

2016-2017 Information Literacy Program Assessment Report

Elihu Burritt Library Information Literacy Program

The Elihu Burritt Library's Information Literacy Instructional Program embraced two newly revised and/or redeveloped sets of standards: the revised standards from the New England Association of Schools and Colleges (NEASC) (see Appendix A), and the Information Literacy Framework Threshold Concepts from the Association of College and Research Libraries (ACRL) (see Appendix B) in the 2016-2017 academic year. Thus, the Reference and Instructional librarians began the academic year with ambitious plans to teach to and assess the new ACRL Information Literacy Framework across all modes of IL instruction.

The redistribution of library instructional services to the NEASC's Academic Program standards might imply that libraries and librarians - as institutions in and of themselves - are no longer as essential to the academic success of students in the higher education environment, but this is a formidable indication that the IL curriculum is an essential element of the higher education curriculum, particularly in the realm of the General Education curriculum. Amidst the revisions of the NEASC standards, instructional librarians also have been called upon to implement the ACRL's new threshold concepts of the Information Literacy Framework in all forms of library instruction, replacing their Information Literacy Standards that were rescinded by the ACRL in June of 2016. The original standards – a checklist of competencies acquired in learning the research process by using appropriate library resources – has provided a solid base from which to assess student IL competencies in the past. The newly created Information Literacy Framework, as a set of theoretical concepts covering such abstract ideas as “authority is constructed contextual,” is both more meaningful to the process of critical thinking as well as much more difficult to capture through student work or assess with the basic assessment instruments such as quizzes and annotated bibliographies.

These new information literacy threshold concepts were developed in order for instructional librarians to better collaborate and communicate with subject-specific teaching faculty members and to teach students to become life-time learners. It is with this responsibility towards educating and retaining our students that the Information Literacy Assessment Program at the Elihu Burritt Library has expanded both its instructional and assessment processes of the information literacy program. The instructional librarians are achieving these missions through a number of venues, including the future expansion of the Embedded IL Program into the History Department and collaborating with the Office of Institutional Research and Assessment towards establishing information literacy as one of the components of the General Education assessment program.

Instructional Development

The following instructional delivery methods were all employed; however, the FYE Information Literacy modules and LSC-150 courses were not formally assessed in AY 2016-2017:

1. Information Literacy/Library Instruction Workshops, a.k.a. “one-shots”;
2. LSC-150, the Library Sciences IL one-credit course that was taught both online and in a hybrid classroom course;

3. Embedded librarian classes, in which librarians were embedded into ENG110/105 classes for three-four class sessions per course section; and
4. First Year Experience Information Literacy modules (created during the summer of 2016).

Assessment Development

All assessment instruments were created employing the new [Information Literacy Threshold Concepts Framework](http://www.ala.org/acrl/standards/ilframework#introduction) developed by the Association of College and Research Libraries (ACRL) (<http://www.ala.org/acrl/standards/ilframework#introduction>), and the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy as the assessment documents to determine the core IL competencies.

Collaborating with the Office of Institutional Research and Assessment (OIRA), as well as the Academic Assessment Committee, the instructional librarians were able to develop a broader, more comprehensive assessment plan for the Information Literacy Program, including the following initiatives:

- 1) An Information Literacy Experience survey section was added to the National Survey on Student Engagement (NSSE) for the 2016-2017 Academic Year, and we will receive the results from this survey in August/September of 2017;
- 2) Final student projects from two LSC-150 course sections, along with student artifacts from writing composition class sections were forwarded to the OIRA from the Fall 2016 and Spring 2017 semesters for assessment by the Multi-State Collaborative retreat participants to occur in January 2018; and
- 3) Information Literacy has been added to the General Education learning outcomes/objectives on the OIRA website for Central Connecticut State University.

Information Literacy Workshops/“One-Shot” Sessions

The most difficult IL instruction delivery method to assess has been the Information Literacy workshops, or “one-shots.” These workshops are instructional classes led by librarians, but traditionally, they have been assessed – if at all - primarily by the subject specialist instructors teaching the class. The following issues have made these IL classes very difficult to teach and assess in AY 2016-2017:

1. These classes are often perceived by the students as taught by “substitute teachers” and not taken as seriously as other content taught within the class by their primary instructors.
2. Discipline-specific teaching faculty generally misunderstand the roles of both information literacy and instructional librarians in the context of teaching a discipline. “Course instructors may feel pressure by the amount of content they need to teach and are loath to give up scarce instructional time. Many course instructors are not aware of all the library services that are available, or they worry that they are asking too much of the librarian.” (Buchanan, 6).
3. We have observed that many faculty are not inclined to share their assessments of students’ competencies with the librarians at the close of either the workshop or the semester due to lack of time and/or concerns that their teaching style, curriculum, or assessment practices would be judged by the instructional librarian. We have made progress in gaining access to student artifacts by working with many new English Composition faculty members through the embedded librarian program, thereby resolving faculty issues over class time, librarians’ time, and giving us

access to students' work for assessment purposes.

