INTRODUCTION

This document describes the work of the Information Literacy Test Subcommittee of the Teaching and Learning Working Group to provide a review of information literacy (IL) assessment at ULS and provide recommendations for strengthening the assessment component of IL activities at ULS. The Sub-committee worked between February and March 2014 and developed a set of recommendations for activities leading to improving assessment of IL activities. These recommendations were approved by the ULS Senior Management and the Provost's Office in April and May 2014, respectively.

CHARTER

In 2004 the ULS began using the SAILS test in order to benchmark incoming freshman information literacy skills. Since that time the use of SAILS has been expanded to include all University of Pittsburgh students. The results of SAILS testing has been useful, however the data collected is very general and of limited use for instructional development.   Additionally, the tool has not been significantly updated since the ULS began using it. Several other information literacy-testing tools have been developed since 2004. With the upcoming renewal of our contract for the use of SAILS, this would be a good time for the ULS to review the other tools in order to determine if the ULS should continue the use of SAILS or move to another tool to measure student information literacy skills. The Information Literacy Test Subcommittee of the Teaching and Learning Working Group, headed by Dr Berenika Webster, is charged with the following: reviewing current approaches to information literacy assessment for use by the University and the ULS for instructional assessment purposes. The Subcommittee's charge includes the following:

· Review the current IL assessment landscape
· Identify approaches to IL assessment (methodologies and tools)
· Recommend a solution and, upon approval,
· Devise an implementation plan
· The proposed solution must meet with approval of the ULS Senior Management and Provost's Office

Report back with committee findings and recommendations by March 30, 2013

Options (tasks to undertake)

- SAILS-type assessment products – take stock of what is available; consider if can be implemented at Pitt (pros and cons).
- Embedded IL assessment – review best practices and take stock of what already happens at Pitt (pros and cons).
- Testing embedded in already existing survey instruments – see what they are across schools and evaluate how best we can add own questions (pros and cons).

RECOMMENDATIONS (AND PROGRESS UPDATE)

Based on the findings of the T&L Working Group SAILS Subcommittee we recommend the following

1. Move away from using SAILS as a tool for assessment of information literacy competencies of U of Pittsburgh students
   IMPLEMENTED: SAILS will not be administered in FY14 to test IL skills of U of Pittsburgh students.

2. Implement a trial of HEDS Research Practices Survey at Greensburg and Bradford campuses.
   IMPLEMENTED: first cohorts will be tested in September 2014

3. Initiate discussions via Liaison Collaborative on embedding IL training and assessment into curriculum
4. Create instructional assessment best practices LibGuide for liaison/instruction librarians
5. Develop IT tools for delivery of IL assessment (LibAnalytics, LibGuides and/or Qualtrics)
   IN PROGRESS: first developments completed for LibGuides; more work slated for FY15

6. Invite external speaker to provide inspiration
7. Develop requirement for liaison/instruction librarians to provide short descriptions of IL initiatives and their outcomes (to create library of best practice to demonstrate IL assessment in support of Middle States and other accreditation requirements). See example in Appendix 3
8. Provide additional training/skills around instructional design, development of learning outcomes and assessment methods

9. Embed IL assessment questions into already existing surveys (Greensburg – Map Works; Swanson School of Engineering – annual ABAT surveys)
   IMPLEMENTED: SSoE data collected for the first time in Spring term 2014, Greensburg data will be collected in Fall term 2014

10. Work with Johnstown campus on development of IL outcomes to support their review of GE
    IN PROGRESS: working group established and work plan developed

11. Work with Provost's Office on inclusion IL assessment questions into SERU survey
12. Work with Office of Student Affairs and Dietrich School of Arts and Sciences, through the AIA project, on incorporating IL assessment to identify students at risk with view of developing targeted services
    IN PROGRESS: ULS was successful in securing participation in AIA programme

13. Work with Dietrich School of Arts and Sciences on incorporating IL questions into Noel-Levitz tool
    IN PROGRESS: part of AIA project

SAILS alternatives report (prepared by John Fudrow)

Test Name	Format	Data Collected	Question Type	Number of Questions	Completion Time	Standards Measured	Class Level	Institutions Involved	Cost
Project SAILS	Web-based	Aggregate shared via PDF	Multiple Choice	45	35 minutes	1, 2, 3, 5	NA	80	$2000 per administration
Information Literacy Test: James Madison U	Web-based	Custiomizable	Multiple Choice	60	60 minutes	1, 2, 3, 5	Incoming Freshmen	James Madison and 10 others	$7 a student
iSkills	Web-based		Real-time Scenario based online tasks	NA	75 Minutes	7 Proficiences	Core Level	NC School of the Arts,	1-50 Tests @ $33, 51-250 @ $25, 251+ @$22
HEDS Research Practices Survey	Web-based	Customizable	Varied types	~40	15 minutes	1, 2, 3, 5	Variable	Tufts, Wabash, Trinity, and others	$1500 to $5000 depending on method selected

Test Name	Provost's Office	Campus Use	Notes	Library Use
Project SAILS	General Benchmarking against other institutions and between internal departments	Depending on type of test administered the survey can either provide broad trends or individual scoring on program effectiveness of information literacy skills training.	Very Difficult to Track Individual Data across testing sessions.	Moderate ability to inform library instruction planning.

