

# A Toolkit for Assessing Information Literacy Across General Education



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# A Toolkit for Assessing Info Lit Across Gen Ed

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- Next Steps
- Inventory and Discussion

# General Education at EMU: Background

- Foundational courses required of all students to insure a broad liberal arts education (approximately 40 credit hours)
- Current program established in 2006
- 5 areas
  - Effective Communication
  - Quantitative Reasoning
  - Perspectives on a Diverse World
  - Knowledge of the Disciplines
  - Learning Beyond the Classroom
- Assessment of general education has not been systematic
- Information literacy (IL) is not named or thoughtfully integrated in the program

# General Education at EMU: Effective Communication

## Writing 121

- Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic.
- Use academic citation systems (MLA or APA) for documenting work.
- Acquire the ability to locate and critically assess sources available online.

## Upper-level Writing-Intensive courses in the major

- Formulate research questions and employ strategies for researching and responding to those questions.
- Understand conventions for communicating, disseminating, and interpreting information within a discipline.

# General Education at EMU: More Learning Outcomes

Area 2: Quantitative Reasoning: none

Area 3: Perspectives on a Diverse World

- US Diversity: none
- Global Awareness
  - Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

# General Education at EMU: More Learning Outcomes

## Area 4: Knowledge of the Disciplines

### Natural Sciences:

- Interpret, analyze, and critically evaluate data and reports in the media relating to the natural sciences.
- Employ available resources to find relevant scientific or technical information.

Social Sciences, Humanities, and Arts lack IL related outcomes

# General Education at EMU: More Learning Outcomes

## Area 5: Learning Beyond the Classroom

- Develop skills and habits that aid in future life and career pursuits. (Self and Well-Being & Community Service, Citizenship, and Leadership)
- Learn to carry out self-directed or independent learning projects. (Undergraduate Research)

Category includes many co-curricular activities as well as courses to meet requirements.

# General Education at EMU: Challenges

- Library was not systematically represented on course vetting committees, or in the creation of the program
- General Education Director and committee were not open to more specific IL outcomes or changing the program
- Hard to target where to best concentrate IL efforts beyond the writing programs given the diffuse nature of IL in the curriculum
- Classes in most categories are spread across departments that have different liaison librarians
- Since IL wasn't well represented in these learning outcomes, we created our own

# Development of library student learning outcomes

- Campus-wide program assessment effort.
- Library SLOs and assessment rubric were developed to be:
  - Pragmatic
  - Selective
  - Process-oriented

# Development of library student learning outcomes

- Benefits
  - Developed greater aptitude for SLO assessment
  - Inclusion in campus program assessment
- Challenges
  - Difficulties creating partnerships

- 1. Students will implement an effective research process in order to meet an information need.**

***Components:***

- a. Identify interest or question
- b. Formulate a focus
- c. Gather information using appropriate search tools
- d. Identify the need for revision of focus and search strategies when needed
- e. Implements the process over an appropriate period of time

***Sample Learning Objects:***

- a. Research journal or log with consecutive entries, including sources selected throughout the process.
- b. Culminating academic project (research paper, oral presentation, etc.)

- 2. Students will evaluate information resources in order to determine their appropriateness for a specific purpose.**

***Components:***

- a. Determines currency or timeliness of information
- b. Determines relevance to a particular need
- c. Identifies authority of source or author
- d. Determines accuracy of the information
- e. Identifies purpose of information
- f. Identifies intended audience for information

***Sample Learning Objects:***

- a. Annotated bibliography or source report that includes a source evaluation component.
- b. Original assignment sheet that describes the scope of the project

- 3. Students will synthesize diverse information resources in order to answer a question.**

***Components:***

- a. Reads sources critically
- b. Develops original conclusions based on the evidence and/or ideas of others
- c. Appropriately cites the work of others

***Learning Objects:***

- a. Culminating academic project (research paper, oral presentation, etc.)
- b. Annotated bibliography or source report that includes an analysis of how sources were used in the paper.

## EMU Library Student Learning Outcomes Assessment Rubric

	Advanced	Proficient	Beginning
<p>1. Students will implement an effective research process in order to meet an information need.</p> <p><i>Identify interest or question</i>  <i>Formulate a focus</i>  <i>Gather information using appropriate search tools</i>  <i>Identify the need for revision of focus and search strategies when needed.</i>  <i>Implements the process over an appropriate period of time.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulates a clear and focused research question.</li> <li><input type="checkbox"/> Uses a variety of appropriate search tools.</li> <li><input type="checkbox"/> Always revises focus when needed.</li> <li><input type="checkbox"/> Always revises search strategies when needed.</li> <li><input type="checkbox"/> Implements the research process over a period of time that allows for revision and acquiring highly appropriate, relevant information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulates a research question.</li> <li><input type="checkbox"/> Uses at least one appropriate search tool.</li> <li><input type="checkbox"/> Sometimes identifies when focus should be revised.</li> <li><input type="checkbox"/> Sometimes revises search strategies when needed.</li> <li><input type="checkbox"/> Implements the research process over a period of time that allows for some revision and acquiring sufficient, relevant information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates an unfocused research question.</li> <li><input type="checkbox"/> Uses inappropriate search tools or cannot identify the search tools used.</li> <li><input type="checkbox"/> Rarely or never identifies when focus should be revised.</li> <li><input type="checkbox"/> Rarely or never revises search strategies when needed.</li> <li><input type="checkbox"/> Implements the research process over a minimal period of time that does not allow for revision or acquiring sufficient, relevant information.</li> </ul>

# General Education Assessment Leadership Institute

- Connect with Gen Ed leaders and teaching faculty.
- Push the information literacy agenda.
- Create an assessment action plan for information literacy in Gen Ed.

