Best Practices for Developing a Faculty Information Literacy Program

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Goals for Presentation

• Discuss best practices for an effective faculty information literacy program

• Provide tips on what works & what doesn’t

• Share information on what assessment tools to use
Programmatic Assessment: Dream
Programmatic Assessment: Reality
Poll: Experience with Faculty Information Literacy Programs

How many of you have set up a faculty information literacy program before?

Yes
No
In process of setting up one
Never, too scared to even try it! (why herd cats?)
Like Herding Cats?
Assessment can be a bit challenging
Poll: How Many of You Have Had Assessment Challenges?

Yes
No

What kind of challenges did you have?
How did you feel?
Frustrated, tired, mad, exhilarated....ready for more challenges!!
How I felt....at the “Beginning”
Take a Big Breath & Make the Plunge!
Faculty Information Literacy Program

Introduction

• Provost-initiated program 5/12-12/12

• Faculty/instructors worked in teams with liaison librarians

• 21 Faculty/Librarian teams completed the program and were awarded $200 stipends
PROGRAM GOALS

• **Generate data** for new WASC information literacy proficiency/WASC accreditation visit

• **Build** on existing information literacy program

• **Provide training** for librarians to further information literacy skills
Faculty Information Literacy Symposium
Enhancing Student Research Skills in the 21st Century

Tentative Agenda for April 30th, 2012

8:30 A.M. Gathering, Coffee, Introduction and Welcome from Library Dean

9:00 A.M. Introduction to Information Literacy at CSU - Facilitator Stephanie Brasley

9:50 A.M. Departmental/General Education Assessment of library assignments - Steve Branz

10:15 A.M. Break

10:30 A.M. Faculty sharing of Information Literacy Assignments

10:45 A.M. Begin workshop between campus teaching faculty and liaison librarians to academic departments to craft assignments for courses in the major

12:00 P.M. Break for Lunch

1:00-1:30 P.M. Library Resources

1:30-2:45 P.M. Finish workshop between campus teaching faculty and liaison librarians to academic departments to craft assignments for courses in the major

2:45 P.M. Closing address by facilitator Stephanie Brasley
Symposium Handouts

• ACRL Information Literacy Competency Standards for Higher Education
• Article on embedding information literacy into the curriculum by Shannon Reed
• Information on In-house assessment instrument & assignment calculator
• AAC &U Information Literacy Value Rubric
• Excerpts from Teaching Information Literacy by Joanna Burkhardt and Mary MacDonald
Where the heck do I go from here?
Faculty Information Literacy Symposium
Enhancing Student Research Skills in the 21st Century

The Provost's Office and the San Jose State University Library are teaming together to encourage the infusion of information literacy into the curriculum. Faculty who attend the symposium and participate in the program will learn how to create effective information literacy assignments with the assistance of librarians experienced in information literacy.

Expectations for Participants:
- Attend the 4/30/12 Symposium
- Attend two follow-up meetings in Spring 2012 with your librarian
- Agree to modify one course to include an information literacy assignment and assessment of the assignment in Fall 2012
- Teach the course with the information literacy assignment Fall 2012

Stipend:
All participants will be awarded a $200 stipend. This stipend will be given to the instructor department for program support.

Please contact me with any questions.
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NEXT STEPS:

• COLLABORATE with campus partners
• LEARN/IMPROVE knowledge base for librarians with training on creating effective information literacy assignments/ learning outcomes/assessment, expand own knowledge base
• BUILD an effective assessment program and explore various methodologies
• DEVELOP/IMPROVE library assessment & program
Assessment can be learned
COLLABORATE: Join Campus WASC Task Forces

• **GEPA Task Force**: currently assessing information literacy in designated science general education classes

• **5 Proficiencies Task Force**: assess how campus meets 5 WASC proficiencies
LEARN/IMPROVE: IL Workshops

*Answer the questions below.* This will summarize the design process and create a template for your information literacy product.

1. What do you want the student to be able to do? (Information Literacy Outcome)
2. What does the student need to know in order to do this well? (Information Literacy Curriculum)
3. What type of library instruction will best enable the learning? (Pedagogy)
4. How will the student demonstrate the learning? (Assessment)
5. How will I know the student has done this well? (Criteria for Evaluation)

* This exercise and the 4-step process listed below are authored by Anne Zald and Debra Gilchrist.

