

# Making It Work:

## Developing a Student-Centered Assessment Model for a Large-Scale Information Literacy Program



**Context**

# BIG

## *Information Literacy + Assessment*

many different instructors → difficult to control

thousands of students → big data

“standardized” lesson plans → standardized assessment



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# FRAMEWORK

for INFORMATION LITERACY for HIGHER EDUCATION

# English 101 @ University of Maryland

	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Average
<b>Sections</b>	93	121	94	134	<b>110</b>
<b>Students</b>	1767	2299	1786	2546	<b>2100</b>
<b>Library Sessions</b>	97	123	93	136	<b>112</b>
<b>Students</b>	1843	2337	1767	2584	<b>2100</b>
<b>Instructors</b>	10	11	15	10	<b>12</b>



# ENGL101 Library Research Session

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**Research  
Question**

**Library  
Resources**

**Evaluating  
Sources**

# Pilot Program

spring 2015

What is the term used for an online resource that lists articles from newspapers, magazines and scholarly journals?

- Reference Shelf
- Database
- Bibliography
- Catalog
- Subject headings

If an article has glossy photos, advertisements and it is written for a general audience, this article is most likely:

- A popular magazine article
- A newspaper article
- A scholarly journal article
- Cannot be determined
- None of the above

Which search strategy will provide the largest number of results:

- Coke or Pepsi or Cola
- Coke and Pepsi and Cola
- Coke and Pepsi or Cola
- Cannot be determined
- None of the above



**6**

**word memoirs**

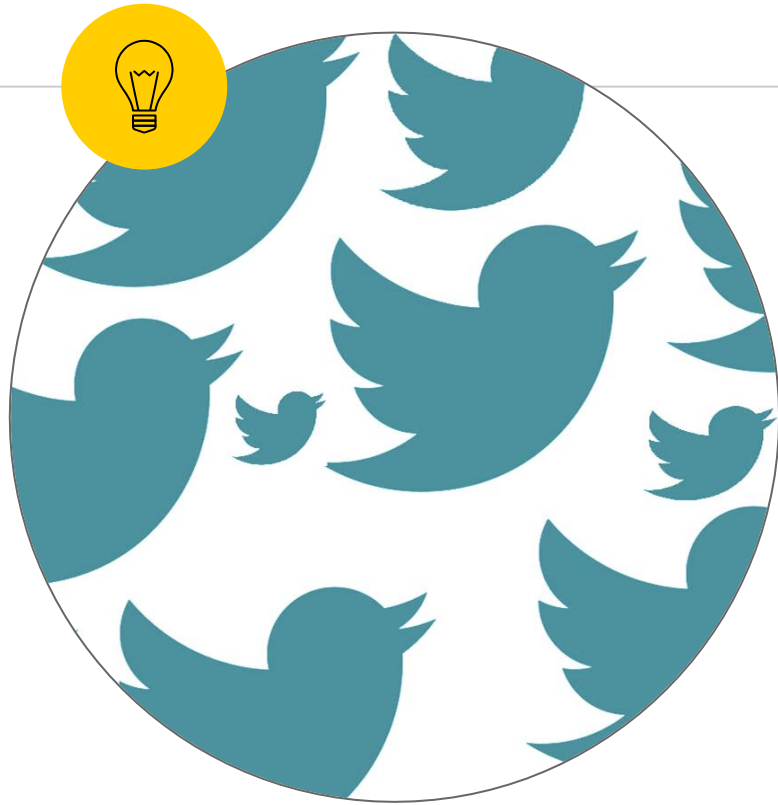
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**everyone**

**has**

**a**

**story**



## Share your **a-ha moment**

- 140 characters
  - ✓ 12 sessions
  - ✓ 142 responses

# Analyzing Results

Frame	Disposition
<b>Authority is constructed and contextual</b>	Develop awareness of the importance of assessing content with a skeptical stance and with self-awareness of their own biases and worldview
Information creation as a process	
<b>Information has value</b>	Respect the original ideas of others
<b>Research as inquiry</b>	Value intellectual curiosity in developing questions and learning new investigative methods
<b>Scholarship as conversation</b>	Recognize that scholarly conversations take place in various venues
	See themselves as contributors to the scholarship rather than only consumers
<b>Searching as strategic exploration</b>	Seek guidance from experts, such as librarians, researchers, and professionals
	Understand that first attempts at searching do not always produce adequate results