# Toolkit for Assessing Information Literacy Across Gen Ed

<http://guides.emich.edu/ilgened>

Supports assessing Gen Ed outcomes related to information literacy:

- Maps diverse information literacy outcomes from each area of general education to library student learning outcomes.
- Provides a rubric for assessment of the outcomes and instructions for using the rubric in Canvas (LMS).
- Offers relevant learning resources.

## Area I: Effective Communication

### Written Composition

3. Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic.

Library SLOs **3. b. – 3. e.**

6. Use academic citation systems (MLA/APA) for documenting work.

Library SLO **3. a.**

8. Acquire the ability to locate and critically assess sources online.

Locate: Library SLOs **1. b. & 1. d.**

Critically assess: Library SLOs **2. a. – 2. e.**

### Oral Communication

6. Demonstrate the principles of ethical oral public communication.

Library SLOs **3. a. & 3. b.**

### Upper-Level Writing Intensive Courses in the Major

3. Formulate research questions and employ strategies for researching and responding to questions.

Library SLOs **1. a. – 1. e.**

5. Understand conventions for communicating, disseminating, and interpreting information within a discipline.

Library SLOs **3. a. & 3. b.**

## 2. Evaluate Resources

Students will evaluate information resources in order to determine their appropriateness for a specific purpose.

Learning Resources:

- [Reliability of Sources Tutorial](#)
- [Evaluating Web Sites Using the CRAAP Test](#)
- [How Information is Created Tutorial](#)
- [Peer Review in Three Minutes](#) (NCSU)

### 2. a. Determine authority of source/author.

- Advanced: Questions/identifies authority all the time.
- Proficient: Sometimes questions/identifies authority of author or source.
- Beginning: Accepts all information found as equally authoritative.

### 2. b. Determine currency/timeliness.

- Advanced: Selects information with publication dates that are appropriate for the topic.
- Proficient: Identifies dates of information found.
- Beginning: Rarely checks for timeliness.

### 2. c. Determine intended audience.

- Advanced: Always identifies the intended audience for a piece of information.
- Proficient: Sometimes identifies the intended audience for a piece of information.
- Beginning: Rarely identifies the audience of the information used.

### 2. d. Determine relevance to particular need.

- Advanced: Can distinguish gradations of relevancy.
- Proficient: Sometimes judges relevance.
- Beginning: Rarely judges relevance.

### 2. e. Determine purpose of information.

- Advanced: Always identifies the purpose of the information.
- Proficient: Sometimes identifies purpose of information.
- Beginning: Rarely identifies the purpose of the information used.

## Find Outcomes



■ Evaluate Resources

🕒 Determine authority of ...

■ Research Process

🕒 Determine currency/ti...

■ Synthesize Resources

🕒 Determine intended au...

🕒 Determine relevance to...

🕒 Determines purpose of ...

### 🕒 Determine currency/timeliness

Advanced: Selects information with publication dates that are appropriate for the topic.

5 Points

Proficient: Identifies dates of information found.

3 Points

Beginning: Rarely checks for timeliness.

0 Points

**Total Points**

5 Points

# Building on the Toolkit

- Introduce and re-introduce the toolkit to Gen Ed leadership and faculty.
- Participate in Gen Ed committees and programs.

# Next Steps

- Next steps at EMU - where are we
- Build on Gen Ed Interim Director's interest in information literacy
- Leveraging national/disciplinary standards
- Continue developing buy-in among librarians

# Inventory & Discussion

- Takeaway: Inventory for assessing information literacy in your general education program.
- What is the next step on your campus? Discuss & share.
- Questions?

# Sources

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# Assessing Information Literacy Across General Education: An Inventory

1. How is your general education program structured? How are decisions made about revising and assessing the program?
2. How familiar are your librarians with gen ed requirements? What internal training opportunities are there to increase capacity?
3. How does the work of your liaison librarians relate to gen ed?
4. How do the outcomes of gen ed relate to your goals as a library? Do you have a shared vision of this within the library?
5. How do national standards and learning outcomes promoted by organizations such as AAC&U, Council of Writing Program Administrators (WPA Outcomes Statement for First-Year Composition) or disciplinary associations relate to what is valued on your campus? Consider using the standards or tools that fit the pedagogy discussions occurring on your campus or in specific programs.
6. What opportunities are available on your campus to become involved in general education assessment?