4. Teaching faculty often use the one-shot instructional workshops to pack all the "library resource information" into a one-hour class period, making the job of teaching and learning the threshold concepts behind information literacy virtually impossible to retain and/or apply to real-world problems; and even less possible to assess, since librarians can't distinguish the information applied from the one-shot workshops versus course curriculum or other information resources.

Having stated and considered these observations, the instructional librarians determined that the most productive way to assess student learning outcomes from one-shot IL workshops was to begin with those students receiving one-time instruction workshops in the control groups for the Embedded Information Literacy with the English Composition (ENG110) Program. The faculty members participating in the Embedded IL Program had demonstrated their full support for the entire instructional and assessment program.

The instructional librarians therefore collaborated with the ENG110 faculty members to develop a pre-information literacy workshop assessment instrument that aligned with the first four criteria of the AAC&U Information Literacy Value Rubric in order to determine student IL competencies *before* they met with an instructional librarian. The AAC&U Value Rubric for Information Literacy lists the following five general criteria:

- 1) Determine the Extent of Information Needed;
- 2) Access the Needed Information;
- 3) Evaluate Information and its Sources Critically
- 4) Use Information Effectively to Accomplish a Specific Purpose; and
- 5) Access and Use Information Ethically and Legally.

This pre-IL class assignment involved four questions and the retrieval of a digitally-formatted article selected by each student to reflect his/her personal and academic research interests. (Please see sample assignment in Appendix C.) The assignment was distributed to all ENG110 students participating in the Embedded IL project, including those in the control group classes in which they received IL instruction through a one-shot instead of a series of workshops.

Although these pre-IL assignments were collected in two separate ENG110 control-group COURSE sections, one set of student artifacts was lost in the interoffice mail service. The second set of student artifacts was completely assessed by two instructional librarians and scored accordingly. The following scores reflect the incoming student IL competencies for the information literacy criteria (listed in the first row of the following table) from a sample of five student artifacts:

Pre-IL Quiz	Determine Extent of Information Needed	Evaluate Info and Sources Critically	Use Info Effectively to Accomplish Purpose	Access Needed Information	Average Score
Classes Without Embedded Support	0.8	0.4	0.5	0.0	0.43

These scores reflect not only deficient research habits that include use of only a general search engine to seek information about all subjects – academic, personal and professional – but also a nonchalant attitude towards curiosity about the world and research, in general. (See sample Pre-Information Literacy Class Assignment answers in Appendix D.)

The sampling of five student artifacts was selected to reflect the number of final student research assignments that were assessed and scored by the instructors participating in a series of workshops throughout the Fall 2016 semester for the Embedded IL Program for the ENG110 course. Although the same AAC&U Information Literacy rubric and ACRL Information Literacy Framework standards were applied to both the pre-IL assignment and final student artifact assessment processes; however, the fourth criteria used for the Final Student Artifacts was to “access and use information ethically and legally. Following are the scores assigned to the final student artifacts collected by faculty members teaching the ENG110 sections with one IL workshop:

Final Student Artifact	Determine Extent of Information Needed	Evaluate Info and Sources Critically	Use Info Effectively to Accomplish Purpose	Access and Use Info Ethically and Legally	Average Score
Classes Without Embedded Support	1.7	1.53	1.58	1.3	1.53

These scores have been shared with the Director of the Introduction to College Writing (ENG110) program and all library instructors teaching in the Embedded Information Literacy Program for ENG110. These results will also be shared with all English Department faculty members teaching in this program going forward in order to develop the best assessment instruments for the information literacy instruction program.

