

Jul 24th, 3:35 PM - 3:55 PM

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

Diane Prorak
University of Idaho Library

Let us know how access to this document benefits you.

Follow this and additional works at: http://pdxscholar.library.pdx.edu/liw_portland



Part of the [Information Literacy Commons](#)

Diane Prorak, "Making Information Literacy Assessment Sustainable Through Collaboration at the University of Idaho" (July 24, 2014). *Library Instruction West 2014*. Paper 26.

http://pdxscholar.library.pdx.edu/liw_portland/Presentations/Material/26

This Event is brought to you for free and open access. It has been accepted for inclusion in Library Instruction West 2014 by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

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

Planning

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

Methods: Bibliography rubric

ISEM Assessment Bibliography scoring sheet

	Criteria 1: found using UI website	Criteria 2: relevant to topic and justifies choices	Criteria 3: sources are substantial length	Criteria 4: pass CRAAP test	Criteria 5: number of sources	Criteria 6: source attribution	Criteria 7: annotation	Total =	Overall Rating 0-7 = 1 8-14=2 15-21=3
1									
Notes:									
2									
Notes:									
3									
Notes:									
4									
Notes:									
5									
Notes:									
6									
Notes:									
7									
Notes:									
8									
Notes:									
9									
Notes:									
10									
Notes:									
11									



Methods: Bibliography scoring sheet

Learning Matters – Measurement Rubrics Scoring Sheet Overall score (4-0)

Rubrics: Capstone = 4, Milestones = 3 or 2, Benchmark = 1, Didn't meet = 0, Not applicable = NA Artifact ID

A. Learn and Integrate					
a. Interpretation	b. Connect Disciplines	c. Transfer	d. Integrates/Uses Info for Purpose	Mean	
Notes:					
B. Think and Create					
a. Define Problem	b. Identify Strategies	c. Evidence	d. Evaluate Solutions	e. Innovative	Mean
Notes:					
C. Communicate					
a. Sources/Evidence to Accomplish Purpose	b. Central Message	c. Integrated Communication	d. Context/Purpose for Task	e. Skills (verbal/nonverbal)	Mean
Notes:					
D. Clarify Purpose					
a. Reflection	b. Attitudes (openness)	c. Diversity of Communities/Cultures	d. Connections to Experience	Mean	
Notes:					
E. Practice Citizenship					
a. Fosters Constructive Team Climate	b. Responds to Conflict	c. Skills (empathy)	d. Application Ethical Perspective	e. Civic Identity/Commitment	Mean
Notes:					

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>

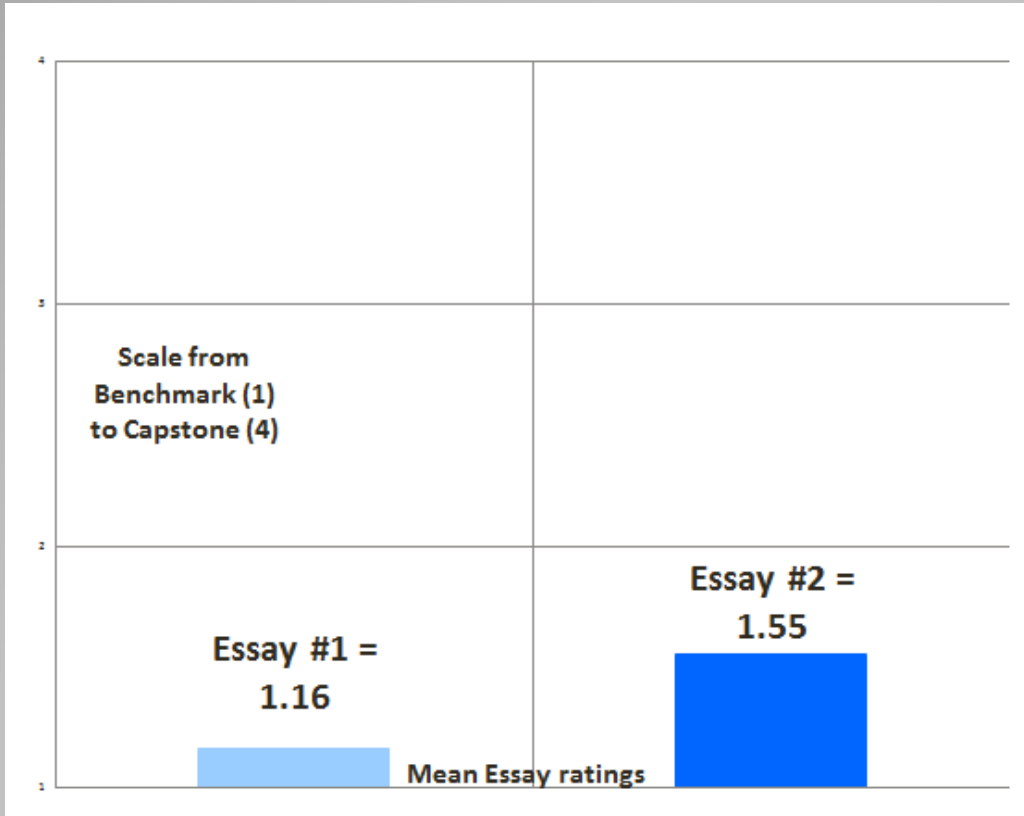
**Methods: Information literacy
instruction**