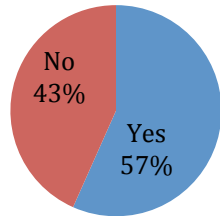|				
Information Literacy Test: James Madison U	Macro level assessments of student population can be exhibited. Only tests on standardized information literacy skills.	Moderate level of general information literacy skills. Individual application of IL skills would still need to be assessed within each program.	http://www.jmu.edu/assessment/resources/prodserv/instruments_ilt.htm	Moderate ability to inform library instruction planning.
iSkills	Benchmarking across other universities and internally could be useful for program development.	Program strengths and weaknesses could be assessed in terms of IL or overall learning outcomes.		The library could use supplemental questions to help support their goals and inform their inititives for information literacy or research practices.
HEDS Research Practices Survey	Can show not only information literacy skills but research practice skills for students.	Applicable to research practice skills across more levels than just information literacy. Could be used to show student success and retention.	Can be done within one cohort or across a 4 year longitudinal scope. Also looks to reveal research practices.	Useful for developing library instruction and program support materials.

IL assessment landscape report (prepared by Justin Mitchel, Laurie Cohen, Amanda Folk, Marnie Hampton)

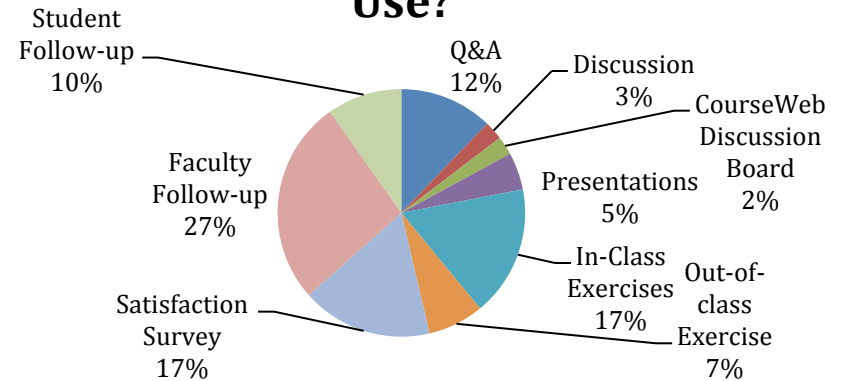**Librarian Instruction Assessment Survey**

In February and March of 2014 members of the SAILS subcommittee distributed a survey to determine the current assessment strategies employed by 39 ULS librarians. 29 librarians responded to the survey. The results showed that the majority of the respondents use an assessment tool for all or most of their instruction sessions. The most common assessment tools were follow-up discussions with faculty, in-class exercises, and satisfaction surveys. The librarians who did not use assessment tools overwhelmingly reported that they either do not know how to develop and implement assessment tools or do not have the time to incorporate them into instructions sessions.
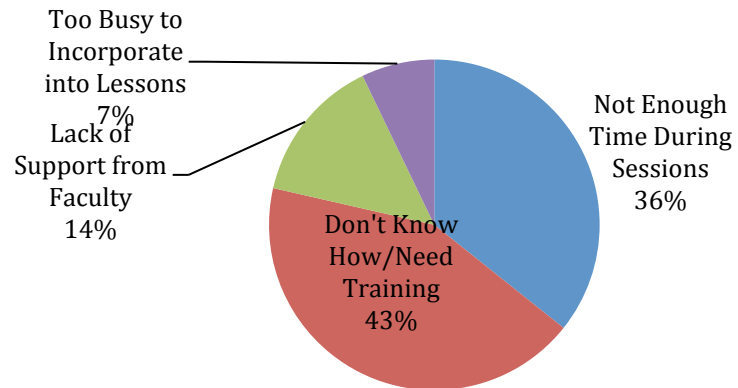
Results from the Survey

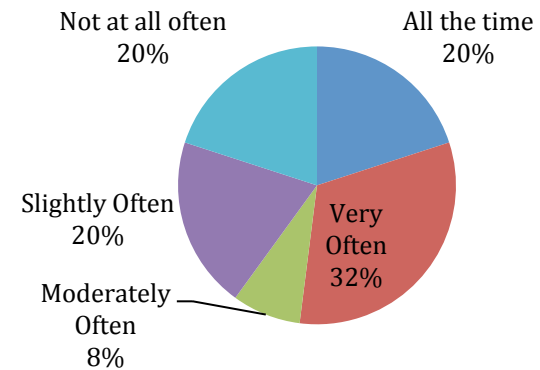## Are you currently using any assessment tools for your instruction sessions?