In order to collect a larger number of student artifacts from a wider variety of academic subjects across the curriculum, the instructional librarians are reconstructing the one-shot IL workshop curriculum to be

rolled out for the Fall 2018 semester. The new curriculum and student learning assessments will take into consideration the following concepts:

1. Information literacy curriculum development training at the 2017 Connecticut Information Literacy Conference
This training came in the form of a keynote presentation by Dr. Chris Jernstedt in regards to how the human brain processes information of all formats and mediums and proposes that students learn best when presented with just a few small “chunks” of information at a time, as well as learning information in active/interactive ways;
2. Flipped classroom assignments to assess student research habits before introduction of productive research practices and to prepare students with basic information in order to make better use of time in one-shot workshop parameters; and
3. The need for more information from students’ pre-IL assignment in order to better measure student understanding of the IL one-shot curriculum.

As a result of these measures, further assessment instruments will be researched, discussed among the reference/instruction librarians and applied to the classes that attend a one-shot information literacy session in the library during the 2017-2018 Academic Year. We are also conducting research and discussing different assessment methods (e.g., the Multi-State Collaborate project and the NSSE survey) with the Office of Institutional Research and Assessment to determine how to measure the information literacy competencies of incoming students and those students who have never attended any information literacy instructional sessions either at CCSU or at other institutions of higher education. The data yielded by such information would give us a benchmark against which to compare the learning outcomes for this basic information literacy instruction delivery method.

One-Shot Statistics

Summer 2016 (July 1, 2016 – August 22, 2016): 7

Fall/Winter 2016 (August 22, 2016 – January 13, 2017): 91

Spring/Early Summer 2017 (January 19, 2017 – July 1, 2017): 58

Fall 2016

91 classes, in total, were booked for one-shot IL sessions during the Fall 2016 semester. This volume of classes has risen slightly above the total of one-shot IL classes booked in the Fall 2014 semester and significantly higher (by 21 classes) than in the Fall 2015 semester. This rise in one-shot instruction sessions is most likely due to awareness by faculty of this library service due to the Embedded Information Literacy Program with the ENG110 program. This data includes those professors who chose to bring their classes for more than just one information literacy workshop in the library, but who were not participating in the embedded information literacy/ENG110 program, due to the following issues: 1) faculty members are still wary of the assessment process; 2) faculty members had to agree to follow a protocol in order to assess their students effectively; and 3) faculty members who participated in the program had to be teaching at least two sections of the course in order to provide a controlled sampling of students who had not been instructed by the same librarian multiple times in the same course over the duration of a semester.

Implications

The National Survey of Student Engagement distributed to the incoming freshman class of 2020 included a module on information literacy experiences. The survey findings and report will be published and accessible to Central Connecticut State University in August/September of 2017. The data provided by the NSSE should either align with the current data of incoming student IL competencies or guide the information literacy librarians in developing baseline assessment instruments against which to compare student artifacts for a clearer understanding of the information literacy competencies of students graduating from Central Connecticut State University. If the NSSE IL survey data is in alignment with the data from the pre-IL assignment, the assumption can be made that students are entering college with erroneous preconceived understandings of the nature and purpose of information literacy competencies. Further data analysis, such as comparing underclassmen information literacy competencies to that of college upperclassmen should reveal the most appropriate stages at which to scaffold higher levels of information literacy concepts and competencies throughout the higher education process.

Spring 2017 Semester

58 classes were booked for one-shot IL sessions during the spring 2016 semester, which is comparative to the number of classes booked in the past two spring semesters. This steady progression (increasing classes by one per spring semester) is a positive sign that both students and faculty are aware of the importance of information literacy in the academic environment. In addition to the average academic research requirements, the Elihu Burritt Library's integrated library system was updated and rolled out for the first week of classes in the Spring 2017 semester. This event altered the login process for students, faculty and community users, attempting to access electronic library resources from off-campus. The library's role throughout the academic curricula was recognized and emphasized throughout the semester.

Implications

The instructional librarians are in the process of developing new curricula and assessment instruments for the one-shot sessions to be piloted in the Fall 2017 semester. The pre-IL class assignments will also be updated to include all criteria from the AAC&U Value Rubric for Information Literacy and more detailed questions will be developed to capture better student IL competency data. Summative assessment and scoring of all pre-IL workshop assignments will occur at the time that students' final artifacts are assessed and scored.

Embedded Information Literacy Program

The Embedded Information Literacy Program with the English Composition program was continued for the Fall 2016 semester with three individual ENG110 sections instructed by a reference/instructional librarian in order to determine a practical curriculum and assessment process of the information literacy competencies. Two of the subject-specialist faculty members also taught a second ENG110 section that acted as the control group in this assessment of the IL curriculum for the embedded librarian ENG110 class. Unfortunately both the Pre-IL assignments and the final student research assignments for two of the ENG110 sections were lost in the mail system before they were able to be assessed. All future student artifacts will be delivered by hand between the library faculty members and the academic subject department faculty members.

