

Feasible, Scalable, and Measurable

Information Literacy Assessment & the National Survey of Student Engagement (NSSE)

Polly Boruff-Jones (Drury University)

Carrie Donovan (Indiana University)

Kevin Fosnacht (Indiana University)



American Library Association
2012 Annual Conference
Anaheim, CA

An Earlier Attempt

- College Student Surveys Project Group
 - Formed in 2003 by the Executive Committee of the Institute for Information Literacy
 - Reviewed national standardized college student surveys to identify content relating to information literacy
 - Narrowed to NSSE because it is administered to more colleges and universities (2004)
 - NSSE liaisons: Dr. George Kuh, Director of NSSE and Director of the Center for Post-secondary Research; Dr. Robert Gonyea Associate Director of the Center for Post-secondary Research

An Earlier Attempt

- Creating the questions
 - Dr. Kuh suggested we focus our work on student *behaviors* that contribute to information literacy
 - Sought broad input from academic librarians and library & information science educators
 - Reviewed NSSE survey to identify existing questions that related to information literacy behaviors
 - Six questions resulting from this six month process were submitted to NSSE staff in 2005
 - Those questions yielded 10 experimental items that were included on the 2006 NSSE

The Items

1. In your experience at your institution during the current school year, about how often have you done each of the following?

(Response options included *very often, often, sometimes, never*)

- a. Asked a librarian for help (in person, email, chat, etc.).
- b. Went to a campus library to do academic research.
- c. Used your institution's Web-based library resources in completing class assignments.

2. Which of the following have you done or do you plan to do before you graduate from your institution?

(Response options included *done, plan to do, do not plan to do, have not decided*)

- a. Participated in an instructional session led by a librarian or other library staff member.
- b. Participated in an online library tutorial.

The Items (cont.)

3. To what extent does your institution emphasize each of the following?

(Response options included *very much, quite a bit, some, very little*)

- a. Developing critical, analytical abilities.
- b. Developing the ability to obtain and effectively use information for problem-solving.
- c. Developing the ability to evaluate the quality of information available from various media sources (TV, radio, newspapers, magazines, etc.).

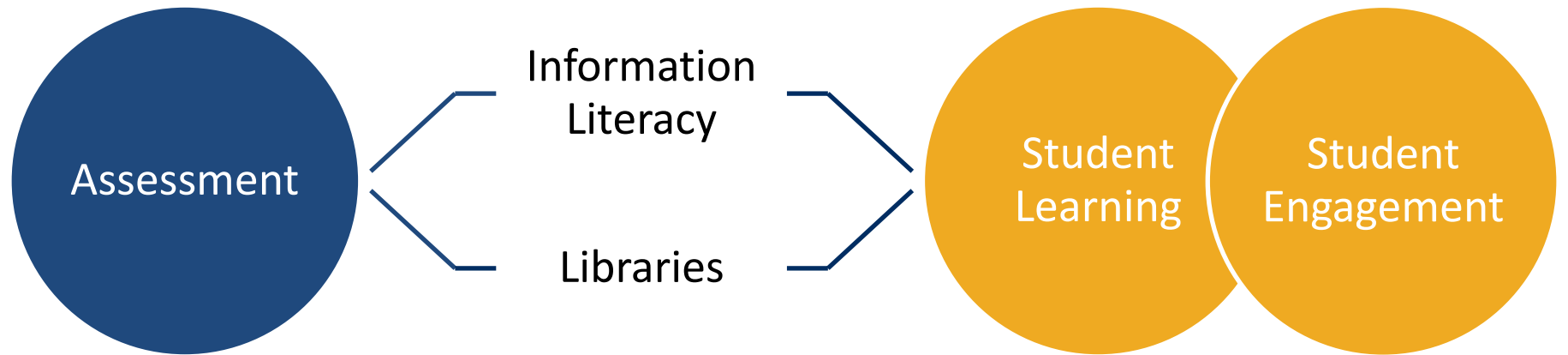
4. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

