Information Literacy Learning Outcomes

Collaborative assessment in action
ACRL Assessment in Action Program

Three year IMLS grant funded

203 institutions
Goal: Assess the effectiveness of an online tutorial to support research skills required for Writing learning outcomes.

Partners:
- Library Undergraduate Experience Team
- Writing Program
- IRAPS
Assessing GotS ASC

- Recruited faculty partners
- Negotiated a common understanding of Information Literacy
- Analyzed assignment requirements
- Developed an instrument and rubric
Information Literacy Standards

ACRL and AAC&U

Writing learning outcomes

<table>
<thead>
<tr>
<th>ACRL IL Definition (Components)</th>
<th>C2 Objectives (Expectations)</th>
<th>C2 Assignment demonstrated skills</th>
<th>Relevant library skills</th>
<th>Learning Outcomes</th>
<th>Tutorial elements</th>
</tr>
</thead>
</table>
| Locate needed information     | “Learn methods of research and approaches to using sources... that provide students with the knowledge and confidence to actively participate in the act of inquiry...” | Can locate articles using library databases and online sources (e.g. Academic Search Complete, Google Scholar) | Finding articles: Know:  
  - where to search  
  - how to interpret results | Articles: Use database (ASC) and other sources as required by the instructor to find relevant articles | 1. Orientation to ASC  
  2. Searching ASC - Keywords  
  3. Keywords  
  4. Revising the search  
  A. Boolean AND  
  B. Boolean OR  
  C. Truncation  
  D. Phrase searching  
  E. Subject searching |
Guide on the Side Interactive (GOTS) Tutorial
## Rubric

### Three domains, seven competencies

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Resources</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| $K_1$: Identifies key concepts  
$K_2$: Identifies keywords, synonyms, and related terms  
$K_3$: Achieves a manageable focus | $R_0$: Correctly identifies resources  
$R_1$: Uses database or other relevant Library resources to find articles  
$R_2$: Identifies source by type: scholarly or non-scholarly | $A_1$: Finds relevant reserach resources |

<table>
<thead>
<tr>
<th>Standard</th>
<th>Evaluation criteria</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| $K_3$: The topic has a manageable focus  
[ACRL Standard 1, indicator 1.d] | Focus topic to manage search results | Topic is unfocused, unclear, too broad or narrow | Topic is somewhat focused | Topic is sufficiently focused |

If the research topic is not at the “Proficient” level, provide a comment about what influenced your evaluation.
Rubric Scoring Instrument

Student ID

Final research topic:
Initial research topic if modified:

K1. Identifies key concepts and terms that describe the information needed [ACRL Standard 1, indicator 1.e]: Lists key concepts in the final research topic

Evaluation Criteria: Lists key concepts in the final research topic

| Lists only one key concept in the final research question. Insufficient focus of topic. (Beginning) | Lists more than one key concept in the final research question but insufficient to focus topic. (Developing) | Lists sufficient number of key concepts in the final research question to focus topic. (Proficient) |

If the research topic is not at the “proficient” level provide a comment about what influenced your evaluation:

Text
## Writing Assignments

<table>
<thead>
<tr>
<th>Category</th>
<th>Section 14</th>
<th>Section 1</th>
<th>Sections 7, 16</th>
<th>Section 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question</td>
<td>Not specified (Select a documentary and explore problem/issue; the documentary reveals; develop an argument and prove it. Also, include a policy analysis)</td>
<td>Not specified (Topic must adhere to Oakes' Core theme, Communicating Diversity for a Just Society)</td>
<td>Required: The development of a research question that includes at least three concepts (Topic related to students' interests)</td>
<td>Required: Every student research question starts with “How will climate change affect…” Students add their own interests. Narrowing encourages them to research.</td>
</tr>
<tr>
<td>Search Terms / Keywords</td>
<td>Not specified</td>
<td>Required: A list of keywords—synonyms, related concepts or ideas, buzzwords—for researching topic.</td>
<td>Required: The use of effective search terms for conducting research</td>
<td>Not specified</td>
</tr>
<tr>
<td>Citation Style</td>
<td>MLA</td>
<td>MLA</td>
<td>MLA</td>
<td>APA</td>
</tr>
<tr>
<td>Number of Sources</td>
<td>5-7 + documentary</td>
<td>6</td>
<td>10</td>
<td>~9 required, but the number is as needed</td>
</tr>
</tbody>
</table>
| Source Type           | - A documentary  
- 1 book  
- 2 scholarly articles from | - 3 scholarly sources; 2 must be books  
- Other sources can | - 5 scholarly sources retrieved from library databases or Google          | - 3 peer-reviewed primary scientific sources                                 |
# Research Response Form