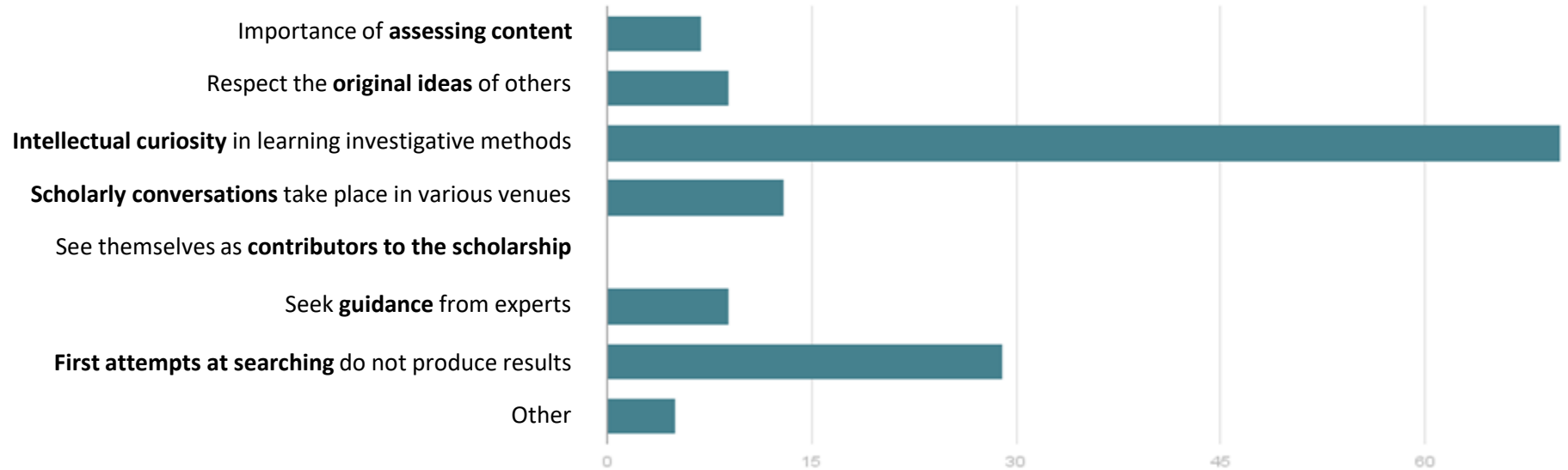
# Analyzing Results

Disposition	Example
Importance of <b>assessing content</b>	Make sure a publisher is unbiased. #mylibrarymoment.
Respect the <b>original ideas</b> of others	Some books have more than one author, so you can actually cite the different chapters as different sources #mylibrarymoment
<b>Intellectual curiosity</b> in learning investigative methods	Learning how to use Research Port was really helpful because I was able to find so many more articles that will help me with my research.
<b>Scholarly conversations</b> take place in various venues	Working with my peers to find connections between our extremely different topics and sharing databases that wouldn't at first seem to be [applicable].
Seek <b>guidance</b> from experts	The librarians helped me get really helpful information from Research Port
<b>First attempts at searching</b> do not produce results	#mylibrarymoment was that you could use synonyms to broaden your search within the same topic. I usually use the same words when I search.

# Analyzing Results

Frame	Disposition	%	n
Authority is constructed and contextual	<b>Develop awareness of the importance of assessing content with a skeptical stance and with self-awareness of their own biases and worldview</b>	5%	7
Information has value	<b>Respect the original ideas of others</b>	6%	9
Research as inquiry	<b>Value intellectual curiosity in developing questions and learning new investigative methods</b>	49%	70
Scholarship as conversation	<b>Recognize that scholarly conversations take place in various venues</b>	9%	13
	<b>See themselves as contributors to the scholarship rather than only consumers</b>	0%	0
Searching as strategic exploration	<b>Seek guidance from experts, such as librarians, researchers, and professionals</b>	6%	9
	<b>Understand that first attempts at searching do not always produce adequate results</b>	21%	29
Other		4%	5