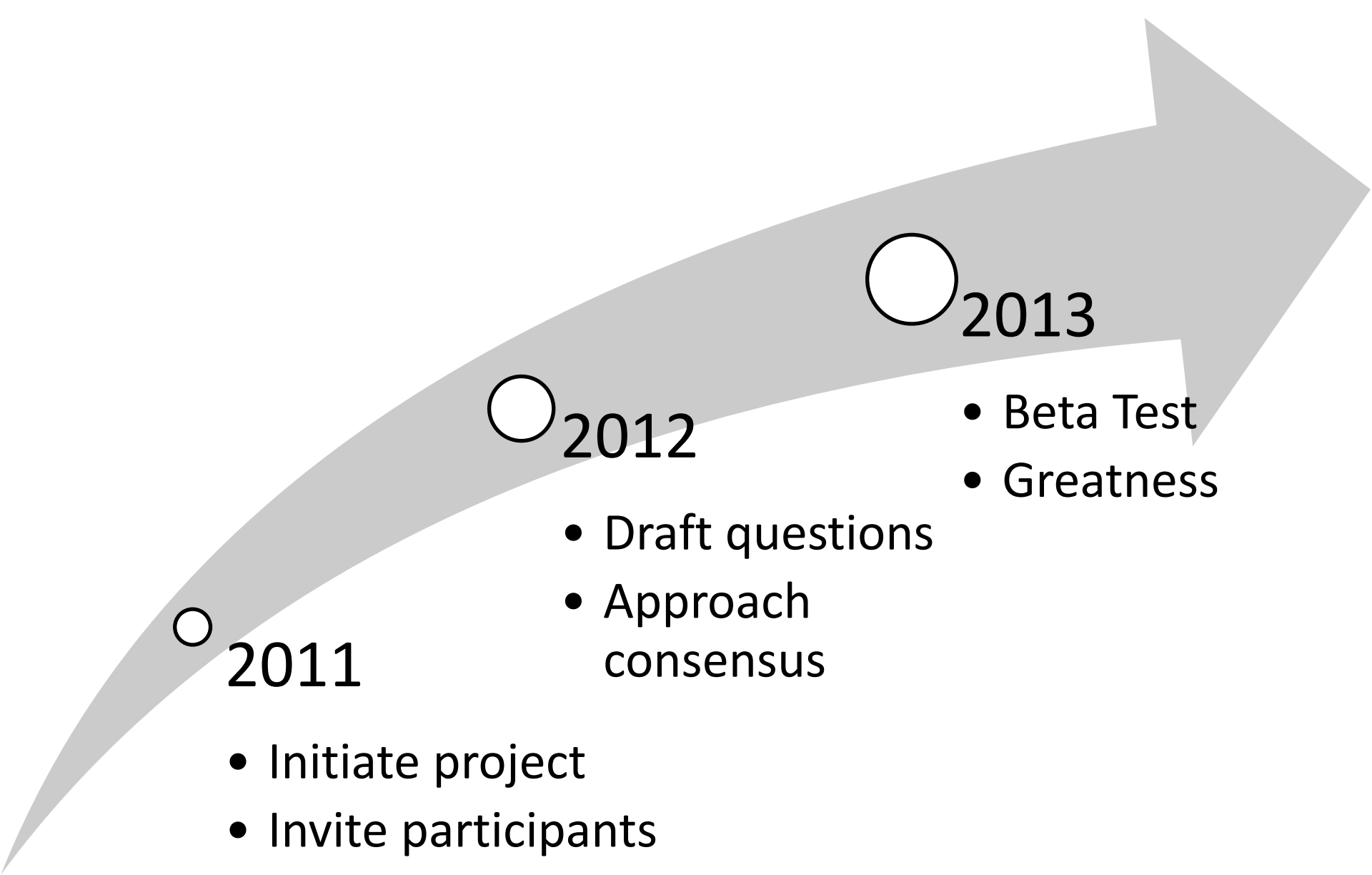
(Response options included *very much, quite a bit, some, very little*)

- a. Evaluating the quality of information.
- b. Understanding how to ethically use information in academic work (proper citation use, not plagiarizing, etc.).

Epilogue

- Due to length constraints, the information literacy items were not permanently incorporated into the NSSE
- Dr. Gonyea encouraged the adoption of the items by a consortium group – or groups – to continue testing
- Liberal arts consortium of Oberlin Group colleges included the items in their 2008 administration of NSSE
- Community college librarians on the project group turned their attention to the CCSSE
- ACRL project group was disbanded in 2008





