

FYE & The Library

Assessment in Action
for First-Year Information Literacy

Jaime Hammond, Director of Library Services, NVCC
Jenna Barry, Reference/Instruction Librarian, NVCC

April 8, 2016

Introduction: What is *Assessment in Action*?

In September 2012, the Association of College and Research Libraries (ACRL) was awarded a National Leadership Demonstration Grant of \$249,330 by the Institute of Museum and Library Services (IMLS) for the program “Assessment in Action: Academic Libraries and Student Success” (AiA).

Part of ACRL's Value of Academic Libraries initiative, AiA is being undertaken in partnership with the Association for Institutional Research (AIR) and the Association of Public and Land-grant Universities (APLU).

The grant supports the design, implementation and evaluation of a program to strengthen the competencies of librarians in campus leadership and data-informed advocacy.

Goals of *Assessment in Action*

GOAL 1: Develop the professional competencies of librarians to document and communicate the value of their academic libraries primarily in relation to their institution's goals for student learning and success.

Goals of *Assessment in Action*

GOAL 2: Build and strengthen collaborative relationships with higher education stakeholders around the issue of library value.

Goals of *Assessment in Action*

GOAL 3: Contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

Our program before

Pre-2012: Offered library instruction to FYE (and its precursor, Academic Skills Development) by request

Spring 2012: Developed instruction program outcomes and iClicker session for new FYE program

Fall 2012: Began FYE program, teaching 45 sessions to 850 students in year one

Assessment Scores: 2012 - 2014

	Number of Students	Average Score
Fall 2012	718	75%
Spring 2013	132	74%
Fall 2013	765	79%
Spring 2014	129	78%

What are we assessing?

1. FYE Outcomes

The ideal student will be able to:

- ❑ identify and extract the important parts of the assignment and effectively proceed with research
- ❑ Distinguish the most efficient methods of accessing source material
- ❑ Identify three kinds of material and match them to their purpose
- ❑ Choose the best of three sources
- ❑ Correctly identify citation parts from an abstract, and recognize that there are citation tools
- ❑ Pick correctly some reasons to cite

What are we assessing? (continued)

2. *ACRL's Information Literacy Competency Standards for Higher Education*

- ❑ Determine the nature and extent of information needed
- ❑ Access needed information effectively and efficiently
- ❑ Evaluate information and its sources critically; select information to use
- ❑ Access and use information ethically

In February 2015, the ACRL adopted the *Framework for Information Literacy for Higher Education* in place of the previous Standards.

ACRL Framework for Information Literacy for Higher Education

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

Research Design

Before the library session:

6 question needs assessment (A1) submitted through
online form

During the library session:

Instruction by librarian

Small group assignment on locating and evaluating
library resources

i>clicker post instruction assessment (A2)

Tools

- Google Form
- i>Clickers
- Large sticky notes



Example of student work



Overall Data

563 students took both assessments

68% of students increased their scores

Average scores:

A1 55.81%

A2 75.03%

Average score increase was **19.22** percentage points

Cohort Model

The 563 student participants were divided into four cohorts based on scoring patterns.

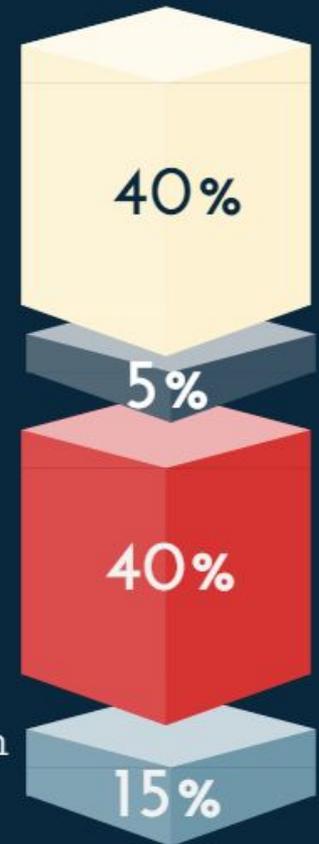
OVERALL SCORING (563 students)

Cohort 1: Scored high on both assessments (225 students)

Cohort 2: Scored high on A1 and low on A2 (27 students)

Cohort 3: Scored low on A1 and high on A2 (227 students)

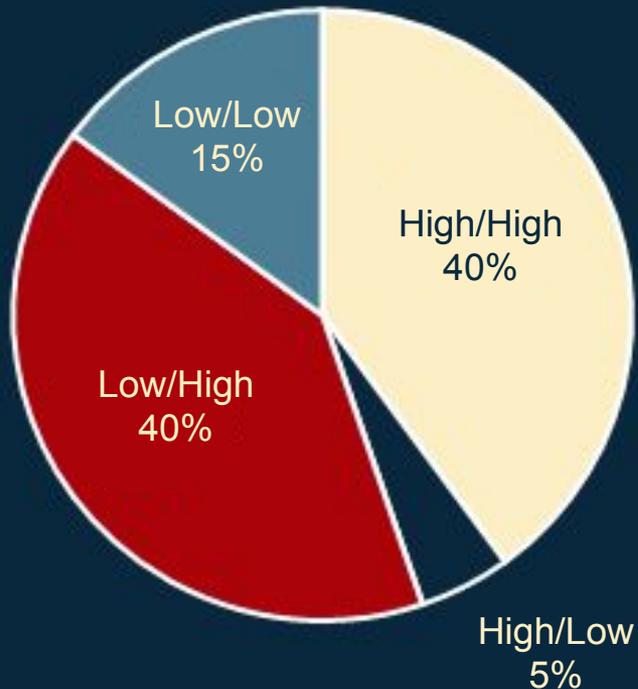
Cohort 4: Scored low on both assessments (84 students)