# Analyzing Results





## Challenges

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# **Assessment IRL**

**spring 2016 - fall 2016**





### What was your "a-ha" moment today?

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Characters remaining: 150

### Who was your library instructor?

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- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Kelly Banyas      | <input type="checkbox"/> Catherine Fravel | <input type="checkbox"/> Cathy Meals               |
| <input type="checkbox"/> Caitlin Carter    | <input type="checkbox"/> Rachel Gammons   | <input type="checkbox"/> Jordan Sly                |
| <input type="checkbox"/> Courtney Douglass | <input type="checkbox"/> Lindsay Inge     | <input type="checkbox"/> This is my second session |
| <input type="checkbox"/> Erin Durham       | <input type="checkbox"/> Nancy Lovas      |  |

Submit

Spring 2015 - Dispositions	Fall 2015 - Dispositions + Knowledge Practices
Develop awareness of the importance of assessing content with a skeptical stance and with self-awareness of their own biases and worldview	<b>Understands importance of evaluating information and demonstrates self awareness of individual biases</b>
	<b>Matches an information need with an appropriate resource</b>
Respect the original ideas of others	<b>Respects the original ideas of others</b>
Value intellectual curiosity in developing questions and learning new investigative methods	<b>Values intellectual curiosity in developing questions; Consider research as open ended exploration and engagement with information</b>
Recognize that scholarly conversations take place in various venues	<b>Seeks out conversations taking place in their research area</b>
See themselves as contributors to the scholarship rather than only consumers	
Seek guidance from experts, such as librarians, researchers, and professionals	<b>Seeks guidance from experts such as librarians, researchers, and professionals</b>
Understand that first attempts at searching do not always produce adequate results	<b>Designs and refines search strategies as necessary</b>
	<b>Comfort with UMD library website, physical spaces, or specific library instructor</b>

**UMD Libraries Information Literacy Dispositions Rubric**

	<b>Beginning (1)</b>	<b>Proficient (2)</b>	<b>Advanced (3)</b>
<b>Authority is Constructed and Contextual</b>			
<b>Understands importance of evaluating information and demonstrates self awareness of individual biases</b>	Writer acknowledges information evaluation as concept	Writer articulates the rationale or importance of evaluating the credibility of a source	Writer demonstrates the value of evaluating a source, and indicates an understanding of the role of self-bias in the process
<b>Information Creation as Process</b>			
<b>Matches an information need with an appropriate resource</b>	Writer acknowledges that different are resources available for research	Writer identifies a type, purpose, or title of a specific resource	Writer articulates how a specific resource address their individual information need
<b>Information has Value</b>			
<b>Respects the original ideas of others</b>	Writer acknowledges attribution methods	Writer articulates the value of attribution	Writer articulates the importance of attribution and identifies resources for help/attribution methods.
<b>Research as Inquiry</b>			
<b>Values intellectual curiosity in developing questions; Consider research as open ended exploration and engagement with information</b>	Writer acknowledges research as concept	Writer acknowledges research as process	Writer articulates the iterative process of developing and/or defining a research question
<b>Scholarship as Conversation</b>			
<b>Seeks out conversations taking place in their research area</b>	Writer acknowledges that there are different points of view on a topic	Writer articulates the need to incorporate different points of view	Writer demonstrates the value of incorporating different points of view
<b>Searching as Strategic Exploration</b>			
<b>Designs and refines search strategies as necessary</b>	Writer acknowledges search strategies for narrowing or broadening	Writer articulates specific search strategies (such as key terms, subject thesaurus, etc...)	Writer demonstrates awareness of search strategies and how they can aid in student research
<b>Seeks guidance from experts such as librarians, researchers, and professionals</b>	Writer acknowledges assistance available	Writer acknowledges assistance available and identifies ways to get in contact with appropriate professionals	Writer articulates specific ways appropriate professionals can support students
<b>Other</b>			
<b>Comfort with UMD library website, physical spaces, or specific library instructor</b>			
<b>Other</b>			

# Example

	Beginning (1)	Proficient (2)	Advanced (3)
<b>Authority is constructed and contextual</b>			
<b>Understands importance of evaluating information and demonstrates self awareness of individual biases</b>	Understands importance of evaluating information and demonstrates self awareness of individual biases	Writer articulates the rationale or importance of evaluating the credibility of a source	Writer demonstrates the value of evaluating a source, and indicates an understanding of the role of self-bias in the process
<i>Sample responses:</i>	“I learned what a scholarly source is!”	“That not all articles are trustworthy, always make sure to see the legitimacy of the articles you decided to use as a source”	“My a-ha moment was when we researched the credibility of George Zornick. I realized the importance of studying the author's history.”

