

# Program Level Assessment in the Library

Impact of Information Literacy Instruction on English Composition and Speech Communication Courses at College of DuPage

Jennifer Kelley, M.F.A., M.L.S.

Laura Burt-Nichols, M.L.S.; Amy Camp, M.A.; Denise Cote, M.L.S.; Jason Ertz, M.L.S.; Sandra Martins, Ph.D.; Lauren Morgan, M.A.; Sheldon Walcher, Ph.D.

## Research Question

What effect (if any) does library instruction have on student learning?

### Outcome:

Students participating in IL instruction are able to meet Gen Ed information literacy outcomes.

### Criteria (Phase 1):

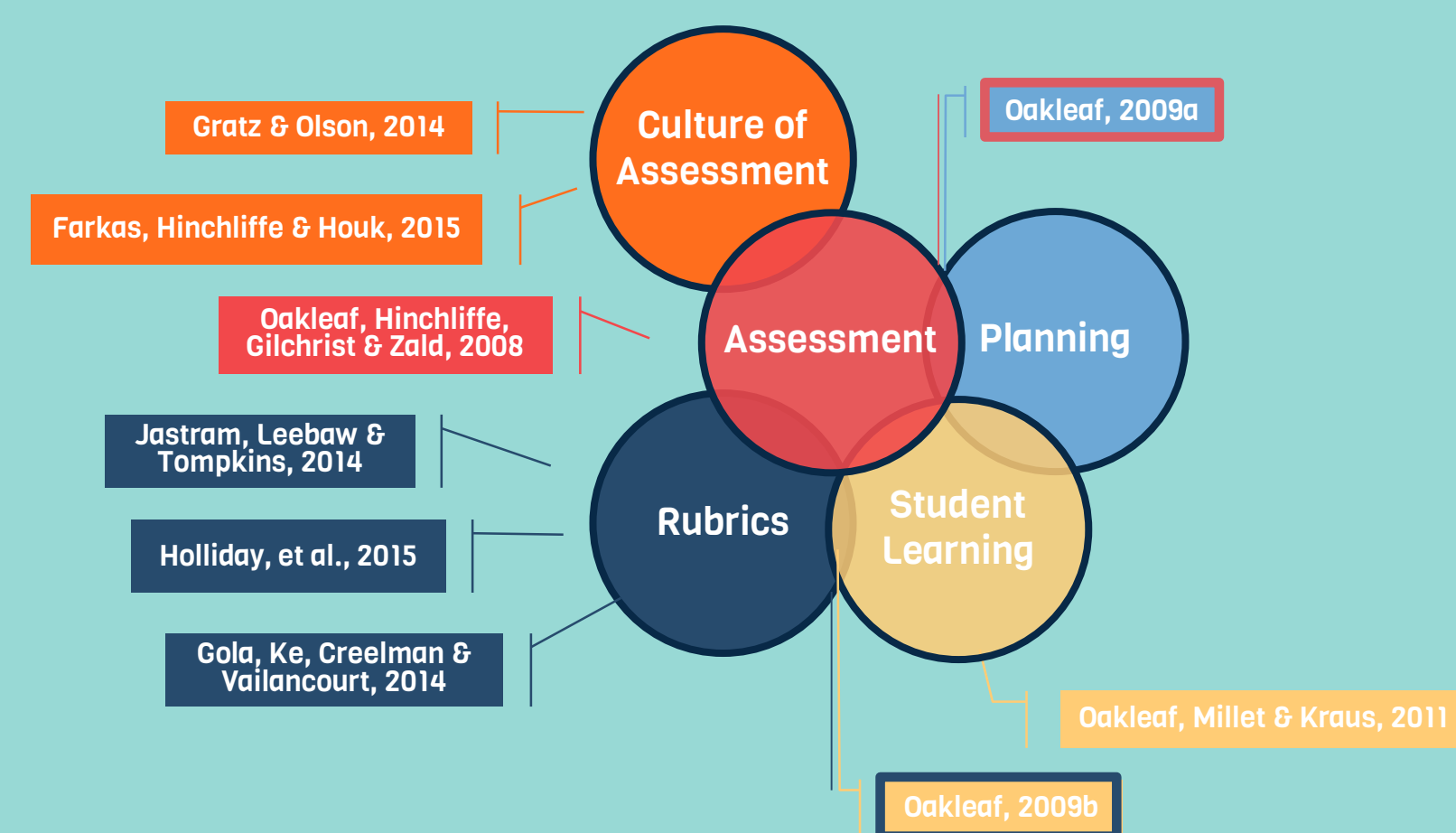
Speech 1100 and English 1102 faculty members are providing IL instruction opportunities in their courses.



## Literature Review

This study intersects with the themes:

- IL Assessment
- Culture of Assessment
- Student Learning
- Assessment Planning
- Use of Rubrics in IL Assessment



## Evidence: Faculty Focus

- Conduct faculty survey querying participants on subjective understanding of IL and fact-reporting on use of IL services provided by Library
- Conduct follow-up interviews
- Review research assignments using rubric



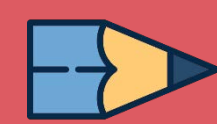
**INSTRUMENT:** Cross-sectional exploratory survey

**POPULATION:** FT & PT instructors of Speech 1100 Fundamentals of Speech Communication and English 1102 Composition II



**TOPIC:**

- Subjective understanding of & self-confidence in IL instruction/outcomes
- Fact-reporting on use of IL services provided by the library
- Demographic information



**SAMPLE SIZE:** 50

31% Full time  
69% Part time

59% English faculty  
41% Speech Communication faculty



## IL in the Classroom

### Library resources assigned by faculty



Information Literacy Modules 23%



Research 101 62%



SOS Workshops & Webinars 65%

Plagiarism Tutorial 27%

### Faculty report confidence in their ability to:

- Define information literacy
- Assess information literacy
- Assess appropriateness of students information sources
- Determine students' demonstration of IL skills upon course completion.

