

## Project Purpose

Investigate an analytic rubric approach to information literacy assessment in higher education

### Develop

- A suite of information literacy rubrics
- A model of analyzing scores (reliability & validity)
- Training materials for training/norming/scoring
- Indicators of rater expertise
- Website to disseminate assessment results & information about teaching/learning improvements as a consequence of rubric assessment

## 2010-2012

### 10 Participating Institutions

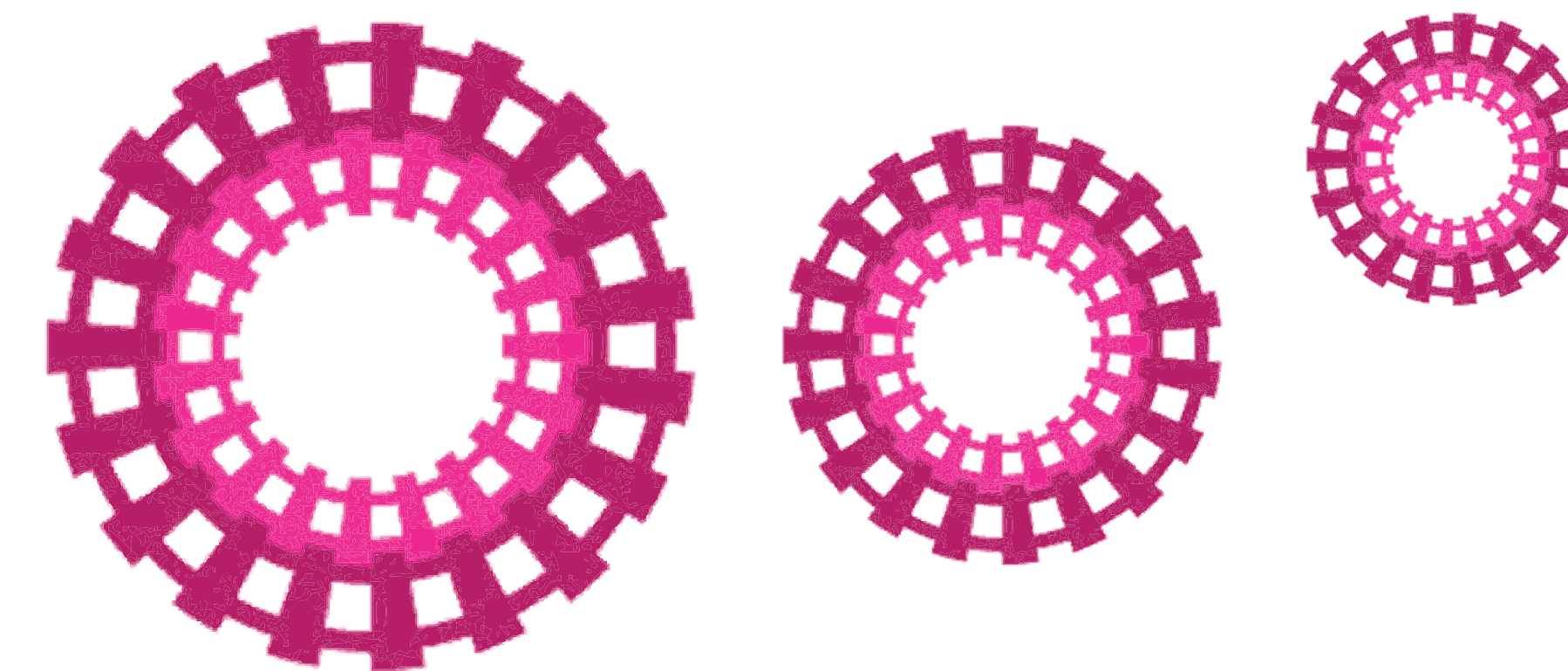
- 10 “lead librarians” met for intensive rubric training and developed draft rubric customized for their institution
- Lead librarians secured examples of student work. (100+ x 10 = 1000) and raters (10 x 10 = 100)
- PI visited each campus to lead rubric revision, norming, and scoring
- Analysis is ongoing!

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Determine the Extent of Information Needed</b>	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.
<b>Access the Needed Information</b>	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.
<b>Evaluate Information and Its Sources Critically</b>	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.
<b>Access and Use Information Ethically and Legally</b>	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.	Identify and define the extent of information needed. This includes identifying the scope of information needed, the type of information needed, and the sources needed to obtain the information.