# Analyzing Results - Fall 2015

		Advanced (3)		Proficient (2)		Beginning (1)		Total	
Rubric Criterion	Mean	%	n	%	n	%	n	%	n
Authority is constructed and contextual	<b>1.22</b>	1%	1	21%	32	78%	119	<b>6%</b>	<b>152</b>
Information creation as process	<b>1.43</b>	5%	67	34%	478	62%	872	<b>58%</b>	<b>1417</b>
Information has value	<b>2.83</b>	86%	51	10%	6	3%	2	<b>2%</b>	<b>59</b>
Research as inquiry	<b>1.56</b>	12%	26	33%	75	55%	124	<b>9%</b>	<b>225</b>
Scholarship as Conversation	<b>2.61</b>	66%	25	29%	11	5%	2	<b>1.5%</b>	<b>38</b>
Searching as Strategic Exploration	<b>1.50</b>	7%	39	36%	204	57%	319	<b>22%</b>	<b>562</b>
Search Strategies	<b>1.51</b>	7%	29	37%	156	56%	233	<b>17%</b>	<b>418</b>
Guidance	<b>1.47</b>	7%	10	33%	48	60%	86	<b>6%</b>	<b>144</b>
<b>Other</b>								<b>5%</b>	<b>137</b>
<b>Total</b>		<b>8%</b>	<b>209</b>	<b>31%</b>	<b>806</b>	<b>56%</b>	<b>1438</b>	<b>2590</b>	

