

Introduction

IL standards, instructional design, and research are generated almost solely from within librarianship. However, much IL teaching and learning takes place outside the work of librarians, and is delivered (even if not identified as such) by disciplinary faculty. As part of a larger study on the IL teaching practices of non-library disciplinary faculty, the IL assessment of disciplinary faculty was investigated. A focus on IL assessment was chosen to inform teaching and learning librarians of the complimentary work of their disciplinary colleagues, as well as inform outreach and resource development efforts. IL assessment is particularly important within the institutional context, as IL is one of the core competencies assessed for accreditation.

Methods

As part of these accreditation requirements, every department is required to submit reports detailing annual activities related to assessment, including IL assessment. Three years (AY15/16, 16/17, and 17/18) of these assessment reports ($n= 172$, or 1,731 pages) were analyzed for evidence of IL assessment.

Initial analysis used Voyant, a text analysis tool, followed by targeted qualitative analysis. Frequency, type, and nature of the assessment was examined, with a particular interest in IL assessment taking place completely independent of librarians. The 172 reports were uploaded to Voyant as a master PDF. Using the “Document Trends” feature, terms and phrases generated from the survey and focus groups were used to target relevant areas from within the larger corpus. Terms included creat*; source*; citation|cite*; search*; information literacy; synthe*; database*; library; plagiar*; database; evaluate information~5; article peer~5. These results were then set to capture the nearest 50 words on either side of these terms, exported to Excel by term/phrase, and qualitatively analyzed for evidence and trends in faculty IL assessment practices.

