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

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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 | | | | | | | | | |
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| 5 | | | | | | | | | |
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| 6 | | | | | | | | | |
| Notes: | | | | | | | | | |
| 7 | | | | | | | | | |
| Notes: | | | | | | | | | |
| 8 | | | | | | | | | |
| Notes: | | | | | | | | | |
| 9 | | | | | | | | | |
| Notes: | | | | | | | | | |
| 10 | | | | | | | | | |
| Notes: | | | | | | | | | |
| 11 | | | | | | | | | |

# 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 4 | Milestones 3 | 2 | Benchmark 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

**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 |
|---|---|---|---|---|---|
| NA |  |  |  |  |  |

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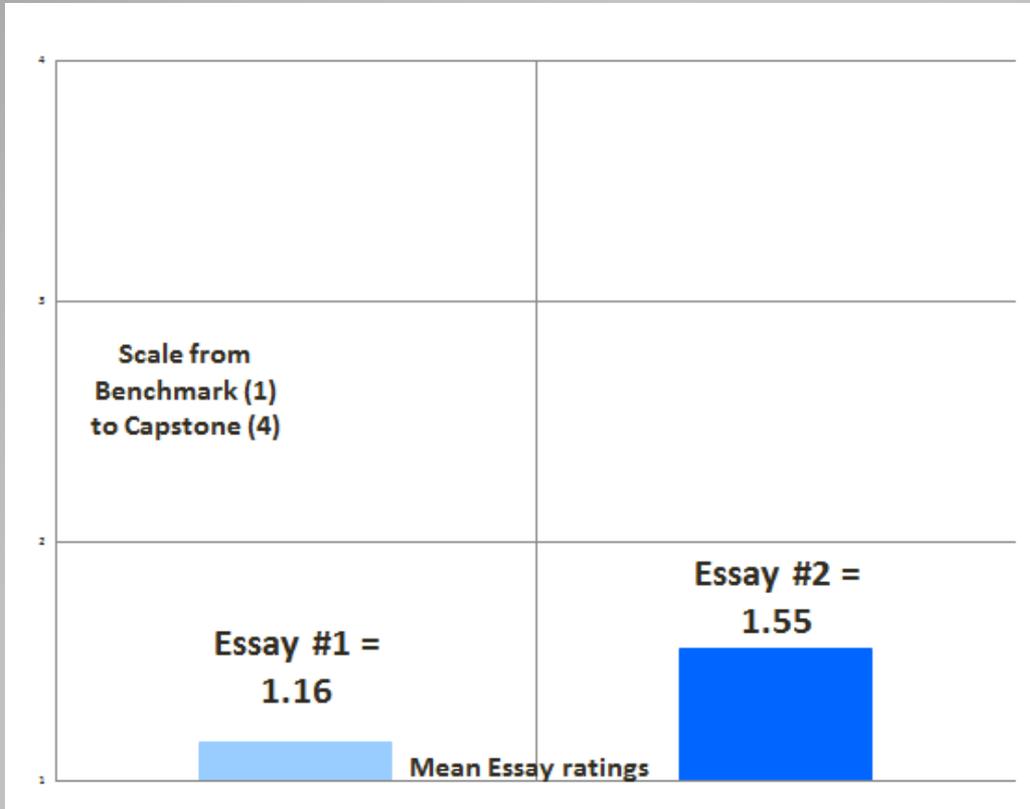
Results: Students showed growth in essay writing and bibliographies (Learning Matters rubric).

Essay #1: N=95
Essay #2: N=42

# Results: Essays
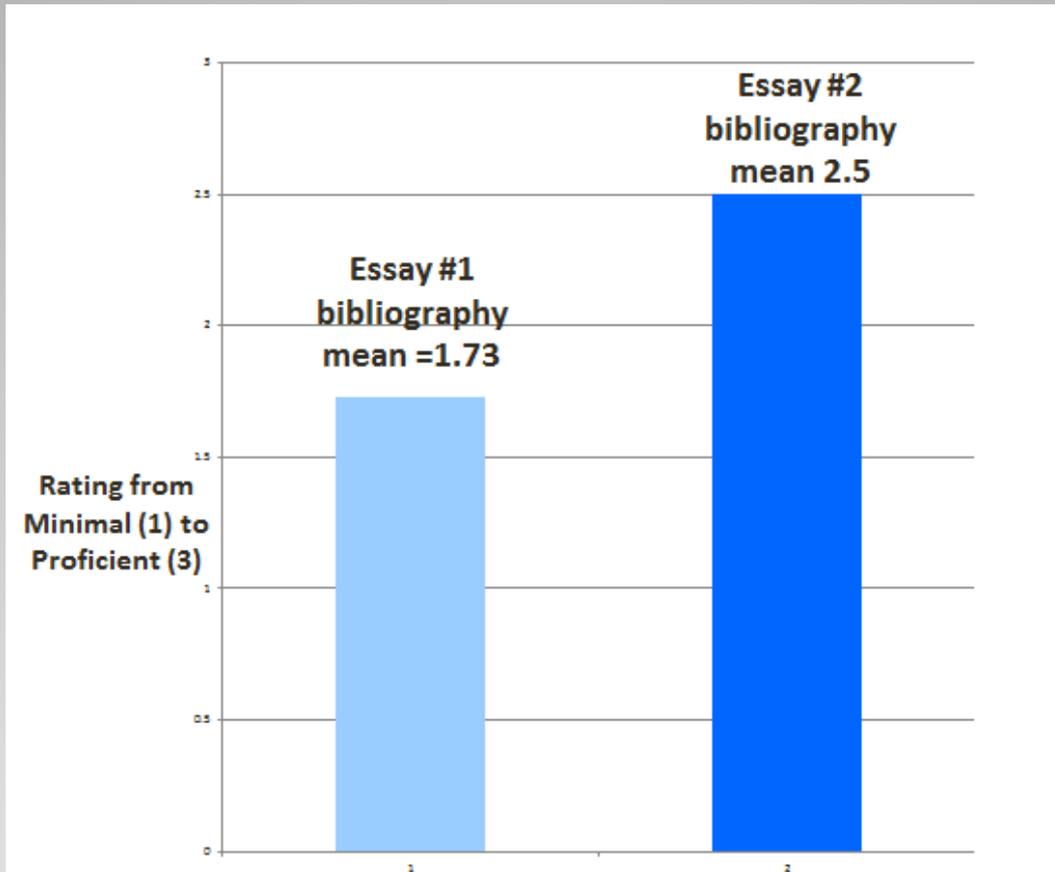
# Results: Bibliographies

# 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

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- 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](http://libguides.uidaho.edu/LIW2014_Prorak)

# More information