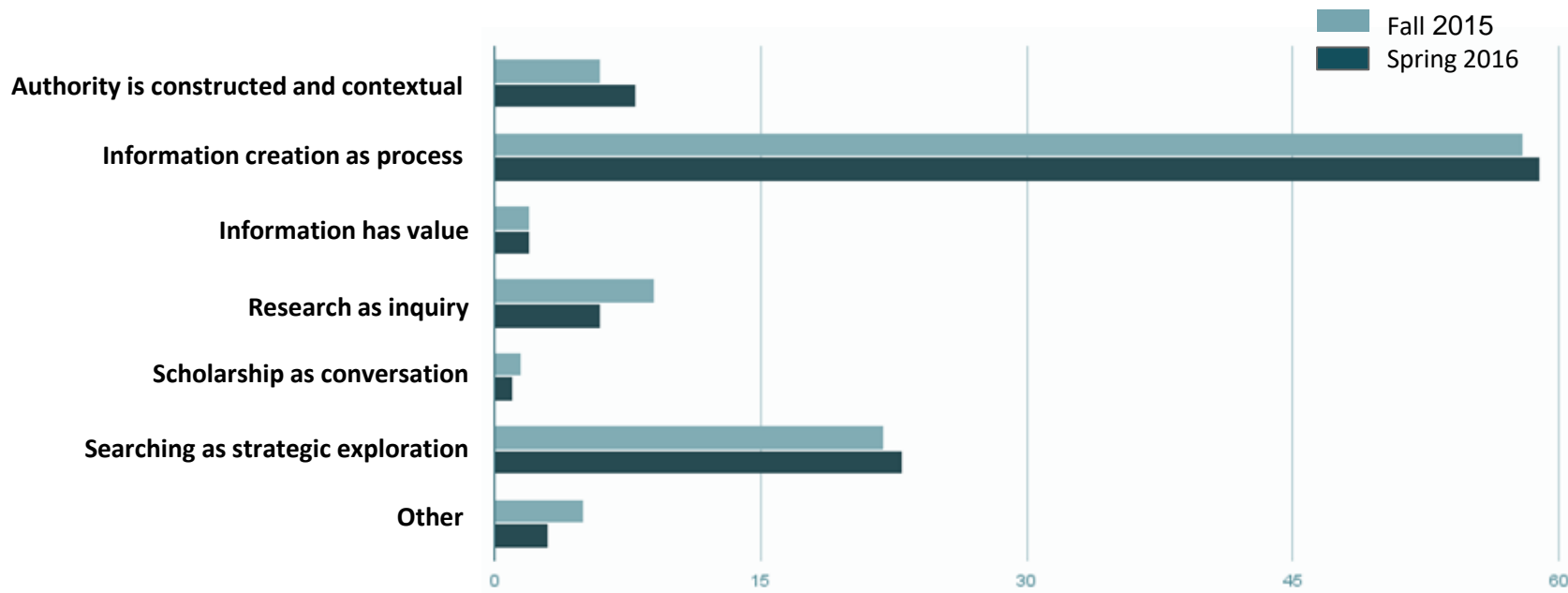
# Analyzing Results - Spring 2016

		Advanced (3)		Proficient (2)		Beginning (1)		Total	
Rubric Criterion	Mean	%	n	%	n	%	n	%	n
Authority is constructed and contextual	<b>1.36</b>	1%	1	33%	23	66%	46	<b>8%</b>	<b>70</b>
Information creation as process	<b>1.40</b>	4%	23	31%	173	64%	355	<b>59%</b>	<b>551</b>
Information has value	<b>1.17</b>	0%	0	17%	4	83%	19	<b>2%</b>	<b>23</b>
Research as inquiry	<b>1.27</b>	4%	2	20%	11	76%	42	<b>6%</b>	<b>55</b>
Scholarship as Conversation	<b>1.69</b>	23%	3	23%	3	54%	7	<b>1%</b>	<b>13</b>
Searching as Strategic Exploration	<b>1.45</b>	5%	10	36%	80	60%	131	<b>23%</b>	<b>221</b>
Search Strategies	<b>1.42</b>	3%	4	37%	54	61%	89	<b>16%</b>	<b>147</b>
Guidance	<b>1.51</b>	8%	6	35%	26	57%	42	<b>8%</b>	<b>74</b>
Other								<b>3%</b>	<b>33</b>
Total		<b>4%</b>	39	30%	294	<b>62%</b>	600	966	

