  - Having strong overall program outcomes gave us an idea of what skills SU students should have at graduation.
<table>
<thead>
<tr>
<th>Mission Statement – Goal Linkages</th>
<th>Program Intended Educational Outcomes</th>
<th>Assessment Method and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td><strong>Overall Program</strong></td>
<td><strong>Formulate questions for research and develop increasingly complex lines of inquiry.</strong></td>
<td>Overall Program Assessment: 1. Students receiving library instruction complete “session evaluation forms” with 4-6 tier-specific outcomes-based questions at the end of library instruction sessions. These will also include open-ended questions. 2. Tier-specific / discipline-specific assignment-based quantitative/qualitative assessment measures as described below. 3. Students meeting with subject librarians for research consultations will take a post-session survey to assess upper level PIEOs.</td>
<td>1. Session evaluation forms will be collected at the end of each library instruction session. 2. See tier-specific descriptions below. 3. Research consultations will be assessed for both increased frequency and effectiveness in communicating PIEOs. Post-session surveys will be administered to students at the end of research consultation. Assessment Librarian will manage and analyze data at the end of each semester.</td>
<td>See tier-specific descriptions below.</td>
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<td><strong>Identify and evaluate appropriate resources and scholarship to inform investigation of a research question.</strong></td>
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<td><strong>Synthesize information to draw evidence-based conclusions for a research question and participate in scholarly conversation.</strong></td>
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**AMP Goals: 1, 3, 4**
Defining Outcomes and Assessment Strategies

**Student Learning Outcomes (SLOs)**

- Assessment lingo for: the knowledge/skills that we as instructors want students to acquire/develop through our instruction:
  - Action-oriented
  - Measurable

**Program Intended Educational Outcomes (PIEOs)**

- From the 5-Column Assessment format: these are similar to SLOs, but are for an entire discipline/program
- Consider Assessment Methods - qualitative v. quantitative, direct v. indirect
What do we actually want our students to DO?

Active Outcomes...

Passive Outcomes...
ACRL Framework for Information Literacy

In 2013 the ACRL Information Literacy Competency Standards for Higher Education Task Force began major revisions of the ACRL information literacy standards.

• “Update the Information literacy competency standards for higher education so that they reflect ... the expanding definition of information literacy to include multiple literacies, e.g., transliteracy, media literacy, digital literacy, etc.” (defined on ACRL website, http://www.ala.org/acrl/aboutacrl/directoryofleadership/taskforces/acr-tfilshe)

• **Frames**
  - Authority Is Constructed and Contextual
  - Information Creation as a Process
  - Information Has Value
  - Research as Inquiry
  - Scholarship Is a Conversation
  - Searching Is Strategic
**Example of Tier: Tier 1**

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<th>Tier 1 – Entry Year and General Education Courses</th>
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<tr>
<td>A core goal of the Library Instruction Program is to introduce Entry Year Students to information literacy competencies that will prepare them for the rigors of college-level research. Entry year instruction will enable students to recognize the process of seeking information and develop a comfort level with that process. Research and information literacy skills will be integrated through embedded face-to-face instruction and online tutorials in programs such as the Academic Success Program and General Education courses such as <em>Writing Intensive First Year Seminar</em> (ENG106), <em>Introduction to Human Communication Studies</em> (HCS100), <em>Introduction to Literature</em> (ENG250), <em>Introduction to Sociology</em> (SOC101), and <em>General Psychology</em> (PSY101) taken in students’ Entry Year and/or early academic career.</td>
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**Formulate** questions for research and **develop** increasingly complex lines of inquiry. Learners who are developing their information-literate abilities:
- Determine the scope of the question or task required to meet their information needs (TC6)
- Formulate questions for research based on information gaps (TC4)

**Identify** and **evaluate** appropriate resources and scholarship to inform investigation of a research question. Learners who are developing their information-literate abilities:
- Use a variety of research methods, based on need, circumstance, and type of inquiry (TC4)
- Identify different types of authority and determine the credibility of sources (TC1)

**Recognize** the context of information and **use** information competently, ethically, and legally. Learners who are developing their information-literate abilities:
- Give credit to the original ideas of others through proper attribution and citation (TC3)

**Synthesize** information to draw evidence-based conclusions for a research question and **participate** in scholarly conversation. Learners who are developing their information-literate abilities:
- Use research appropriately to make decisions and take action (TC4)
Things to Consider

• How “novice” and “expert” work in Information Literacy

• Components of Framework: Frames, Knowledge Practices, Dispositions

• What skills/knowledge do YOUR STUDENTS need to have by graduation? By year? By class? By session?
Individual Activity:

Finding your THRESHOLDs

• Pick one frame, and one knowledge practice
  • Authority Is Constructed and Contextual
  • Information Creation as a Process
  • Information Has Value
  • Research as Inquiry
  • Scholarship Is a Conversation
  • Searching Is Strategic
Discussion

1. Consider how and what you would like to assess.

2. When applying the Framework- what are some challenges and opportunities
Questions?

Josefine Smith-
Humanities Librarian, Dickinson College
717-245-1085
smithjos@Dickinson.edu

Ashley Esposito-
Collection Development and Assessment Librarian, Shippensburg University
717-477-1123 x3312
anesposito@ship.edu
References