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The final student artifacts were assessed by three instructional librarians and the Director of the Introduction to College Writing, Dr. Elizabeth Brewer, during the Spring 2017 semester. The following assessment results showed a minimal difference of information literacy competencies between the students in the classes with an embedded librarian and the students in the one-shot information literacy workshops:

Final Student Artifact	Determine Extent of Information Needed	Evaluate Info and Sources Critically	Use Info Effectively to Accomplish Purpose	Access and Use Info Ethically and Legally	Average Score
Embedded Librarian Classes	1.89	1.55	1.63	1.5	1.64
Classes Without Embedded Support	1.7	1.53	1.58	1.3	1.53

Implications

Although the differences between the results of the students from the two models of information literacy delivery are minimal, there is a larger difference between the scores of the Pre-Information Literacy assignments and the Final Student Artifact scores. The instructional librarians are in the process of changing the Pre-Information Literacy assignment in order to better align the assignment with the assessment rubric criteria. In addition, the instructional librarians will be discussing the score results with the incoming faculty members who will be teaching the Embedded Information Literacy sections of the Introduction to College Writing courses for the Fall 2017 semester. This discussion should prompt suggestions for better alignment of the students' final research assignments with the AAC&U Information Literacy Value Rubric.

LSC-150

The one-credit information literacy delivery platform, LSC-150, was given a new course title, description and learning outcomes that align with both the AAC&U Value Rubric as well as the ACRL Information Literacy Framework during the 2016-2017 Academic Year. Since the entire instructional library staff is now in agreement on learning outcomes for the updated LSC-150 classes (on-ground hybrid, online hybrid and online formats), a clearer set of student IL competency scores can now be acquired.

Description of Assessment Program

In addition to the updates, the final student artifacts from two of the LSC-150 sections for both the Fall 2016 and Spring 2017 semesters have been sent to the Office of Institutional Research and Assessment for assessment by a team of teaching faculty members working on the Multi-State Collaborative to Advance Learning Outcomes project. Information Literacy will be added to the General Education assessment process as established by the Office of Institutional Research and Assessment, the Academic Assessment Committee and the current Multi-State Collaborative to Advance Learning Outcomes project, in which Central Connecticut State University has been participating since June of 2015. The Director of

the Office of Institutional Research and Assessment is currently planning a retreat in order to assess the LSC-150 student artifacts. This retreat will occur on the CCSU campus in January of 2018 to assess both Civic Engagement and Information Literacy competencies to be reported as part of the Self-Study report to NEASC.

The rubric for grading student final projects in LSC-150, section 01 online for the Fall 2016 semester can be found in Appendix F. The assessment rubric, from the AAC&U VALUE Rubrics can be found in Appendix G.

TATIL Beta Test

Beginning in the spring 2016 semester, students were tested for their information evaluation skills using an online assessment test entitled, "Threshold Achievement Test for Information Literacy." Carrick Enterprises is currently developing this assessment instrument for measuring student competencies in the Information Literacy Framework threshold concepts. Because it is still in beta form, it is free of subscription charges to those institutions testing the instrument's viability; however the metrics and comparative analyses are incomplete at this time and therefore ineffectual as reportable data.

The LSC-150 instructors will continue to administer the TATIL evaluations among two course sections, as the developers require that a minimum of 25 students take each module of the test. Eventually the company will offer a test for each of the following Information Literacy Threshold Concepts (as created by the ACRL):

- Scholarship as Conversation
- Research as Inquiry
- Authority is Constructed and Contextual*
- Information Creation as a Process*
- Searching as Strategic Exploration*
- Information Has Value

* Initial field testing has been completed for these threshold concept assessment instruments.

These standardized tests will be taken into consideration when developing the new student assessment instruments for both course grading and student learning outcomes in order to better utilize the test as a pre-course assessment for baseline statistics.

FYE Online Information Literacy Tutorials

In June 2015, the reference and instructional department was charged with developing an online set of information literacy tutorial modules that would be used in First Year Experience course sections through Blackboard Learn course shell links.