# Analyzing Results - Fall 2015 v. Spring 2016

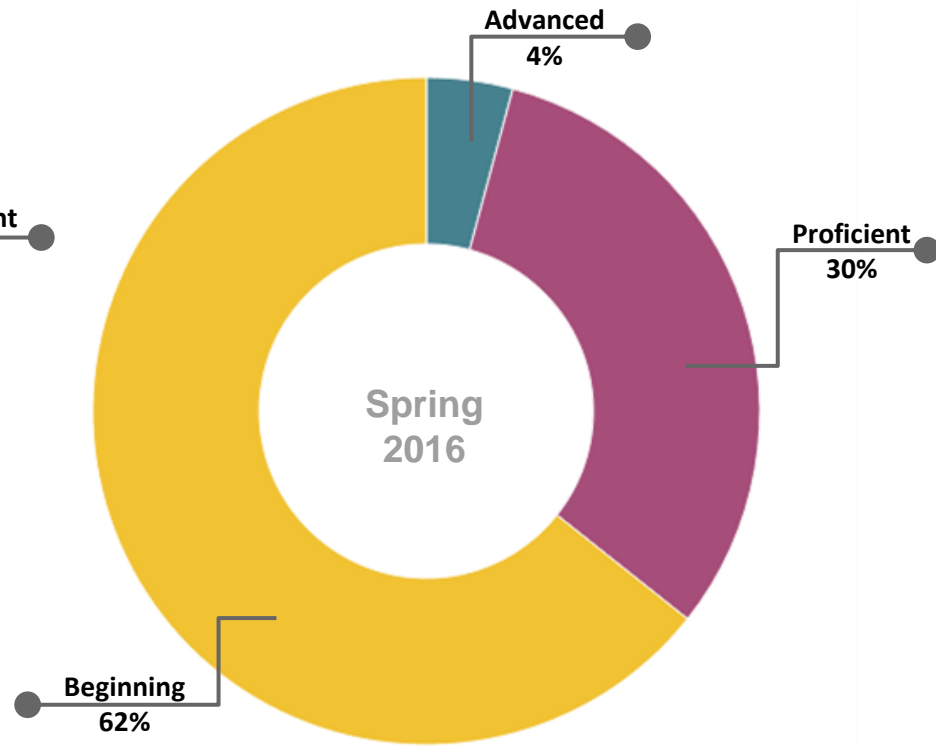
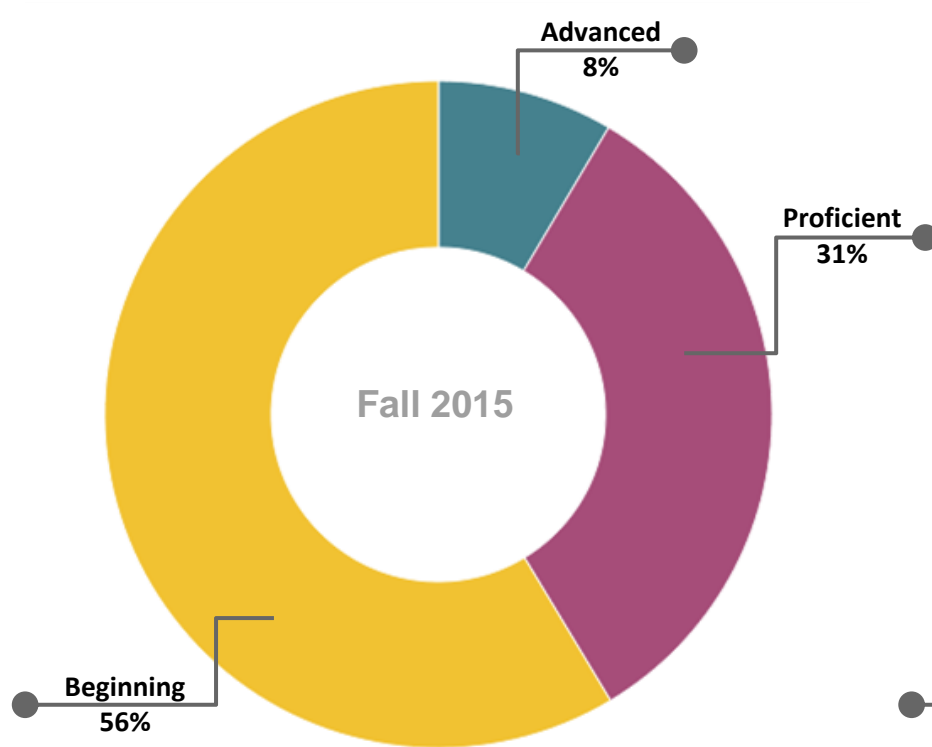
Rubric Criterion	Mean		Advanced (3)		Proficient (2)		Beginning (1)		Total	
	F15	S16	F15%	S16%	F15%	S16%	F15%	S16%	F15%	S16%
Authority is constructed and contextual	<b>1.22</b>	<b>1.36</b>	1%	1%	21%	33% ↑	78%	66% ↓	6%	8%
Information creation as process	<b>1.43</b>	<b>1.40</b>	5%	4%	34%	31%	62%	64%	58%	59%
Information has value	<b>2.83</b>	<b>1.17</b>	86%	0% ↓	10%	17%	3%	83% ↑	2%	2%
Research as inquiry	<b>1.56</b>	<b>1.27</b>	12%	4%	33%	20% ↓	55%	76% ↑	9%	6%
Scholarship as Conversation	<b>2.61</b>	<b>1.69</b>	66%	23% ↓	29%	23%	5%	54% ↑	1.5%	1%
Searching as Strategic Exploration	<b>1.50</b>	<b>1.45</b>	7%	5%	36%	36%	57%	60%	22%	23%
Search Strategies	1.51	1.42	7%	3%	37%	37%	56%	61%	17%	16%
Guidance	1.47	1.51	7%	8%	33%	35%	60%	57%	6%	8%
<b>Other</b>									5%	3%
<b>Total</b>			<b>8%</b>	<b>4%</b>	<b>31%</b>	<b>30%</b>	<b>56%</b>	<b>62% ↑</b>		

