

Choosing Objectives: How do you decide what you will assess?

In order to craft questions that will measure specific objectives, you will need to consider the assessment framework/environment that you are in. Here are some questions to help you determine your assessment framework:

What proficiencies are of interest on your campus/in your department?

What standards for disciplines already exist?

Is there an accrediting body that is asking for specific types of assessment?

Activity: What documents/organizations do you know of/are aware of that are relevant to your assessment environment? Make a list.

Advice: Use available standards to help you clarify areas of local concern

Case study: Due to the high number of questions I received asking how to locate a known source, I suspected that students were not effectively able to recognize different types of sources by a citation. I knew from reviewing the ACRL and ARLIS standards that being able to identify and locate different types of sources is considered a specific skill set and decided to create questions around those aspects of finding information.

Example from ACRL document:

Standard Two “The information literate student accesses needed information effectively and efficiently.”

Performance Indicator 3: “The information literate student retrieves information online or in person using a variety of methods.”

Example in ARLIS document:

2. A. under Library Organization/Access:

“Find a specific article in print or electronically”

The following course and SJSU Studies goals and outcomes were identified as areas appropriate for multiple choice assessment as part of information literacy instruction:

Course goal, from 100W syllabus:

“3. Students will be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.”

General Education/SJSU Studies Learning Outcomes

“3. Develop a greater awareness of the importance of writing for an audience, and locate, evaluate and make effective use of art and design resources.”

Objective: Students choose and develop topics relevant to the course.

Measure: do students know how to expand or narrow topics while searching for information?

Sample Question: When searching for books in the Library Catalog, if your search returns zero results, you should:

- A Search Google
- B Try another word that represents your concept
- C Search by call number
- D Don't know

Objective: Students use a variety of sources.

Measure: Are students able to identify different types of sources?

Sample Question: What type of source is cited in this citation? Aiken, Roger. "Henrietta Shore and Edward Weston." *American Art*, Vol. 6, No. 1 (Winter, 1992), pp. 42-61

- A Book chapter
- B Museum catalog
- C Journal article
- D Website

Objective: Students use the scholarly resources of the field.

Measure: Are students able to identify specific resources?

Sample Question: If you were looking for journal articles on an art topic, which set of databases would be the best choice?

- A Academic Search Premiere, JSTOR, and Art Full Text
- B Lexis-Nexis, EBSCO, and Proquest
- C Calquest, Academic Search Premiere, and Oxford Reference Online Premium,
- D ARTstor, JSTOR, and Refworks.

Objective: Students accurately cite sources.

Measure: Do students know when to quote a source?

Sample Question: Which statement is correct?

- A You must provide a complete citation when you directly quote a passage from a source.
- B Sources in the public domain don't need to be cited.
- C Information on free websites does not need to be quoted.
- D Images do not require citations.

Objective: Students are able to navigate the library website to locate the services provided for borrowing information not owned locally

Sample Question: Which statement is correct?

- A The Library has two borrowing services, Link+ and InterLibrary Services
- B The Library does not offer borrowing services to students

- C The Library has one borrowing service for all types of sources.
- D You must place requests in-person to borrow materials from other libraries.

Reflection and Activity:

What is your assessment environment/framework?

What proficiencies are of interest to you or your library or your academic department?

Which part of the ARLIS standards for design students could help you frame questions to create an assessment instrument?

Note: this is a back and forth process. Think about the proficiencies students' need to master in order to be able to find information of the caliber and quantity that your faculty desire.

Scan through the ARLIS proficiencies...where do you see the statements matching up?

Pick one objective from the ARLIS Basic Skills section that you want to create questions around and write the objective on one of the large index cards.