<table>
<thead>
<tr>
<th>Sources Cited</th>
<th>Type of Source</th>
<th>Scholarly Source?</th>
<th>Database/Search Engine Used</th>
<th>Type of Source Correctly Identified?</th>
<th>Assessment Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ross Anderson</td>
<td>Online Magazine Article</td>
<td>No</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Andrew R. Brahm</td>
<td>Journal Article</td>
<td>Yes</td>
<td>Academic Search Complete</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sydney Do</td>
<td>Scientific Journal - PDF</td>
<td>Yes</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Julian Hattem</td>
<td>News</td>
<td>No</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>K.F. Long</td>
<td>Scientific Journal - PDF</td>
<td>Yes</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Karen Northon</td>
<td>News (from NASA directly)</td>
<td>No</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jane Payntar</td>
<td>TacTalk</td>
<td>No</td>
<td>Google</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rayna Elizabeth Slobodian</td>
<td>Journal Article</td>
<td>Yes</td>
<td>ASC</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cameron M. Smith</td>
<td>Scientific Journal</td>
<td>Yes</td>
<td>Web of Science</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL # of Sources by student**
- Database (ASC and other): 3
- R1 measure: 33% % of sources found via Database search
- R2 measure: 89% % of Correctly Identified Sources by student
- A1 measure: 8 % of Correctly Identified Sources by student (highlighted yellow)
Normalization process

### AIA SCORING PROCESS SHEET

**Purpose:** Use this table for each student response you are scoring.

**Tools:** AIA rubric scoring instrument, rubric glossary, annotated course spreadsheet, assignment requirements

<table>
<thead>
<tr>
<th>What Rubric You Will Score</th>
<th>What Data Source You Will Use</th>
<th>What You Will Do to Assign a Score</th>
</tr>
</thead>
</table>
| K1                        | Rubric scoring instrument     | 1. Refer only to the “Final research question.”  
|                           |                               | 2. Identify the concepts and make a determination about score.  
|                           |                               | 3. If necessary, enter a comment in the text box about what influenced your determination. |
| K3                        | Rubric scoring instrument     | 1. Refer only to the “Final research question.”  
|                           |                               | 2. Use professional judgment to make a determination about topic’s focus in the “Final research question.”  
|                           |                               | 3. If necessary, enter a comment about what influenced your determination. |
| K2                        | Rubric scoring instrument     | 1. Look at “Best search terms” as reflective |

### RUBRIC GLOSSARY

**Final Research Question.** A research topic which meets the requirements of the assignment. SEE: Research topic.

**Information need.** SEE: Research topic.

**Instructor’s research requirements.** Specifications delineating type, location and number of research sources to be consulted in the course of working on a research topic.

**Key concept.** Significant and important verbs and nouns drawn from a research topic. Used to generate keyword lists.

**Keywords.** Word or words related to a topic that will help you find information when used as a search term when conducting a search. --SEE ALSO: Search Term.

**Learning outcome.** “[A] set of statements that specify the fundamental knowledge, skills, abilities, and attitudes students will develop over” a course of study.
Data from Rubric Scoring
## Identifying areas for improvement

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Next Steps: migrate and revise

- Robust statistics & reports
- Modular & embeddable
- Integrates with existing resources
Further Reading

Assessment in Action: Academic Libraries and Student Success

http://guides.library.ucsc.edu/acrlaia3
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