# Analyzing Results





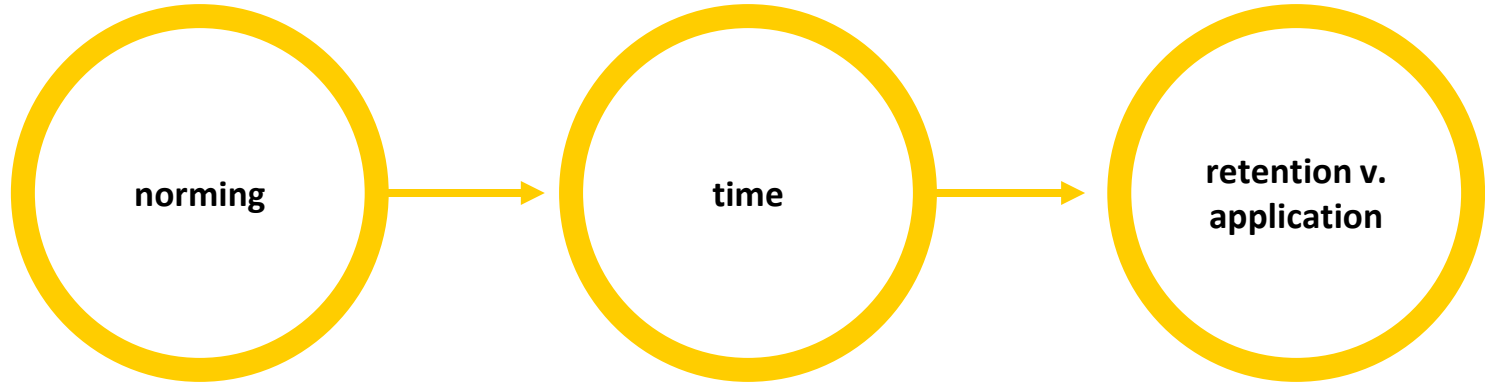
# Analyzing Results





## Challenges

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# **More Rubrics!**

fall 2016



## English 101: 6 Major Assignments

### Academic Summary

Introduction to academic writing focused on clarity, concision, effective and ethical use of sources, and interconnection of reading + writing.

### Annotated Bibliography

Five scholarly sources applicable to the topic. MLA style annotated bibliography.

### Digital Forum

Website analyzing 3 different stakeholders. Expands research by adding 5 sources + annotations.

### Inquiry Essay

Overview of a topic + personal connection to the issue, 4 to 5 p. Uses at least 5 sources.

### Rhetorical Analysis

Analysis of a persuasive text related to the inquiry topic.

### Position Paper

Final paper 8-10 p. 20 sources total.

# Excerpt: Academic Writing Program (AWP) Rubric, Fall 2015

	Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Source Quality	The writer consistently integrates a rich variety of high quality and scholarly research relevant to his/her argument. The writer exceeds the audience's expectations for relevant sources	Writer employs research that is credible and relevant to his/her argument. The writer meets the audience's expectations for appropriate sources.	Writer draws on sources that are not consistently relevant or credible. Few of these sources are scholarly. The writer may misunderstand the audience's expectations for research, drawing on inappropriate sources or ignoring important sources.	Writer rarely integrates research into his/her essay, and/or when the writer does integrate sources, they are not relevant, credible, or scholarly. The writer fails to meet the audience's expectations for relevant and appropriate sources.
Source Use	Writer effectively and expertly integrates research into the argument by means of attribution, summarizing, quoting, or paraphrasing. Writer thoroughly analyzes research and offers meaningful and persuasive explanations of how it relates to his/her argument.	The writer judiciously integrates research into the argument by means of attribution, summarizing, quoting, or paraphrasing. Writer analyzes research and explains how it relates to his/her argument.	The writer integrates research into his/her essay but attempts at attribution, summarizing, quoting, or paraphrasing are sometimes flawed. Writer may include quotations with no framing language when integrating source material. The connections between the research & argument may be missing or tenuous.	The writer's attempts at summarizing, quoting, or paraphrasing are frequently flawed. Writer may not attribute sources or frame quotations. The writer may not make connections between the research and his/her argument.
Citation	The writer expertly cites sources, both citing them correctly within the text and using correct conventions throughout the works cited list.	The writer cites sources in text and throughout the works cited list. There may be minor errors in MLA citation.	The writer attempts to cite all sources in text and throughout the works cited list, but there may be major errors in MLA citation.	The writer makes no attempt to cite sources, or the writer may attempt to cite sources, but there is no evidence pattern or style for citations.

