

UC Santa Cruz

Library Staff Presentations and Research

Title

Information Literacy Learning Outcomes: Collaborative Assessment in Action

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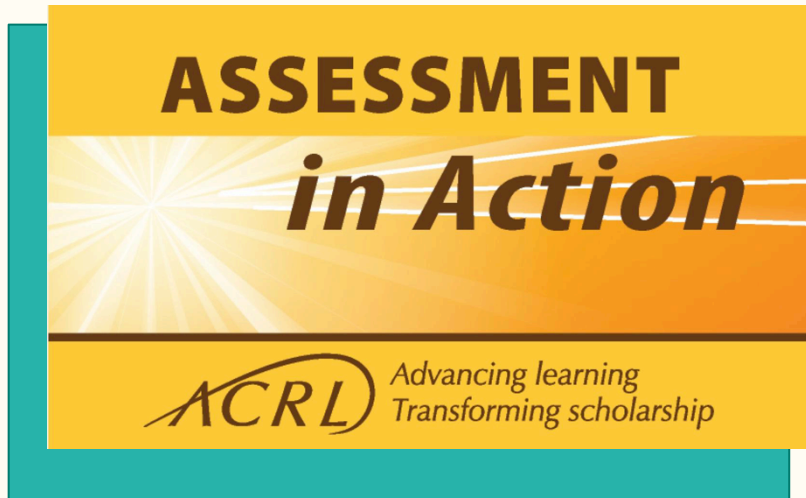
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Information Literacy Learning Outcomes

Collaborative assessment in action

University Library Undergraduate Experience Team

ACRL Assessment in Action Program



Three year IMLS grant funded
203 institutions

UCSC AiA project

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

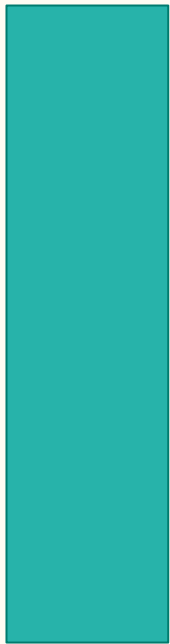
Partners:

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

INFORMATION LITERACY VALUE RUBRIC					 <small>Association of American Colleges and Universities</small>
<small>for more information, please contact valuel@aacu.org</small>					
<small>Definition The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy</small>					
<small>Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (ask one) level performance.</small>					
	Capstone 4	Milestones 3 2		Benchmark 1	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources)	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine (sources) selected	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	
				Accesses information randomly, retrieves information that lacks relevance and quality.	
				Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts	

ACRL IL Definition (Components)	C2 Objectives (Expectations)	C2 Assignment demonstrated skills	Relevant library skills	Learning Outcomes	Tutorial elements
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: <ul style="list-style-type: none"> ■ where to search ■ keyword searching ■ how to interpret results 	Articles: Use database (ASC) and other sources as required by the instructor to find relevant articles	<ol style="list-style-type: none"> 1. Orientation to ASC 2. Searching ASC - 3. Keywords Revising the search <ol style="list-style-type: none"> A. Boolean AND B. Boolean OR C. Truncation D. Phrase searching E. Subject searching

Guide on the Side Interactive (GOTS) Tutorial

The screenshot displays the EBSCO Academic Search Complete (ASC) interface. On the left, a tutorial titled "2. Searching ASC > Keywords" is visible. The tutorial text reads: "In this tutorial we will be using the following research question: **How does social media impact journalism?** The *keywords* in a research question are the most prominent words or phrases in the question. These *search terms* are the key to finding relevant articles. *Let's try a search.* 1. Type the following keywords in the first ASC search box: **social media journalism** 2. Click **Search** and take note of the number of results for the next section. How many results did you find? Fewer than 10 10-30 More than 30

The main interface shows the search results for the query "social media journalism". The search bar contains the text "social media journalism" and the "Search" button is highlighted. Below the search bar, there are options for "AND" and "OR" search terms. The search results are displayed in a list format, with the first result being "1. IMPACTO DE LAS REDES SOCIALES EN EL PERIODISMO" and the second result being "2. Mühendislerin Sosyal Medya ve İnternet Gazeteciliği Kullanım Alışkanlıkları".