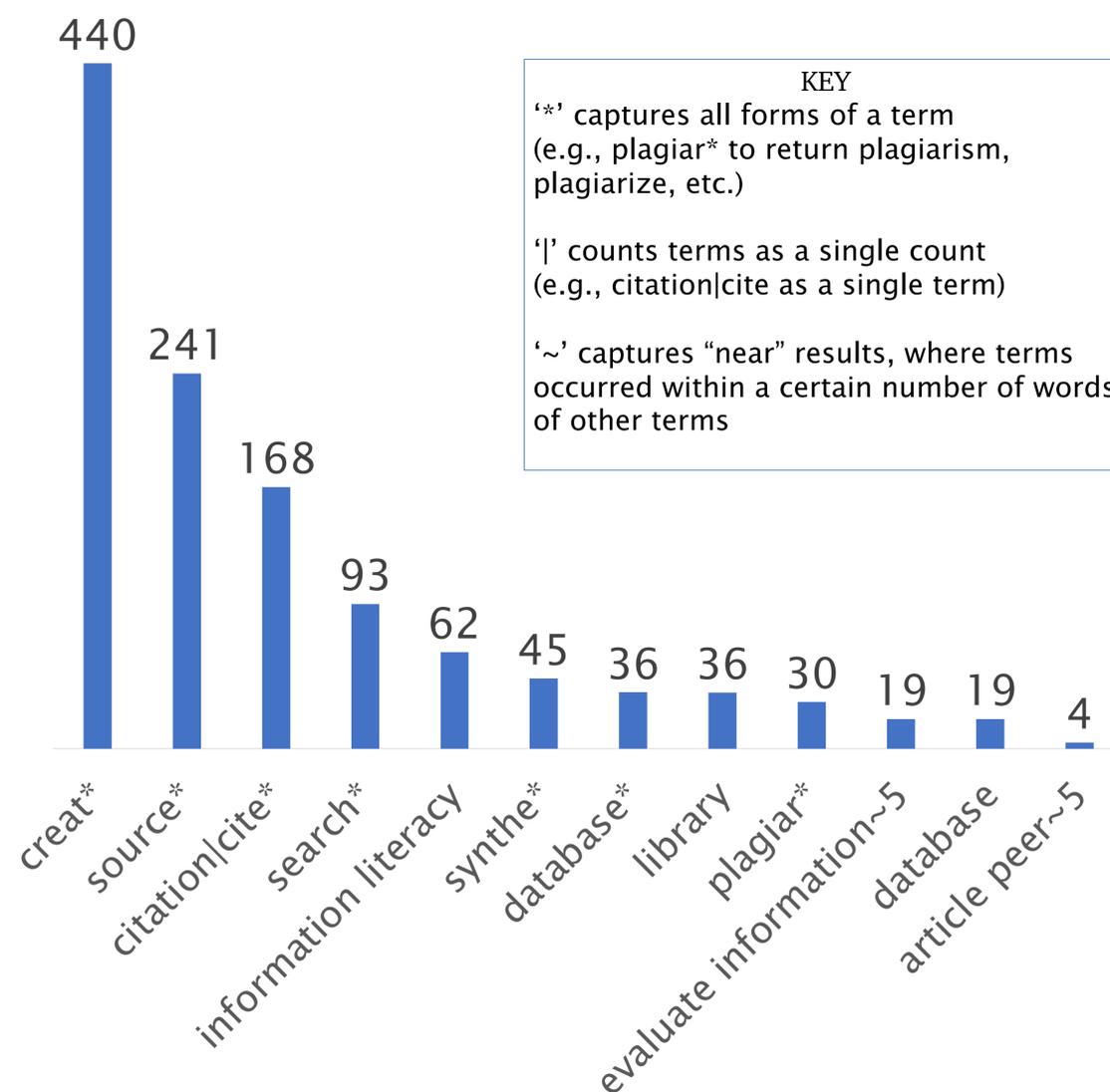
Results

Results indicate that disciplinary faculty are very interested in assessing student ability to create new information (reports, term papers, presentations, etc...), though efforts focus on the resulting product, and rarely assess the information skills needed to produce the final report (e.g., knowledge of search practices, selecting the appropriate information tool, evaluating information). Two areas of frequent IL assessment include proper citation practices (use of a specific academic style) and avoiding plagiarism; and, using academic/peer-reviewed sources for assignments. There is also evidence that faculty define IL as a single skill, rather than a skill set that encompasses many practices, understandings, and values. Promoting IL tools and standards, such as the *Framework for Information Literacy* and training in writing specific, targeted IL outcomes, would benefit the IL assessment practices of faculty, as well as support institutional accreditation and program review activities.

Discussion

These findings contribute to an emerging picture of how IL is taught and assessed outside of the library science discipline. A deeper understanding of colleagues’ IL practices can inform and support librarian outreach efforts, as well as the development of services. Specifically, tools for building better IL assessment, including a new faculty orientation that includes rewriting an existing assessment to improve IL teaching, learning, and assessment practices, and an IL outcome building tool are being undertaken.

Occurrence Frequency of Information Literacy Assessment Terms within Departmental Annual Assessment Reports, Academic Years 15/16, 16/17, 17/18



How is information literacy assessed beyond the library?

Disciplinary faculty:

1. Place a high value on students’ ability to create information, though rarely assess the skills necessary to achieve new information creation;
2. IL assessment often focuses on correct citation practices and avoiding plagiarism;
3. Would benefit from resources for developing IL outcomes

Acknowledgements

This study was funded by the Office of Institutional Effectiveness Faculty Fellows program, initiated by Dr. Angel Sanchez. Several OIE staff were essential in conducting this study, including Matthew Zivot, Chris Hernandez, Marie Tongson-Fernandez, and Azucena Rodriguez. Graduate student Shauna Dauderman was a key collaborator in designing and co-administering the faculty focus groups, transcribing focus group interviews, cleaning up initial survey data, and conducting initial analyses, including creating Tableau visualizations. Other members of the 2017/2018 OIE Faculty Fellows cohort are also much appreciated for their feedback and recommendations which strengthened this study. The Research Services unit of Henry Madden Library also contributed useful feedback in the design of the Faculty IL Practices Survey. Amanda Dinscore of Henry Madden Library is also acknowledged for her support of the administration of the Faculty IL Practices survey and study.