- 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

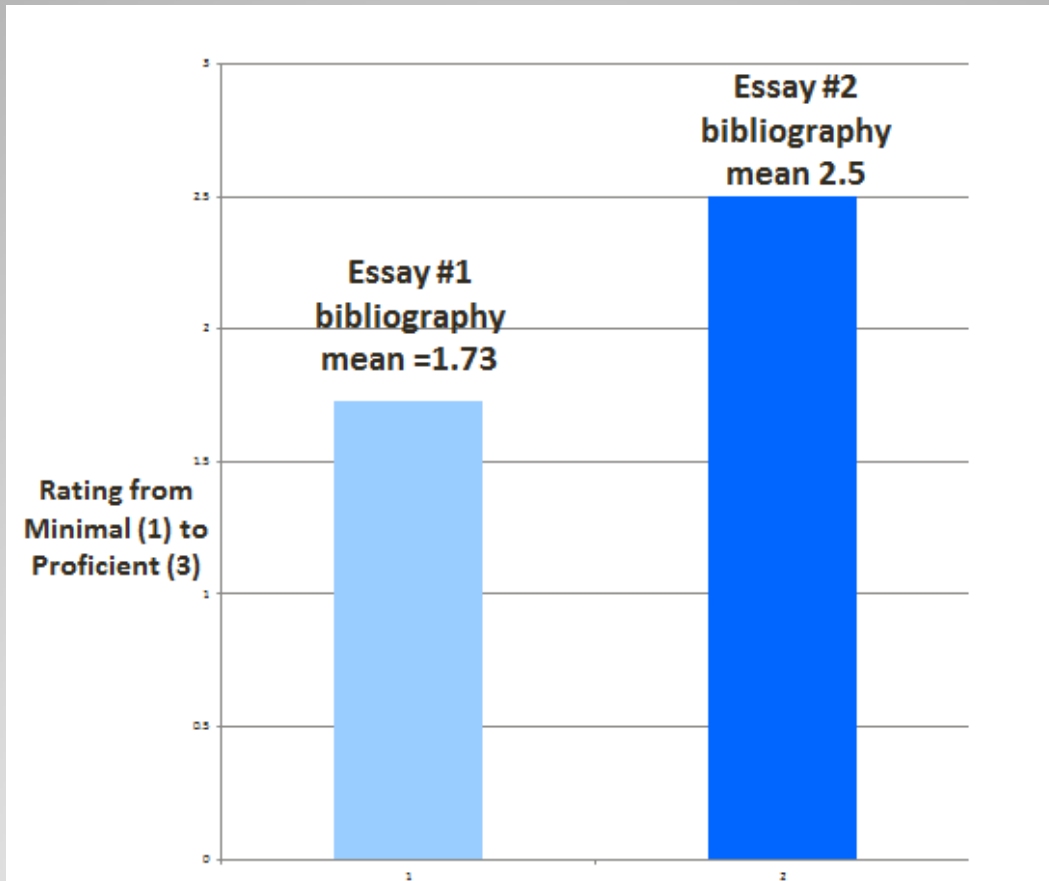
Methods (in progress): Retention



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: <http://www.aacu.org/value/rubrics/index.cfm>
- Belanger, J., Bliquez, R., & Mondal, S. (2012). Developing a collaborative faculty-librarian information literacy assessment project. *Library Review*, 61(2), 68-91.
- Bluemle, S. R., Makula, A. Y., & Rogal, M. W. (2013). Learning by Doing: Performance Assessment of Information Literacy across the First-Year Curriculum. *College & Undergraduate Libraries*, 20(3/4), 298-313.
- Palsson, F., & McDade, C. L. (2014). Factors Affecting the Successful Implementation of a Common Assignment for First-Year Composition Information Literacy. *College & Undergraduate Libraries*, 21(2), 193-209.

Sources consulted

- <http://libguides.uidaho.edu/LIW2014> **Prorak**

More information