Rubric

Three domains, seven competencies

Keywords		Resources		Assignment
<p>K₁: Identifies key concepts</p> <p>K₂: Identifies keywords, synonyms, and related terms</p> <p>K₃: Achieves a manageable focus</p>		<p>R₀: Correctly identifies resources</p> <p>R₁: Uses database or other relevant Library resources to find articles</p> <p>R₂: Identifies source by type: scholarly or non-scholarly</p>		<p>A₁: Finds relevant reserach resources</p>
Standard	Evaluation criteria	Beginning	Developing	Proficient
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)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Text

Writing Assignments

Category	Section 14	Section 1	Sections 7, 16	Section 9
Research Question	Not specified (Select a documentary and explore problem/issue the documentary reveals; develop an argument and prove it. Also, include a policy analysis)	Not specified (Topic must adhere to Oakes' Core theme, Communicating Diversity for a Just Society)	Required: The development of a research question that includes at least three concepts (Topic related to students' interests)	Required: Every student research question starts with "How will climate change affect" ... the students add their own. Narrowing encourages their research.
Search Terms / Keywords	Not specified	Required: A list of keywords—synonyms, related concepts or ideas, buzzwords—for researching topic.	Required: The use of effective search terms for conducting research	Not specified
Citation Style	MLA	MLA	MLA	APA
Number of Sources	5-7 + documentary	6	10	~9 required, but the number is as needed
Source Type	<ul style="list-style-type: none"> • A documentary • 1 book • 2 scholarly articles from 	<ul style="list-style-type: none"> • 3 scholarly sources; 2 must be books • Other sources can 	<ul style="list-style-type: none"> • 5 scholarly sources retrieved from library databases or Google 	<ul style="list-style-type: none"> • 3 peer-reviewed primary scientific sources

Research Response Form

Assessment Comments												Assessment Comments
A	B	C	D	E	F	G	H	I	J	K	L	
Student ID	Sources Cited	Type of Source	Scholarly Source?	Type of Source Correctly Identified? (0=No, 1=Yes)	Type of Resource	Type of Resource Correctly Identified? (0=No, 1=Yes)	Library Resource? (0=No, 1=Yes)	# of scholarly sources satisfies assignment requirements? (0=No, 1=Yes)				
1		A1: Verify source type. Consult works cited list as needed. (Still working on norming this rubric...)	R2: Student self reported source identification.	R2: Note if student correctly identified their sources. Use Column D and works cited list as needed.	R1: Student self reported resource identification.	R2: Verify if student correctly identified their resources. Use Column F and works cited list as needed. Notes: - If wrote in "database" for a ASC, etc. then YES - If wrote in "google" but could be found via ASC, etc. then NO	R1: Work from a corrected list of resource types from Column F that incorporates any corrections from Column G.	A1: Use Column E and Column H as needed in conjunction with instructor's assignment.			We add as needed.	
2												
3	Pre filled student info	Pre filled student info	Pre filled student info	We enter (0=No, 1=Yes)	Pre filled student info	We enter (0=No, 1=Yes)	We enter (0=No, 1=Yes)				TOTAL # of Sources by student	
4												

Sources Cited	Type of Source	Scholarly Source?	Database/Search Engine Used	Type of Source Correctly identified? (0=No, 1=Yes)	Assessment Comments	R2 rubric sum D	# of Student identified Scholarly sources
Ross Anderson	Online Magazine Article	No	Google	1			
Andrew R. Brehm	Journal Article	Yes	Academic Search Complete	1			
Sydney Do	Scientific Journal - PDF	Yes	Google	1			
Julian Hattem	News	No	Google	1			
K.F. Long	Scientific Journal - PDF	Yes	Google	1			
Karen Northon	News (from NASA directly)	No	Google	1			
Jane Poynter	TedTalk	No	Google	1			
Rayna Elizabeth Slobodian	Journal Article	Yes	ASC	1			
Cameron M. Smith	Scientific Journal	Yes	Web of Science	0			
				9	TOTAL # of Sources by student		
			Database (ASC and other)	3			
			R1 measure	33%	% of sources found via Database search		
				8	# of Correctly Identified Sources by student		
			R2 measure	89%	% of Correctly Identified Sources by student		
	Student identified # of scholarly sources		A1 measure	8	correct # of scholarly sources (highlighted yellow)		