See:


LEARN/IMPROVE: WASC IL Workshops

• Attended WASC information literacy/critical thinking workshop Fall 2012 with campus WASC leaders
• Develop plan for campus-wide information literacy and critical thinking
**BUILD**: Outcomes Based Assessment @ the Programmatic Level

- Determine assessment instruments
- Determine rubric for assessment
- Meet and share information with librarians as much as possible
- Market benefits of programmatic assessment
RESULTS: Data Mining Tool

WASC Literature Review

Discover

Define

Design

deploy

Keyword Metrics

ANALYZE
Summary
SYNTHESIZE

METHOD
Research

Clarity
DEVELOP

Ability
DISCUSSION

Sources
Poll: What Kind of Assessment Have You Used?

- *Google* Form
- *SAILS*
- ETS *iSkills*
- Qualtrics
- *Surveymonkey*
- Homegrown assessment
Other Assessment Instruments?
Better or Worse....

there was a spider

its gone now
Assessment: SAILS Experience

- Multiple choice questions which can be guessed at easily
- Does not test whether students actually have information literacy skills
- Controlled environment is the best setting
- Data analysis is performed by outside company
- Reports are not easily shared/understood
Assessment: ETS *iSkills* Experience

- Difficult to perform random sampling
- Test is very long and at the time (2006) could only be done from a controlled lab environment
- Involves a great deal of time and labor to administer
- Campuses do not own the data and cannot manipulate it
Assessment Success Poll

For those of you who have used national standardized assessment instruments:

Have you had success at your institution using SAILS? (Standardized Assessment of Information Literacy Skills)?

Yes

No

Have you had success at your institution using the ETS iSkills test?

Yes

No
ASSESSMENT: SJSU Tools

• Google form pre and post tests
• In-house assessment tool
• Base questions; add discipline-specific to base
• Librarians asked to assess 1 Fall class
In-house Assessment Tool

Information Literacy Survey Report

View Student Performance for the Survey by following Criteria:
- Question
- Objectives
- Year In School
- Major
- Age Group
- Gender

Student Performance for Survey BUS100W, Section 1 by Question:

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Survey Scores</th>
<th>Post-Survey Scores</th>
<th>Pre-Survey &quot;Not Sure&quot;</th>
<th>Post-Survey &quot;Not Sure&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are writing a business plan for a new company and Walmart is going to be one of your biggest competitors. Which of the sources below offers company-related information?</td>
<td>47%</td>
<td>33%</td>
<td>19 correct 12 incorrect 0 not sure</td>
<td>14 correct 17 incorrect 0 not sure</td>
</tr>
<tr>
<td>You have found an article in the ABI/INFORM Complete database that you really need. The article has a citation but no full text. What is the next, most effective way to get the full text of the article?</td>
<td>45%</td>
<td>72%</td>
<td>18 correct 23 incorrect 0 not sure</td>
<td>30 correct 11 incorrect 0 not sure</td>
</tr>
<tr>
<td>Select the best set of key search terms below for the research question: &quot;How has the financial crisis affected government employees in Greece?&quot;</td>
<td>73%</td>
<td>82%</td>
<td>30 correct 11 incorrect 0 not sure</td>
<td>34 correct 7 incorrect 0 not sure</td>
</tr>
<tr>
<td>A search on &quot;pharmaceutical industries&quot; in a database brings up more than 4,000 results. You are interested in companies that produce only generic drugs. To narrow your search, you should:</td>
<td>71%</td>
<td>82%</td>
<td>26 correct 12 incorrect 0 not sure</td>
<td>34 correct 7 incorrect 0 not sure</td>
</tr>
<tr>
<td>You need to write a research paper on the oil industry and offshore drilling. Which of the following is most likely to provide balanced information?</td>
<td>59%</td>
<td>69%</td>
<td>24 correct 17 incorrect 0 not sure</td>
<td>28 correct 13 incorrect 0 not sure</td>
</tr>
</tbody>
</table>

Correlation

TTEST
(B5.B19,C5.C19;1,1)

Any Value Less Than OR Equal To .05 Is Statistically Significant
Info Lit Assessment Tool Survey

This survey asks questions regarding your use of assessment tools during your Fall 2012 information literacy sessions.

