LEAP Action Summary
Andersen Library Reference & Instruction

Using an Assessment Rubric to Gauge Information Literacy Skills
LEAP Workshop Year: 2012   **For more information, contact**
Action dates: Spring, 2012-Spring 2013   Martha Stephenson, x4366,
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General Goal:
- Provide guidance for the UW-Whitewater campus in the area of information literacy by the creation of information literacy rubrics.
- Provide mechanisms and benchmarks for assessing information literacy of UW-Whitewater students at varying points in their college careers.
- Raise awareness in the campus community about the importance of information literacy.
- Recommend strategies for information literacy integration into the curriculum. Review and redesign the Library's New Student Seminar treasure hunt activity.

Planned Actions:
1. Engage the campus community in promoting information literacy and its applications at all levels within the context of LEAP.
2. Align the existing UWW Information Literacy Progression Rubric with those of the Wisconsin Association of Academic Librarians' (WAAL) Information Literacy Competencies and Criteria and with the AAC&U's VALUE Rubric on Information Literacy to provide a snapshot of the progression of information literacy development throughout students' undergraduate career.
3. Review recent literature to examine efforts made to measure information literacy at other universities.
4. Create a scoring rubric based on the progression rubric above and modeled after the Writing Matters rubric.
5. Pilot the scoring rubric with a few courses at different levels, particularly English 102 sections, 300-level, and capstone courses.
6. Revise the scoring rubric and norming process based on the pilot.
7. Use the scoring rubric to assess the selection of sources in students' bibliographies. Redesign the library activity used with the New Student Seminar sections.

Deliverables, Completed Actions:

Engage the campus community in promoting information literacy and its applications –
We approached individual instructors about obtaining their student papers for assessment purposes. We also planned to follow up with these instructors after the assessment was completed, in order to discuss the results. However, due to time constraints and other workload demands, this was not done during the project

timeline. After the project was completed, however, liaison librarians carried on the discussion with participating instructors, and solicited participation from additional instructors. The Reference and Instruction Team presented posters regarding information literacy assessment efforts at LEAP Day 2012 and Assessment Day in 2013 and 2014. Additionally, the members presented Flipping Out for Information Literacy as a LEARN Center Program and at the Wisconsin Association of Academic Libraries conference in 2015.

A handout of the "Information Literacy Rubric - English 102," which was based on the WAAL (Wisconsin Association of Academic Librarians) information literacy competencies and criteria, was emailed to English 102 instructors and shared with Languages & Literatures faculty at a departmental meeting in February 2012.

The Information Literacy questions based the competencies and criteria handout for ENG102 students was developed and is now regularly disseminated and discussed when students as they begin research.

Information Literacy Progression Rubric –
Completed rubric

Literature review of current practices –
Conducted review of literature to guide rubric development, application, and norming processes.

Pilot scoring rubric for bibliographies –
Developed rubric which assesses source quality and documentation in student bibliographies at various course levels.

Assessment Rubric Pilot –
Collected bibliographies to test the scoring rubric. Courses for the pilot included: 2 sections of English 102, 2 sections of Information Technology & Business Education (ITBE) 353, and International & Area Studies (INTRNAR) 488. After collecting the bibliographies, the team completed a scoring "norming" phase to assure that all team members were scoring the bibliographies as equally as possible, and to ensure that the generated data was useful and reliable. Reference & Instruction team members rated approximately 85 bibliographies for the pilot.

Scoring rubric for bibliographies –
Revised pilot rubric which assesses source quality and documentation in student bibliographies at various course levels.

Bibliographies Assessment –
We rated a total of 182 bibliographies over the course of the two phases. Bibliographies from 300-level and 400-level classes were collected for assessment during Fall 2012. Classes that participated included: Political Science 302, Communication Disorders 380, Social Work 402, and History 499. In addition, 18 papers from two Spring 2012 sections of ITBE 353 were assessed. These were assessed as part of the Fall 2012 phase because the ITBE class assignment changed in Fall 2012 and papers from those Fall sections would not be useful for our purposes. During Spring 2013, papers from English 102 and Communication 417 were collected. Bibliographies from these classes were assessed during late spring and summer of

2013. Following the LEAP program timeframe, additional assessment projects were undertaken on request of individual faculty members in Communication Sciences and Disorders and English 102.

New Student Seminar Activity –

A literature review of library orientation activities at other libraries was conducted. The NSS treasure hunt activity was reviewed and revised based in part on the findings of the review, and to even more closely align with information literacy competencies. The activity was also re-christened the "library discovery activity" to more accurately denote its intent. The revised NSS activity was introduced during the Fall 2012 semester. It was used by 47 NSS sections in Fall 2012 and one additional section in Spring 2013. The number of NSS courses taking advantage of this opportunity has increased to 62 as of October, 2015.

Notes:

Brittany Rusch, our student participant, graduated in May, 2012.

Kyle Naff and Ronna Timmerman have since left the University.

All reference and instruction librarians at the Library except the most recent hire have participated in the norming and scoring of bibliographies using the bibliography assessment rubric.

The complete Final Report is attached, including rubrics and bibliographies.