R2 rubric sum D	# of Student identified Scholarly sources
R1 rubric sum E	# of Correctly Identified Sources by student
R2 rubric sum F	% of Correctly Identified Sources by student
R1 rubric sum G	# of Correctly Identified Resources by student
R2 rubric sum H	% of Correctly Identified Resources by student
R1 rubric sum I	# of Library Resources used
R2 rubric sum J	% of Library Resources used
R1 rubric sum K	# of scholarly sources satisfies assignment requirements (0=No, 1=Yes)

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

What Rubric You Will Score	What Data Source You Will Use	What You Will Do to Assign a Score
K1	Rubric scoring instrument	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.*

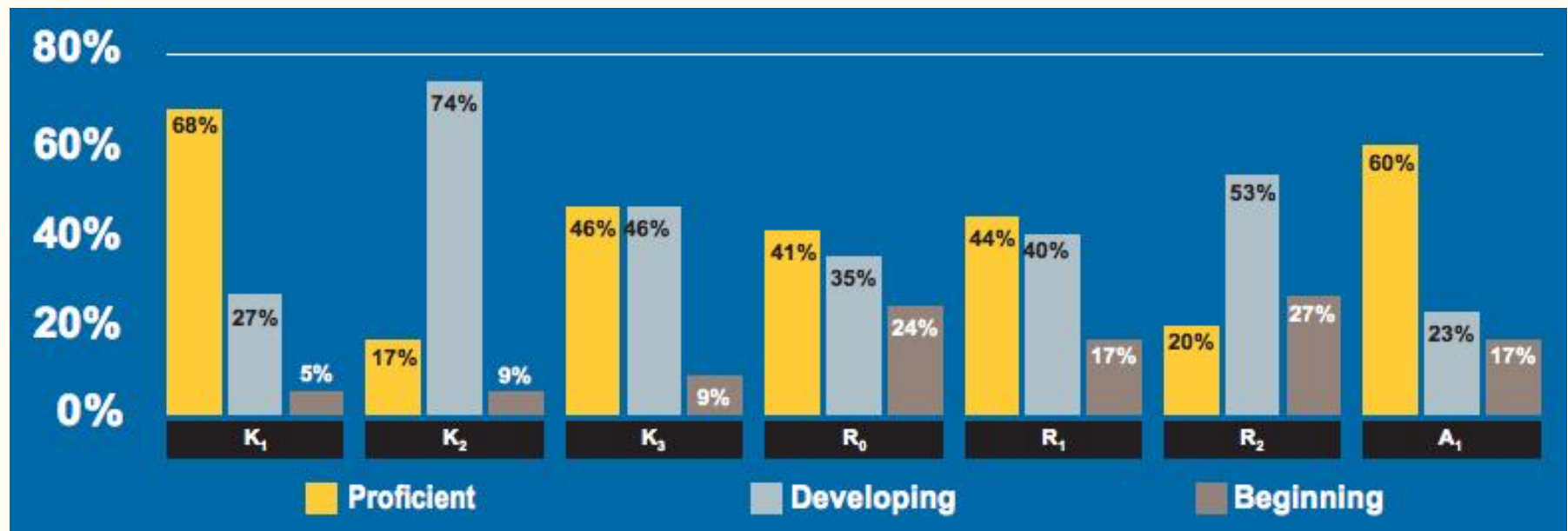
Instructor's research requirements. *Specifications delineating type, location and number of research sources to be consulted in the course of working on a research topic.*

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"¹ a course of study.*

Data from Rubric Scoring



Identifying areas for improvement

ACRL IL Definition (Components)	C2 Objectives (Expectations)	C2 Assignment demonstrated skills	Relevant library skills	Learning Outcomes	Tutorial elements
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Next Steps: migrate and revise

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

Libwizard



Academic Search Complete: Beginning Tutorial

Try a Search (page 3 of 9)

Menu

What happened to the number of search results when you combined "global warming" AND "green energy"? (required)

Correct! By adding "green energy" to your original search on "global warming" your results have been narrowed to articles that have BOTH "global warming" AND "green energy".

