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### Making Information Literacy Assessment Sustainable Through Collaboration at the University of Idaho

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# Making Information Literacy Assessment Sustainable through Collaboration

Diane Prorak University of Idaho Library

Presentation at Library Instruction West 2014, Portland OR

- UI General Education revised in 2011-12
- First year seminar course reduced from full year to one semester.
- Upper level, 1-credit, seminar course
- Courses have been developed as needed
- I was member, then chair of the University Committee on General Education

# Background

- Learn and Integrate
- Think and Create
- Communicate
- Clarify Purpose and Perspective
- Practice Citizenship

# Background: U of Idaho Learning Outcomes

### Spring 2013

- ACRL Assessment in Action (AiA) Project opportunity
- Gen Ed plans learning outcomes assessment for revised UI Gen Ed program
- AiA proposal: Assessment of impact of library instruction on student success/retention in first-year
   Gen Ed with essays and bibliographies
- It's a match! UI Library accepted into AiA program.

# Background: ACRL Assessment in Action

- Collaboration with Director of Gen Ed
- Integrated Seminars (ISEM) 101: Recently revised course with thematic sections -- required of all first year students
- Formed assessment team from faculty volunteers
- Developed assignment requirements (2 essays)
- Rubrics:
  - UI adapted AACU VALUE rubric for essays
  - Library developed rubric focused on bibliographies



- First essay: Students reacted to the UI Common Read, Tomatoland.
- Baseline of students' writing as they transition from high school
- Five sections included in sample
- Essays distributed to faculty team
- Norming session
- Essays rated

# Methods: Essay #1

#### Requirements for the ISEM baseline essay bibliography 2013-14:

You should find and use at least three outside sources to support or add value to points in your essay. Cite your references at the end of the essay in a standard citation format and include one sentence with each citation stating why you chose that source.

#### Rubric for assessing research ISEM baseline essay bibliography

Criteria	a	Proficient (3)	Developing (2)	Minimal/Lacking (1)
1.	Sources are relevant to	All sources appear relevant	Two or more, but not all,	One or fewer sources is
	the topic and student	and the choices are	sources appear relevant	relevant and/or the
	justifies the choices.	justified.	and the choices are	choices are not well
			justified.	justified.
2.	Sources are substantial	All sources are the	Some, but not all, sources	Most sources are too
	length	appropriate length to be	are the appropriate	short to be substantive.
		substantive.	length to be substantive.	
3.	Creators/authors or	Sources appear to be from a	Some but not all sources	Sources don't appear to
	sites appear	site or creator that is	appear to be from a site	be from a sites or
	authoritative.	authoritative and credible.	or creator that is	creators that are
	appropriate and reliable		authoritative and	authoritative and
			credible.	credible.
4.	The sources were	All sources were written for	Some sources were	Sources are not careful
	written for audiences	audiences and purposes	written for audiences and	chosen and most source
	and purposes	appropriate for the essay	purposes appropriate for	were not written for
	appropriate for the	topic.	the essay topic.	audiences and purpose
	essay topic.			appropriate for the ess
	,,			topic.
5.	Source dates	All sources were published	Most sources were	Publication dates are
-		at appropriate dates for the	published at appropriate	unclear or inappropriat
		topic	dates for the topic.	for most sources.
6.	Number of sources	3+ sources	Only 2 sources	1 source
٠.	appropriate for	3. 354.663	5, 2 sources	1 300100
	assignment			
7.		Most citations are complete	Some citations are	Citations of sources are
•		(not necessarily in exact	incomplete or only	very unclear or
		MLA or APA format, but	partially correct.	completely incorrect; n
		generally complete) and	partially correct.	easily followed up
		clear enough to allow follow		casily ronowed up
		up.		
		ap.		

# Methods: Bibliography rubric

	Criteria 1:	Criteria 2:	Criteria 3:	Criteria 4:	Criteria 5:	Criteria 6:	Criteria 7:	Total	Overall
	found	relevant	sources are	pass	number of	source	annotation	=	Rating
	using UI	to topic	substantial	CRAAP test	sources	attribution			0-7 = 1
	website	and	length						8-14=2
		justifies							15-21=3
		choices							15-21-5
1									
Not	es:		1			1	I		
2									
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3									
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4									
Not	es:			1					
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_		1			1				1
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9									
Not	es:	I	1	1	I	ı			
10									
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Methods: Bibliography scoring sheet

#### AACU =

Association of American Colleges and Universities

VALUE =
Valid
Assessment of
Learning in
Undergraduate
Education

#### University of Idaho's LEARNING MATTERS - Measurement Rubrics

Original Committee Membership: Jane Baillargeon, Dan Campbell, Rick Fletcher, Rodney Frey, Heather Sae Gasser, Dean Panttaja, Jason Porter, and Jeanne Stevenson 10/20/12. Reviewed by ISEM 101 faculty 3/2713. Revised 5/17/13. Reviewed and revised by Gen Ed Assessment Committee (GEAC) 10/28/13 and 3/5/14.

