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Integrated information literacy assessment: Implications for efficiency, faculty engagement, and closing the loop

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Why integrate assessment?

What happens when assessment of information literacy is combined with other intellectual skills?

- Efficiencies are created
- Breadth of data collected increases
- Faculty are engaged

Institutional learning outcomes

One of our four institutional learning outcomes includes five intellectual skills:

CSUMB graduates demonstrate competence in...

critical thinking

written communication

oral communication

information literacy

quantitative reasoning

Integration of assessment

Our campus conducts periodic assessment of information literacy, and our methods have evolved over time to include measures of information literacy in the assessments of each of our other intellectual skills. In 2017, our campus conducted three rounds of assessment, each including information literacy.

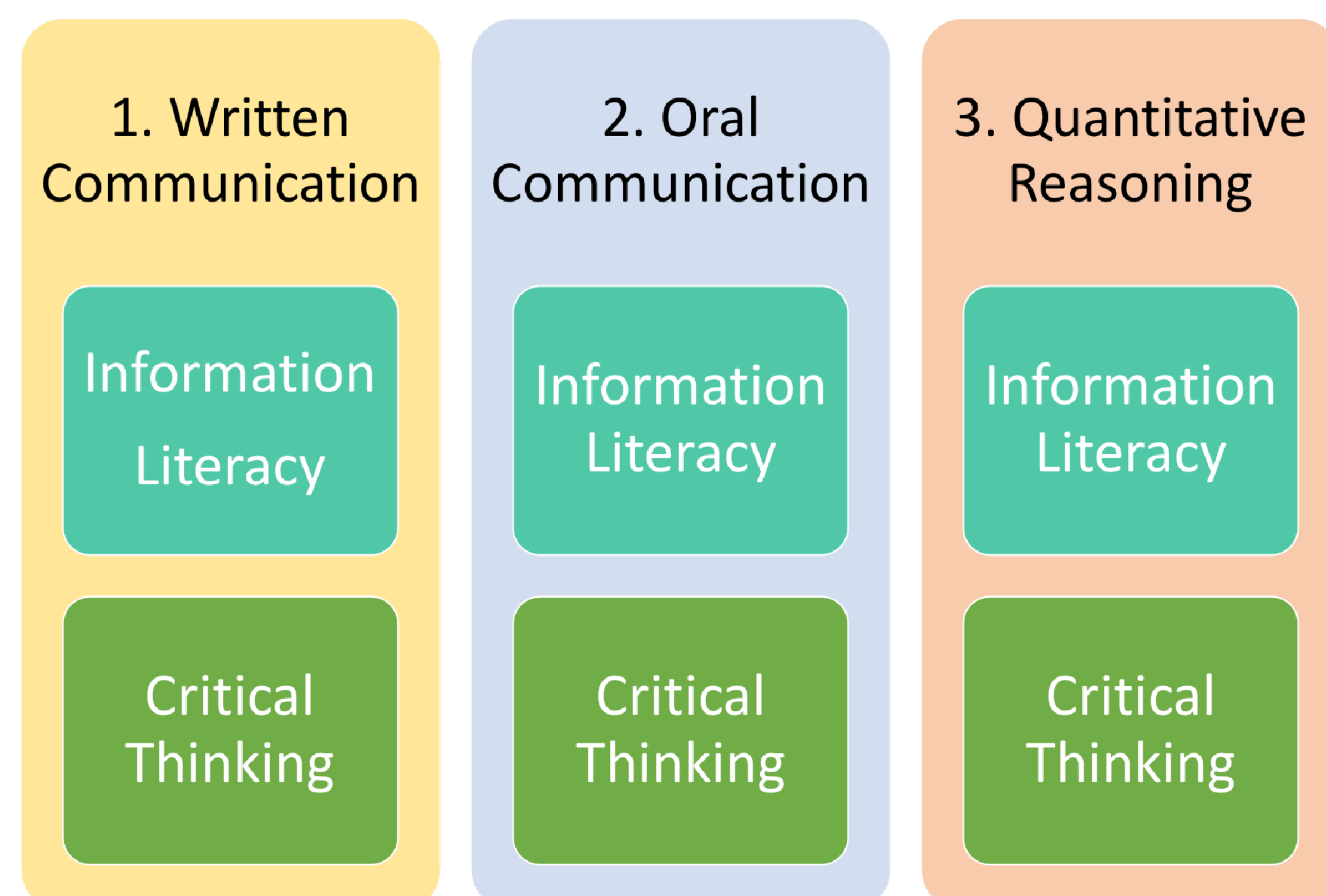


Figure 1: Three rounds of assessment.

Methods

In order to evaluate student performance at or near graduation, the Center for Teaching, Learning, and Assessment collected student work across programs, including:

- Capstone papers
- Video recordings of capstone presentations
- Projects requiring quantitative data

This resulted in a **greater breadth of data collected** on information literacy than previous assessments, which had only evaluated written work.

Rubrics

Faculty assessment scholars for each round of assessment scored student work using a rubric consisting of 8-11 criteria. Two or three of these criteria addressed information literacy. These were adapted from AAC&U's Information Literacy VALUE Rubric.

Excerpted rubric criteria addressing information literacy:

	Level 4 - Advanced*
Supporting material	<p>Chooses a variety of information sources appropriate to the scope and discipline of the task.</p> <p>Selects sources after considering the importance of multiple criteria, including relevance to the topic, currency, authority, audience, and point of view or bias.</p>
Use of support	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.
Academic integrity	<p>Does all of the following consistently and correctly:</p> <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally

*Performance levels not pictured here include: Level 3 – Proficient, Level 2 – Developing, and Level 1 – Beginning

Full rubrics, rubric guides, and assignment guides are available at <https://csumb.edu/tla/ilo-assignment-guides-rubrics-and-threshold-concepts>

Discussion

This integrated assessment model has several key features:

For a campus assessing multiple intellectual skills, combining those that are evidenced in a single type of student work **creates efficiency** by reducing the number of separate assessments.

Faculty who are drawn to participate in the assessment work based on interest in one of the other intellectual skills are exposed to information literacy concepts as well, thus **raising the profile of information literacy** on campus.

With time for reflection built into the assessment process, **faculty are engaged** with the intellectual skills, including information literacy, and discover ways to improve teaching and learning.



Figure 2: Faculty engaged in assessment work

Video of author summarizing project:



Closing the loop

Our closing the loop efforts have focused on two areas identified as challenging for students:

1. Synthesizing information from sources
2. Citing sources in oral presentations

Closing the loop activities have included:

- workshops for faculty
- creation of assignment guides
- additional information literacy instruction
- development of a [resource](#) for citing sources in oral presentations



Campus-wide improvements to the teaching and learning of information literacy cannot be effectively enacted by librarians alone, thus the involvement of other faculty in the assessment process and in closing the loop is key to the potential of our method for effecting change.

Acknowledgments

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