○ 2011

- Initiate project
- Invite participants

○ 2012

- Draft questions
- Approach consensus

○ 2013

- Beta Test
- Greatness

Guiding the Discussion

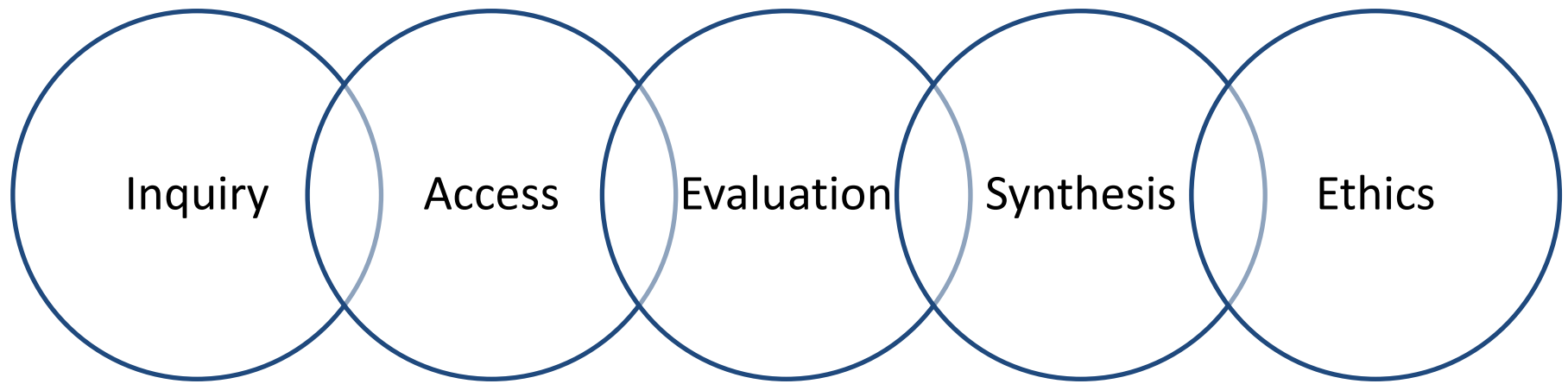
- What are the **key activities** or behaviors that students must engage in order to achieve information literacy?
- What does it “look like” to practice **information literacy in action**?
- What should **instructors ask** students to do to become information literate?
- What should others **expect of students** outside the classroom to practice information literacy?
- What can the institution do to **create a climate** that values, supports, and expects students to practice and achieve information literacy?
- How do class level, general education, and **the major disciplines** affect the practice and achievement of information literacy?

- **Interrogate** information sources
- **Develop** a research question and then revise it
- **Recognize** research is a recursive practice
- **Explore** an issue or subject through multiple lenses
- **Transfer** learning to other courses/projects
- **Learn** IL on a continuum across the discipline

Our Hopes for Students



Photo from flickr.com *Compass study* by Calsidyrose. Used with permission under the Creative Commons license.



ACRL Information Literacy Competency Standards for Higher Education	AAC&U Essential Learning Outcomes	AAC&U VALUE Rubrics	ISTE National Educational Technology Standards for Students	NCTE 21st Century Literacies and Curriculum Framework	Partnership for 21st Century Skills	AASL Standards for the 21st Century Learner	Common Core State “College and Career Readiness” Standards
--	--	--	--	---	---	---	---

Used with permission from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.



ACRL

NSSE

LIBRARIANS

ARL

Student Engagement

- What is student engagement?
- Why does student engagement matter?
- How do colleges and universities influence student engagement?

What is NSSE?

- NSSE is designed to gather information on the extent to which students engage in and are exposed to proven educational practices that are related to desirable learning outcomes.
 - Data informs how undergraduates spend their time
 - Questions are based on effective educational practices
 - Administered to first-year and senior students

Goals for Updated 2013 NSSE

- To continue in our core purpose of assessing student engagement in effective educational practices to inform improvement efforts
- To stay current with movements and trends in higher education
- To improve the clarity, consistency, and applicability of the survey
- To improve the measurement properties of existing measures
- To incorporate new measures relevant to effective teaching and learning

Core Content Areas

- Academic Challenge
 - Writing
 - Quantitative Reasoning
 - Higher Order Learning
 - Reflective & Integrative Learning
- Collaborative Learning
- Experiences with Faculty
 - Student-Faculty Interaction
 - Teaching Practices
- High-Impact Practices
- Discussions with Diverse Others
- Campus Environment
 - Quality of Interactions
 - Campus Support
- Student-Reported Gains
- Demographics

Modules in 2013

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Writing

Goals for Information Literacy Module

- Assess engagement in practices associated with information literacy
- Align the survey items with national information literacy standards
- Assist the assessment efforts of postsecondary libraries

Draft Questions

Polly Boruff-Jones (pboruffjones@drury.edu)

Carrie Donovan (cdonovan@indiana.edu)

Kevin Fosnacht (kfosnach@indiana.edu)

Questions/Discussion

Using NSSE Data

Proper Use of NSSE Data

- Benchmarking
 - Compares student responses with those at similar institutions
 - Diagnostic information about how students are learning
- Subgroup analyses
 - Examines how engagement varies within an institution
 - Identify areas for improvement
- Both approaches utilize aggregate measures

Possible Uses of NSSE Data

- Peer Institution Comparisons
- Subgroup Analyses
 - Majors
 - Demographic groups (age, gender, race, ect.)
- Program Effectiveness
- Documenting Change over Time

Demonstration