No 43%

Yes 57%

Which Assessment Tool Do You Use?

Student Follow-up 10%

Q&A 12%

Discussion 3%

CourseWeb Discussion Board 2%

Faculty Follow-up 27%

Presentations 5%

In-Class Exercises 17%

Out-of-class Exercise 7%

Satisfaction Survey 17%

Why Don't You Use Assessment?

Too Busy to Incorporate into Lessons 7%

Lack of Support from Faculty 14%

Don't Know How/Need Training 43%

Not Enough Time During Sessions 36%

How often do you use an assessment tool?

Not at all often 20%

All the time 20%

Slightly Often 20%

Very Often 32%

Moderately Often 8%

Regional Libraries (see Appendix 1 for full report)

In general, the regional campus instruction librarians do not conduct any formal assessment of information literacy skills aside from the administration of the SAILS test. Currently, some regional librarians employ problem-based learning in their instruction and are explicit about the learning outcomes for an instruction session. Almost all regional instruction librarians reported using some kind of a feedback mechanism to understand the students' perceptions of the instruction given. Finally, the Greensburg campus has a Composition Research Award, which serves as an authentic form of assessment, albeit for a very small number of self-selected students.

Embedding IL-related questions into existing surveys (prepared by Berenika Webster)

During the months of February and March, I have contacted individuals responsible for assessment effort in school, colleges and campuses which currently use SAILS. Interviews were focusing on the following themes

1. Why do you use SAILS?
2. How do you use results from SAILS assessment?
3. Do you find that SAILS meets your needs/expectations?
4. Would you consider other approaches to IL assessment?
5. Explore possible options
6. Agree on the next steps

Unit	Aware?	Uses results?	Name of Respondent	Agreed Solution	Action Needed
School of Nursing	Not aware of the test	No	per Mary Lou Klem Schools Liaison	None	None
Dietrich School of Arts and Sciences	Test administered as part of Intro to Arts and Sciences Course	No. Believes that test is administered at the request of ULS	John Twyning Dean of Undergraduate Studies	Believes that SERU meets their needs (can we embed IL questions?). Separately, agreed to collaborate on building joined-in intervention models based on Noel-Levitz	

School of Engineering	Test administered to Freshmen	No	Larry Shuman, Sr Assoc Dean for Academic Affairs	Include small numbers of IL questions in School administered surveys (freshman, sophomore, junior, senior exit and graduate	Completed - questions embedded for distribution to students in Spring term
School of Social Work	Not using SAILS		Dr. Hide Yamatani		Awaiting response to e-mail request for meeting
Provost's Office	Test administered to freshman. Little traction with upperclassmen	Middle States accreditation	Juan Manfredi, VP, Undergraduate Studies	SERU; IL questions embedded into other surveys; case studies	Complete report with recommendations
Johnstown Campus	SAILS administered to freshmen and with limited success to upperclasmen	Would like ability to deliver pre- and post-testing.	Janet L. Grady, VP for Academic Affairs	Interested in working with ULS in developing IL learning outcomes to be incorporated into new General Education curriculum (under revision)	ULS to develop IL learning outcomes for the GEd. Paul Bond and Marnie Hampton to lead
Greensburg Campus	SAILS administered to freshmen and with limited success to upperclassmen. See Appendix 2 for more info on surveys at Greensburg campus	Interested in seeing improvements in IL skills from freshman to senior. No need for benchmarking against other institutions	Wes Jamison, VP, Academic	Would like SAILS delivered in Spring term to Seniors. Happy to incorporate IL questions to MAP-Works to test if will deliver value (with view to scrap SAILS) and would like to test possible SAILS replacement	John F to set up SAILS access to Seniors (to be taken as part of CAPSTONE); Amanda and Berenika to work on 10 IL questions to embed into Map-Works
Bradford Campus	Administers SAILS to all Freshmen; not successful with upperclassmen. SAILS assessment written into Campus assessment strategy under GE		Dr Robar, Ass. Dean of Academic Affairs	Agreed to pilot HEDS RPS Wants to be informed about IL outcomes work for Johnstown Over Summer- campus-wide discussions on assessment (will include Marietta)	Marietta to confirm probity of HEDS for the campus

College of Business	SAILS administered in 2010 for the last time. Not keen to reintroduce to limit "survey" burnout	No		Liz Adams, Director of Advising for CBA;	Happy to introduce IL assessment to orientation class.: BUS 0010 (freshmen) and BUS 0020 (transfer) classes, I am confident that we can help you. Graduate survey – can embed questions?	