A closer look

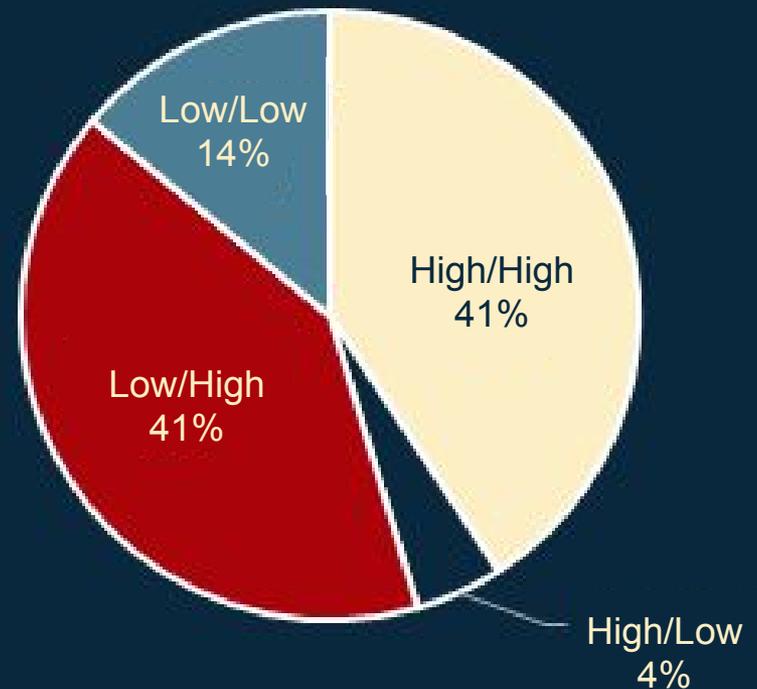
Example 1: Age of Students

Overall Data



Students Age 17-19

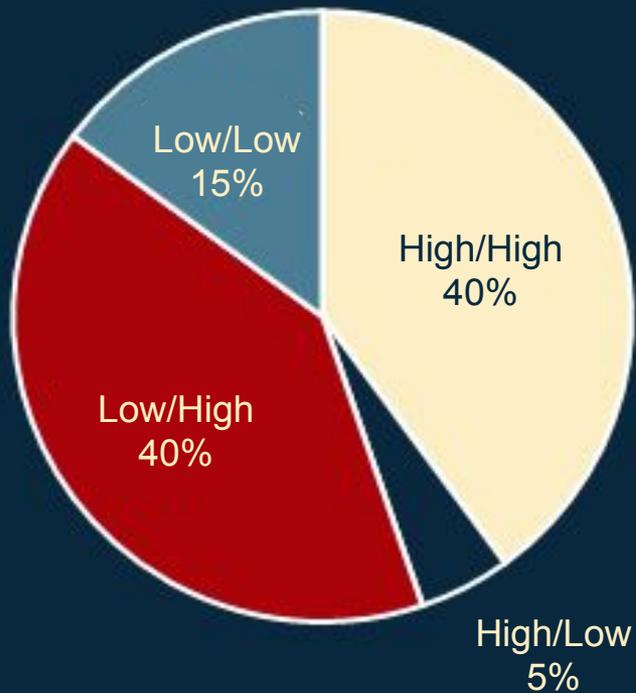
(85% of students enrolled in FYE)



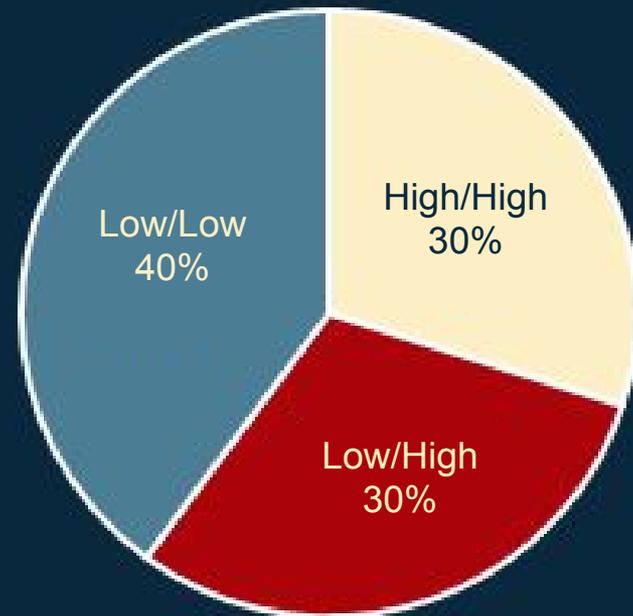
A closer look

Example 1: Age of Students

Overall Data



Students Age 36+



What does this data help us understand?