## Rubric Norming Process

1. Think aloud through scoring several examples.
2. Ask raters to independently score a set of examples.
3. Bring raters together to review their scores to identify patterns of consistent and inconsistent scores.
4. Discuss and then reconcile inconsistent scores.
5. Repeat the process of independent scoring on a new set of examples.
6. Again, bring all raters together to review their scores to identify patterns of consistent and inconsistent scores.
7. Discuss and then reconcile inconsistent scores. This process is repeated until raters reach consensus about applying the scoring rubric. Ordinarily, two to three of these sessions calibrate raters’ responses.

# RAILS



## Results 1 Year Later: What we’ve learned and changed so far

<b>Jackie Belanger, MLIS</b> <i>Research &amp; Instruction/Arts &amp; Humanities Librarian</i> University of Washington Bothell <i>Cascadia Community College Campus Libraries</i>	<b>Claire Holmes, MLS</b> <i>Research &amp; Instruction Librarian</i> Albert S. Cook Library Towson University	<b>Jenny Rushing Mills, MSIS, MA</b> <i>Coordinator of Reference Services</i> Lila D. Bunch Library Belmont University	<b>Carroll Wetzel Wilkinson, MLS</b> <i>Director of Instruction and Information Literacy</i> West Virginia University Libraries
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## University of Washington Bothell



### Campus Partners

Interdisciplinary Arts & Sciences Program faculty, Teaching & Learning Center, and Writing Center

### Assignments

Final research papers from 10 different classes

### ACRL Standard 5

Use Information Legally & Ethically

### Improvements

1. Additional discussion in instruction relating to use & citation of images/media
2. Assignments changed to make expectations for source usage more explicit for students
3. Improved assessment processes

## Towson University



### Campus Partners

Towson (Freshman) Seminar faculty members

### Assignment

Scaffolded research paper with integrated information literacy assignments at intervals leading to finished product.

### ACRL Standards 1 & 2

Determine information need, Access information

### Improvements

1. More fully integrated information literacy instruction
2. Improved alignment of assignments with learning outcomes
3. Currently piloting course-integrated assessment process
4. Recognition of librarians as campus assessment partners

## Belmont University



### Campus Partners

Nursing 3000 course (Professional Nursing) – sections taught by 4 nursing faculty. Students research an ethical issue

### Assignments

Searching CINAHL for relevant articles within specific parameters. Students turn in search histories from the database.

### ACRL Standard 2

Access Information

### Improvements

1. Nursing faculty re-assessed where information literacy skills fit into curriculum
2. Nursing faculty took ownership of assignment and rubric, revising both and integrating into a different course
3. Librarian now seeing nursing students in two courses. Has altered content and improved instruction

## West Virginia University



### Campus Partner

Instructor of WVU191e, *First Year Experience*, who leads GTA’s and other faculty to address information literacy’s relevance to the course sections.

### Assignment

Design one active learning experience for students to “access needed information effectively and efficiently while completing a 3-5 item annotated bibliography.”

### ACRL Standards 2 & 5

Access Information and Use Information Legally and Ethically.

### Improvements

This is the first semester of the FYS teaching collaboration so none to report at this time.



## Emerging Practices

- Start with established partners, existing librarian/disciplinary faculty collaborations
- Evaluate a skill relevant to many campus partners (ex. use information legally and ethically)
- Start with short assignments, something manageable
- Meet with stakeholders regularly to review and improve assignment and rubric
- Include those who can help disseminate results and promote IL assessment efforts across campus
- Take a long-term view: see this a process of building a culture of assessment and improvement

## Where do we go from here?

### Key questions for the future...

- How can we continue to use our RAILS experience and data to make changes to instruction, assessment, and faculty-librarian collaborations?
- What does it mean to go from a one-time (pilot) project to full-scale implementation of rubric assessment?
- How do we scale assessment projects in ways that are sustainable and manageable for librarians and campus partners?
- How do we manage, analyze, and communicate assessment data?

## Closing the loop ...

*“RAILS has enabled us to put systems and procedures in place that we will draw on for all subsequent assessment efforts!”*

*RAILS “changed the way I teach...[the teaching] session has more structure, and the students seem much more engaged.”*

*“The RAILS project was an empowering act for me. It will strengthen my teaching...because I now understand what the students really are not getting. This rubric creation and rating experience has facilitated valuable reflection on my teaching practice and I hope to weave what I now understand into my teaching the next time around.”*