## Example from AWP Rubric

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<b>Source Quality</b>			
The writer consistently integrates a rich variety of high quality and scholarly research relevant to his/her argument. The writer exceeds the audience's expectations for relevant sources	Writer employs research that is credible and relevant to his/her argument. The writer meets the audience's expectations for appropriate sources.	Writer draws on sources that are not consistently relevant or credible. Few of these sources are scholarly. The writer may misunderstand the audience's expectations for research, drawing on inappropriate sources or ignoring important sources.	Writer rarely integrates research into his/her essay, and/or when the writer does integrate sources, they are not relevant, credible, or scholarly. The writer fails to meet the audience's expectations for relevant and appropriate sources.

# AWP Results - Fall 2015

		Advanced (3)		Proficient (2)		Developing (1)		Unacceptable (0)	
Rubric Criterion	Mean	%	n	%	n	%	n	%	n
Source Quality	2.05	37%	1300	42%	1468	12%	430	2%	60
Source Use	2.00	30%	988	47%	1518	20%	660	3%	86
Citation	2.04	33%	1132	45%	1520	15%	514	7%	230
<b>Total</b>		35%	3420	45%	4506	16%	1604	4%	376



## Applying AWP rubric to **student artifacts**

- annotated bibliographies
  - ✓ informed consent
  - ✓ 2 to 3 samples per section
- comparing AWP instructors to librarians
- comparing bibliographies before/after library instruction



# Lessons Learned



## Challenges

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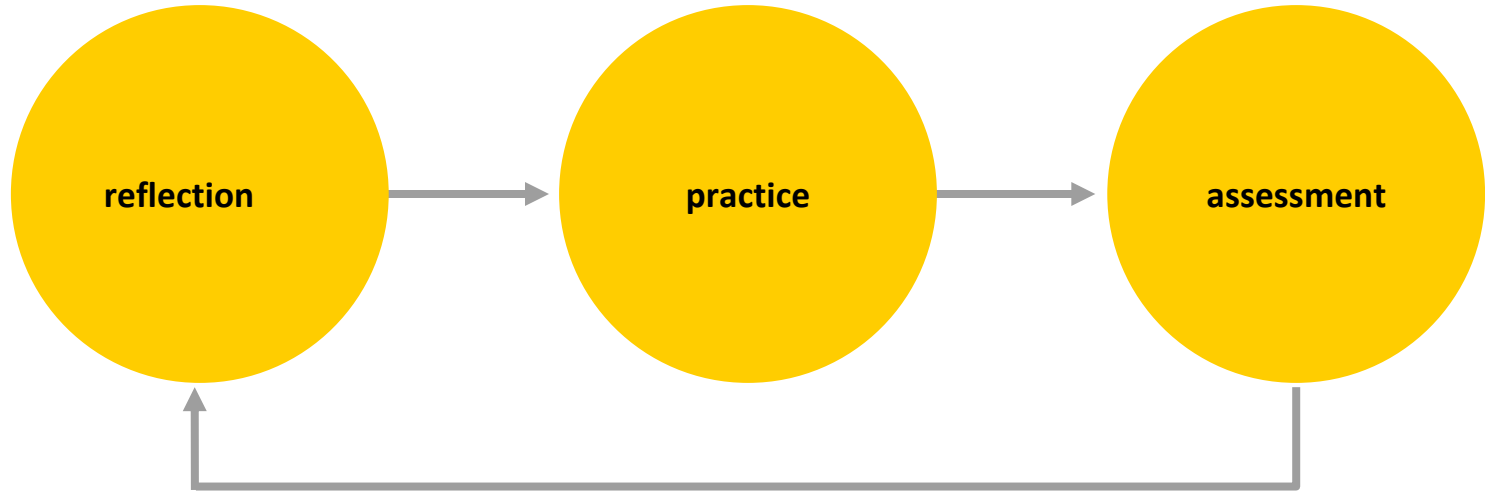
## Benefits

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## Closing the loop



**Questions?**