To be read: "rubrics" across and "elements" down. Scorers are encouraged to assign/score a zero (0) to any work sample or collection of works that does not meet benchmark (cell 1) level of performance. Given the design of the assessment artifact assignment, scorers should consider all elements as applicable, unless designated (NA) by the GEAC chair.

#### A. LEARN AND INTEGRATE

**Definition:** Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

	Capstone	Miles	tones	Benchmark
	4	3	2	1
a. Interpretation Making sense with texts as blueprints for meaning within a discipline and between disciplines or a community of readers	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
b. Connections to Discipline Makes connections across disciplines and perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study, perspective or discipline.	Presents unique or novel examples, facts or theories from more than one field of study, perspective or discipline, and identifies and connects them with multiple disciplines or perspectives.	Presents examples, facts or theories from more than one field of study, perspective or discipline, and identifies and connects them with multiple disciplines or perspectives.	Presents examples, facts, or theories from more than one field of study, perspective or discipline.
c. Transfer Adopts and applies skills, abilities, theories, or methodologies gained in one situation or discipline to new situations.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained from multiple disciplines to interpret a difficult issue or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained from multiple disciplines to interpret or explore issues.	Uses skills, abilities, theories, or methodologies gained from multiple disciplines to interpret an issue	Uses, in a basic way, skills, abilities, theories, or methodologies gained in own discipline or experience to interpret an issue.
d. Integrates and Uses Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from multiple sources or disciplines to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources or disciplines with intended purpose achieved.	Communicates and organizes information from sources, but the information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources or disciplines that is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

1

# Methods: UI's AACU VALUE rubric adaptation: Learning Matters

Dubalas Canatan 4	Milestones - 2 cr 2 f	anah	aul. = 1 Did=/+ :		t annila-ti	le = NA Artifact ID	
Rubrics: Capstone = 4,	Milestones = 3 or 2, i	sencnm	ark = 1, Didn't i	neet = U, No	т аррисав	le = NA Artifact ID	
			A. Learn and	Integrate			Mean
a. Interpretation	b. Connect Dis	b. Connect Disciplines		s c. Transfer		d. Integrates/Uses Info for	
					Purpose		
Notes:							
a. Define Problem	b. Identify Strategie	C F	B. Think ar	d. Evaluate:	Solutions	e. Innovative	Mean
a. Define Frobletii	o. Identity strategie		viaciice	u. Evaluate	JOIGUOIS .	c. Millovative	IVICAL
Notes:							
Notes:							
			C. Comm	unicate			
		Central c. Inte		tegrated d. Context/I			
a. Sources/Evidence to	b. Central				/Purpose	e. Skills (verbal/	Mean
a. Sources/Evidence to Accomplish Purpose	b. Central Message		egrated munication	d. Context for Task	/Purpose	e. Skills (verbal/ nonverbal)	Mean
					/Purpose		Mean
					/Purpose		Mean
Accomplish Purpose					/Purpose		Mean
Accomplish Purpose					/Purpose		Mean
Accomplish Purpose					/Purpose		Mean
Accomplish Purpose  Notes:	Message		D. Clarify	for Task  Purpose	/Purpose		Mean
Accomplish Purpose	Message  b. Attitudes		D. Clarify c. Diversity of	for Task  Purpose			Mean
Accomplish Purpose  Notes:	Message		D. Clarify	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:  a. Reflection	Message  b. Attitudes		D. Clarify c. Diversity of	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:	Message  b. Attitudes		D. Clarify c. Diversity of	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:  a. Reflection	Message  b. Attitudes		D. Clarify c. Diversity of	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:  a. Reflection	Message  b. Attitudes		D. Clarify c. Diversity of	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:  a. Reflection	Message  b. Attitudes		D. Clarify c. Diversity of Communities/	for Task  Purpose		nonverbal)	
Accomplish Purpose  Notes:  a. Reflection  Notes:  a. Fosters Constructive	b. Attitudes (openness)	Comi	D. Clarify c. Diversity of Communities/	Furpose Cultures Citizenship d. Applical	d. Conn	e. Civic Identity/	
Accomplish Purpose  Notes:  a. Reflection  Notes:	b. Attitudes (openness)	Comi	D. Clarify c. Diversity of Communities/	for Task  Purpose  Cultures	d. Conn	nonverbal) ections to Experience	Mean
Accomplish Purpose  Notes:  a. Reflection  Notes:  a. Fosters Constructive	b. Attitudes (openness)	Comi	D. Clarify c. Diversity of Communities/	Furpose Cultures Citizenship d. Applical	d. Conn	e. Civic Identity/	Mean