* Required

Did you use Google forms or the in-house assessment tool? *

- Google forms
- In-house assessment tool
- Both
- Other: 

What factors made you choose the assessment tool or tools you used? *
  e.g. easy to implement, easy to collect data for comparison, easy to construct survey questions, etc.

If you used both Google forms and the in-house assessment tool, which did you prefer and why?
DATA ANALYSIS: WHAT WORKS?

• **Google form**: data analysis takes time
• **In-house assessment** instrument issues: pre and post test numbers
• **Qualtrics**: SJSU adopted as campus assessment tool 2013; (generates own data analysis, ease of use, available off-campus)
Data Analysis Librarian Survey: Program improved my information literacy skills
Data Analysis Faculty Survey: Program improved information literacy in my classes
Data Analysis Faculty Survey: Program helped me create an effective assignment.
Google Form Data Analysis

• Campus OIE analyzed Google form data
• Over 80% of students answered questions correctly
• % of correct answers increased from pre-test to post-test
**What is the most effective way to search in a library database? How do you determine which keywords to search for?**

<table>
<thead>
<tr>
<th>Method</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the 2 or 3 most important keywords</td>
<td>89.4%</td>
<td>91.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Put in as many words as possible to find as many articles as possible</td>
<td>4.2%</td>
<td>3.9%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Search for every word that you can think of that might work</td>
<td>4.0%</td>
<td>2.8%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Not sure</td>
<td>1.4%</td>
<td>.6%</td>
<td>-0.8%</td>
</tr>
</tbody>
</table>

**If your search for “sex education” retrieved 679 results, what would be a good way to narrow it?**

<table>
<thead>
<tr>
<th>Method</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add a keyword that narrows the topic such as “high school” or search for your words in the title field</td>
<td>80.7%</td>
<td>81.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Take away one of your keywords</td>
<td>1.6%</td>
<td>1.0%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Scan the whole list to find what you want</td>
<td>.9%</td>
<td>.4%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>.8%</td>
<td>.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**You have found an article in Academic Search Premier which fits your research topic very well but there is only an abstract (a summary of the article) or article citation (reference) in the database. The full text is not there. What should you do?**

<table>
<thead>
<tr>
<th>Action</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click on the Get Text button to find the full text of the article</td>
<td>88.6%</td>
<td>93.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Ignore the article because the library does not have it</td>
<td>1.5%</td>
<td>1.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Ignore the article because it probably is not a good article</td>
<td>1.4%</td>
<td>.8%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Just rely on the article abstract</td>
<td>1.0%</td>
<td>1.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>7.2%</td>
<td>1.4%</td>
<td>-5.8%</td>
</tr>
</tbody>
</table>
LEARN & IMPROVE: Program Benefits

• Librarians and faculty had opportunity to work closely together developing materials
• Faculty/instructors improve skills creating information literacy assignments, learning outcomes, and assessment
• Students are more skilled at research
• Library contributes to student success
LEARN & IMPROVE: Program Challenges

- **Time:** Finding time for librarians and faculty to work together

- **Scheduling:** (Schedule program at beginning of Fall Semester)

- **Funding:** (Incentives for program; do you have the money)

- **Working programmatically:** (Getting librarians to assess using the same instrument) Herding Sheep!
Finding time to work together-hard?
or easy?
Program Best Practices

• Use a team of experienced faculty/instructors with interest for your first group
• Have provost or administrative support
• Use incentives to garner interest
• Have student assistants/help for paperwork
• Plan, plan, plan
• Praise your colleagues & reward good work
Where do we go from here?

read the part again where mama finded us n brought us home to live
Lessons Learned

• **Accept** the challenge of programmatic assessment

• **Keep the momentum/interest growing** by sharing products with campus/library

• **Ensure administrative support & students assistants are available for assistance**
Future Steps for Program

• **Post sample assignments**, learning outcomes, and assessment tools (rubrics, etc.) on website

• **Craft poster sessions** of each collaborative team project-post on CFD

• **Showcase of sample faculty program work @ CFD**

• Improve program

• **Strategize on next program iteration**
Put your Ducks in a Row
Go Forth & Conquer!
How I Feel Now!!
Contact
Toby Leigh Matoush
San Jose State University Library
Toby.Matoush@sjsu.edu
http://libguides.sjsu.edu/informationliteracyprogram
For Handouts, Sample IL Assignments, & Other Information