Appendix 1
Current assessment – regional campuses

Bradford
Marietta Frank: "The bulk of my instruction sessions are for Comp 1, Comp 2, and various education courses. I mainly try to assess outcomes for students--which means an activity at the end of the instruction session. The activity tries to assess whether students have the IL skills highlighted in my objectives for the lesson. On the activity for the education sessions, I almost always ask for students to respond to: List one thing you learned from this session; How useful was the session--very useful, useful, not useful. There is a LibGuide feedback page on Bradford's English Composition LibGuide and the Education Capston: Motivating and Engaging Young Children LibGuide. Rarely do I see results from these surveys."

Kim Bailey: "I do feedback surveys via exercises, surveys on the LibGuides, or distributing a short survey after the class. I also have short survey's on my LibGuides that I have them complete as part of the exercise, when time allows."

Greensburg
Anna Mary Williford and Amanda Folk distribute feedback forms for almost every class that we teach. While these gauge satisfaction more than actually information literacy skills, we do ask what the students found the most helpful, least helpful, and what is still confusing to them. Students do answer these questions, but they are often very short answers (e.g. "databases"). Millstein Library's administrative assistant, Diane Hughes, compiles all of these feedback forms and enters them into a database so we can generate reports.

Amanda has also experimented with activities that allow students to demonstrate what they know or have learned about a certain tool (e.g. PittCat+, Academic Search Premier, Google) and present that information to the class. This is useful in trying to understand how students navigate or use various tools and in what areas they might need more help.

Finally, the Greensburg campus has a Composition Research Award, to which students who have taken Composition 2 are eligible to apply. While the applicant pool is small, usually between 5 and 14 applicants, this does serve as an authentic form of assessment.

Johnstown
Paul Bond reports using a form in his instruction classes, which he has made available to our working group. "It doesn't assess IL skills as much as tell us if the classes reacted positively to the sessions. I try to make classes actively use the tools if at all possible, so the real assessment is if they are able to find articles they can use, but this is not captured in a form."

Appendix 2

Surveys at the Greensburg campus
The Greensburg campus actively uses MAP-Works, not only as a retention tool, but also to survey students. Students in all years are asked to complete a fall transition survey, a fall check-up survey, a spring transition survey, and a spring check-up survey. The campus is able to add up to 20 additional institution-related questions, although I am not sure if that is 20 additional questions for each survey. First-year participation in the fall surveys is quite high as more than 90% of our first-year students are enrolled in a freshman seminar. Sheila Confer, the MAP-Works coordinator at the Greensburg campus, reports that participation from upperclassmen is not good. She also reported that she is lobbying for a central survey page on the Pitt-Greensburg website to make it easier for students to access these surveys.

Leigh Hoffman, the Assistant Dean of Student Services, reports that the Greensburg campus has used the National Survey of Student Engagement (NSSE) in the past, but did not say if the campus intended to use this again. The NSSE does offer an information literacy add on, but I'm not sure that this would help us to assess actual skill level. Recently the campus has used the Noel-Levitz survey to gauge student satisfaction. It is unclear to me if we would be able to use this as a potential IL assessment medium

Appendix 3

College Composition 2 and the Millstein Library @ Pitt-Greensburg

The librarians at the University of Pittsburgh at Greensburg's Millstein Library have been embedded into most sections of College Composition 2 (Comp 2), a required intermediate writing course. Although the requirements may vary from instructor to instructor, Comp 2 students are required to write a research essay that demonstrates the writing and research skills that they have developed throughout the semester. Building on the skills developed in the Freshman Seminar, librarians introduce students to more advanced, subject-specific databases and more sophisticated search strategies through instruction sessions. Furthermore, librarians spend time developing the students' website evaluation skills by using a Martin Luther King, Jr. website run by a white supremacy organization, which at first glance seems like it is an ordinary website dedicated to honoring Dr. King's legacy. Through this example, students learn how to determine authority and look for bias in order to establish source credibility. Even though students' research paper topics span all disciplines, the librarians have created a Comp 2 LibGuide (http://pitt.libguides.com/upgcomp2) to gather relevant information and potential resources in a single, easy-to-access location. Librarians use the LibGuide to teach the instruction sessions in order to familiarize the students with its structure and content. Students are given a bookmark with LibGuide's URL, and some instructors have included the link in CourseWeb. Comp 2 students not only seek walk-in help from the librarians, they also make one-on-one research consultations with the librarians. In the 2012-2013 academic year, Comp 2 students accounted for over 20% of the total number of one-on-one research consultations. Finally, the librarians have worked with Comp 2 instructors to develop and implement a Composition Research Award, which recognizes excellence in undergraduate research. The selection committee is composed of both library and English composition faculty, and the Award is presented annually at the campus's Honors Convocation.