Methods: Learning Matters scoring sheet

### Mid-fall semester

- Library instruction tailored to research paper on section theme
- One face-to-face session and libguide
- Libguides:

http://libguides.uidaho.edu/search.php?iid=2068&gid =0&c=0&search=ISEM

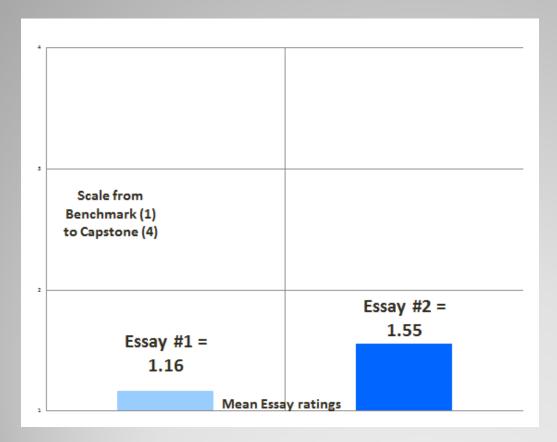
# Methods: Information literacy instruction

- Essays at end of semester related to section topic
- Collected by instructors
- Slightly different rubric for bibliography due to assignment requirements
- Rated by same team

# Methods: Essay #2

- Did sample sections, which include library instruction, have higher retention?
- Retention data will be run in Fall 2014

Methods (in progress): Retention

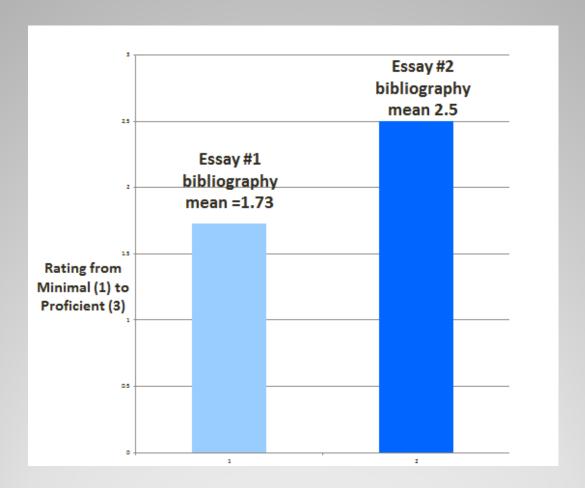


Results: Students showed growth in essay writing and bibliographies (Learning Matters rubric).

Essay #1: N=95

Essay #2: N=42

# Results: Essays



# Results: Bibliographies

### What worked

- Combined effort and AiA gave more weight to both assessment projects
- Faculty rating team gave library assessment a broader audience
- Norming session very helpful
- Scoring sheets
- Director of Gen Ed very supportive of library project
- Library incorporated as part of Gen Ed assessment

# Discussion

## Challenges

- Two essays in one semester: overload
- Getting volunteers for faculty team
- Workload for faculty team
- Getting scores back from faculty
- Using two rubrics and scoring sheets

# Discussion

- Assessment will be done in 2 courses to reduce student workload:
  - ISEM101 (first year)
  - ISEM301 (upper division)
- Alternate years for each course to reduce faculty team workload
- Will allow longer term look at student growth in Gen Ed
- Combine rubrics?
- Library instruction assessment still incorporated

# **Future**

- Association of American Colleges and Universities VALUE rubrics: <a href="http://www.aacu.org/value/rubrics/index.cfm">http://www.aacu.org/value/rubrics/index.cfm</a>
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**More information**