Results increased when the concept "green energy" was added

Results decreased when the concept "green energy" was added

Number of results doesn't change

EBSCOhost

Searching: Academic Search Complete | Choose Databases

global warming Select a Field (option... Search

AND green energy Select a Field (option... Search

AND Select a Field (option... Search

Basic Search Advanced Search Search History

Refine Results

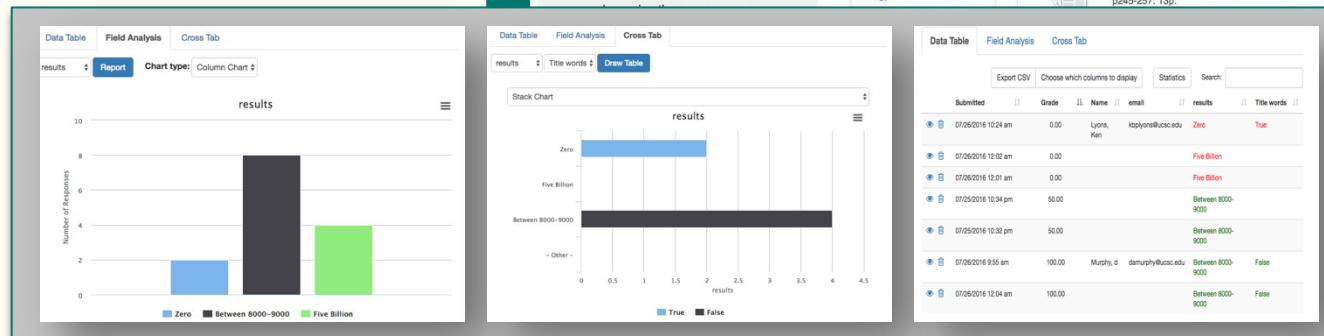
Current Search

Boolean/Phrase: global warming AND green energy

Search Results: 1 - 10 of 739

1. CAUSALITY BETWEEN ECONOMIC GROWTH CONSUMPTION AND GREEN HOUSE GAS EM BANGLADESH: A TODA-YAMAMOTO APPROACH

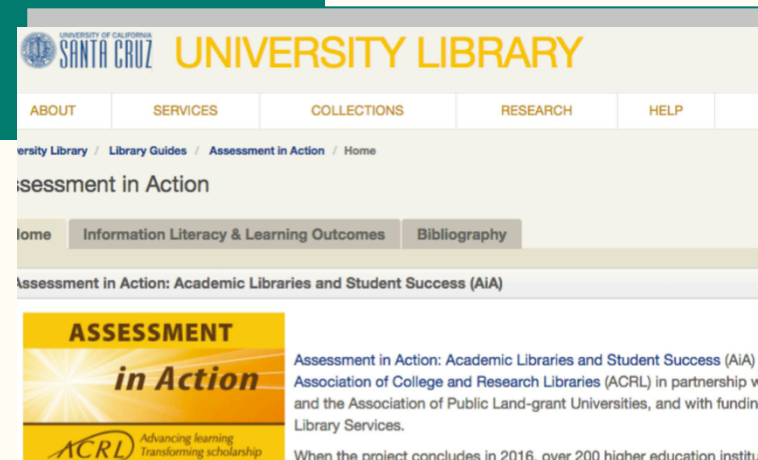
By: ZAKIR SAADULLAH KHAN, M. Journal of Academic p245-257. 13p.



Further Reading

Assessment in Action: Academic Libraries and Student Success

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



The screenshot displays the University of California Santa Cruz University Library website. The header includes the university logo and the text 'UNIVERSITY LIBRARY'. A navigation menu contains links for 'ABOUT', 'SERVICES', 'COLLECTIONS', 'RESEARCH', and 'HELP'. Below the menu, a breadcrumb trail reads 'University Library / Library Guides / Assessment in Action / Home'. The main heading is 'Assessment in Action', with sub-sections for 'Home', 'Information Literacy & Learning Outcomes', and 'Bibliography'. A prominent yellow banner features the text 'ASSESSMENT in Action' and the ACRL logo with the tagline 'Advancing learning Transforming scholarship'. To the right of the banner, text describes the 'Assessment in Action: Academic Libraries and Student Success (AIA)' project, mentioning its partnership with the Association of College and Research Libraries (ACRL) and the Association of Public Land-grant Universities, and notes that the project concludes in 2016.

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