## What did we learn?

Faculty use of IL services

- 74% rarely or never collaborate with librarian to create/revise research assignments
- 36% rarely or never point students to liaison librarian
- 36% rarely or never recommend using online tutorials
- 24% rarely or never require students to use library resources
- 45% respondents have worked at COD for 5 years or less

## What don't we know?

Questions raised

- How do faculty define information literacy?
- What does evidence of IL look like?
- How do faculty define "appropriate resources?"
- What Library services are faculty aware of?
- What IL outcomes are faculty measuring and how are they measuring them?

## Next steps

### Phase I cont.

- Faculty focus group – filling in the blanks
- Assignment review – how do faculty "talk about" IL?

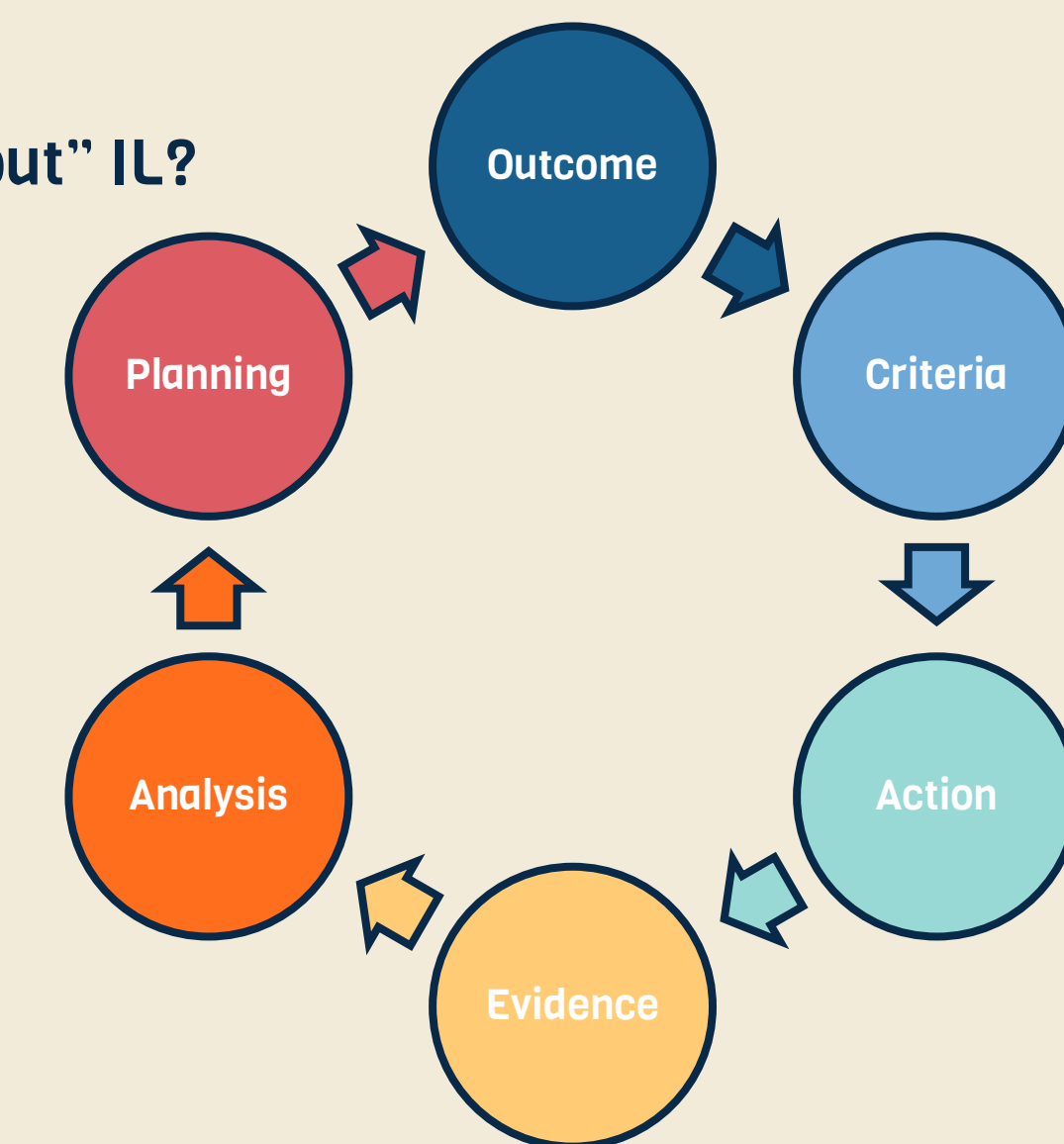
### Phase II – Student learning

#### Criteria:

- Students are able to demonstrate learning of selected IL outcomes upon course completion

### Closing the Loop

- What can we learn from our data?
- What changes are necessary?
- What are our priorities and the plan for action?



Program Assessment 6 Question Design (Gilchrist, 2013)



This project is part of the program "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.