Age Data

40% of students age 36 and up scored low on both assessments.

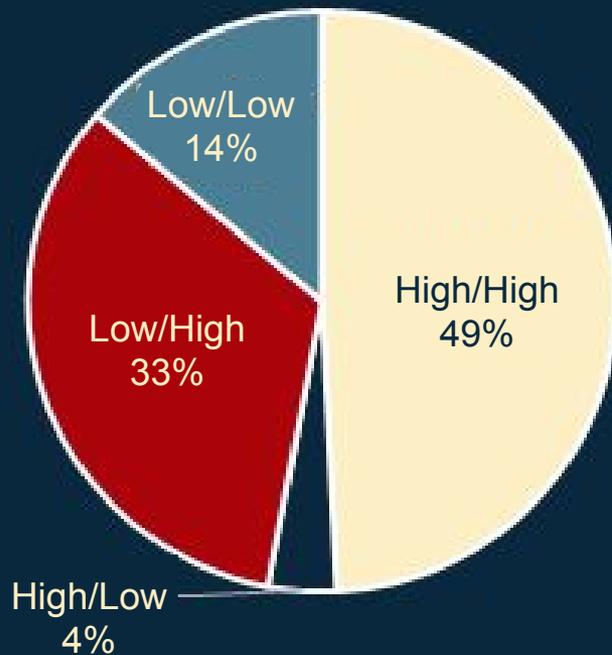
Next steps:

- Revisited the structure of the library session, and piloted a more inclusive model in Spring 2016
- Explore programs that would provide additional supports, such as Personal Librarians, to older students.

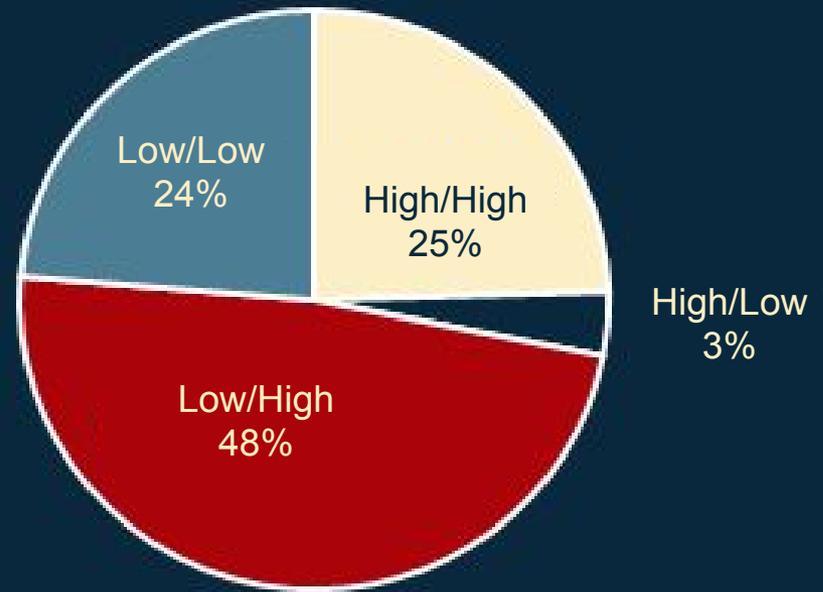
A closer look

Example 2: High School

Suburban Public Schools



Waterbury Public Schools



What does this data help us understand?

High School Data

Overall, 45% of entering students had a strong Information Literacy background.

28% of students from Waterbury's three public high schools entered their first year with a strong understanding of IL, compared to 53% of students from suburban public schools.

Next Steps:

- Collaboration with local public high schools

Public High School Outreach

Librarians partnered with Waterbury's GEAR UP program, run by NVCC's Bridge to College Office.

- Four 9th and 10th Grade Social Studies classes visited NVCC in November 2015, accompanied by teachers, LMS, and GEAR UP site directors
- Librarians visited their respective partner high schools to teach collaborative lessons with LMS in January 2016
- In February & March, students returned to NVCC for research sessions in the Library
- An additional four 9th Grade classes joined the pilot program in Spring 2016, and each class attended a research lesson & library session at NVCC

Public High School Outreach - Outcomes

- Increased awareness about access to Connecticut's free digital library collections at school and home
- Helped facilitate LMS / Faculty collaboration
- Students reported increased confidence in researching
- Spring research papers demonstrate improved ability to integrate sources into text, through direct quotations and paraphrasing

“Students gained a greater idea of how to research and incorporate that information...[They] gained a greater understanding of what is going to be expected as they move towards college and the resources that are available to them.”

-10th Grade Honors Social Studies teacher

Questions?

Thank you!

Please feel free to contact us at:

Jenna Barry jbarry@nv.edu

Jaime Hammond jhammond@nv.edu