The resulting set of IL tutorial modules was designed to make use of the ProQuest Research Companion tutorials in concert with videos created by reference/instructional librarians at the Elihu Burritt Library for CCSU students. The ProQuest Research Companion is a set of fully functional video tutorials with research tools that include search, evaluation and citation tools (for both MLA and APA styles). Each module includes a transcript for each tutorial video, as well as a formative student self-assessment tool. The videos that were created by the CCSU librarians were updated beginning in January of 2017 to

demonstrate new procedures for accessing library resources using the new integrated library system (rolled out as of January 9, 2017).

Due to the discontinuation of the subscription to ProQuest Research Companions for the 2017-2018 Academic Year, the Reference and Instructional Department has decided to replace these modules with open educational resources, including new assessment instruments. Although there are entire sets of information literacy online tutorials available, the instructional librarians have decided to replace each PQRC module with the best possible match from any of the OER online training modules available. In addition, each module unit will have a self-assessment quiz or tool against which the students will measure their comprehension.

The entire online information literacy tool should be available for the Fall 2017 semester as the units are often used within the LSC-150 credit-bearing course, along with the open textbook and other instructional tools that were provided by the ProQuest Research Companion.

Assessment data and/or statistics for the 2017 First Year Experience pilot have not been reported to the Information Literacy Committee for the FYE program as of the writing of this report. If any new information is reported to the instructional librarians responsible for developing the IL portion of the FYE curriculum, this report will be updated to reflect new data.

Since the online tutorials - which were included in the FYE Information Literacy curriculum - have been hosted on the library's LibGuides system, the usage reports for the Student Version of the Information Literacy FYE guide has been included in Appendix H of this report. Please note that the LibGuides platform (version one) does not have an intuitive statistical/analytical instrument for measuring usage of or linkage to the information posted on each research guide page. However, the amount of hits to the Student version of the Information Literacy guides were measured using the Springshare LibGuides analytical instrument. Unfortunately, the number of hits for the guide during the Fall 2017 semester (in which the FYE pilot program ran) does not indicate as much usage as in previous fall semesters. The general information literacy guide for the students was viewed 90 times; however the "Evaluate Information" page of the guide was viewed 129 times over the course of the 2015-2016 academic year. The general information literacy guide for the students was viewed only 19 times during the Fall 2016 semester.

Implications

The FYE pilot program has been extended to the Fall 2017 semester, though the instructional librarians have not been informed about how or when the Information Literacy curriculum for the program might be updated or used for the next pilot program. Any new information will be added to this report at such time as it is received by the IL assessment team in the library.

Conclusion

The assessment processes and instruments of the Information Literacy Assessment Program in the Elihu Burritt Library and its collaborative academic programs evolved during the 2016-2017 academic year. The instructional and reference librarians continued to focus on embedding information literacy into the Introduction to College Writing program curriculum and assessing the student learning outcomes from this collaborative program. The History Department has requested new information literacy tutorials to assist history instructors in teaching IL competencies within their curriculum. These tutorials will be accessible to students beginning in the Fall 2017 semester.

The core assessment instrument used to assess the embedded information literacy curriculum was based on the Multi-State Collaborative project assessment instruments. Having learned how to appropriately assess student artifacts, two more instructional librarians have been working with the instruction assessment librarian to develop measurable student learning outcomes, information literacy curriculum and assessment instruments that will produce meaningful data for all instruction delivery formats, including the one-credit LSC-150 course.

It is also true that certain elements of the information literacy curricula from these instructional models overlap among the instructional delivery modes. Instructional materials and technologies used in the one-credit LSC-150 course, such as CentralSearch (our discovery layer), have been introduced to students within both the embedded librarian classes as well as the one-shot IL classes and the one-credit course sections. The assessment of students' digital literacy is still mostly anecdotal at this time; however, we had suggested a few assessment instruments for the FYE Information Literacy modules that were to be rolled out for the new FYE program in the Fall 2016 semester. These assessment instruments will be used to determine students' digital literacy competencies within the LSC-150 course, in which a digital literacy unit has been taught for three consecutive academic years.

Bibliography

Buchanan, H. E., & McDonough, B. (2014). *The one-shot library instruction survival guide*. Chicago: American Library Association.

Appendix A

2016 NEASC Standards

(Please click on page cover on next page or use following URL to access the full online PDF document:
<https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016.>)

Standards for Accreditation

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

Appendix B

ACRL Information Literacy Framework

(Please click on page cover on next page or use following URL to access the full online PDF document:

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf.)

Framework for Information Literacy for Higher Education

Filed by the ACRL Board on February 2, 2015. Adopted by the ACRL Board, January 11, 2016.

Contents

[Introduction](#)

[Frames](#)

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

[Authority Is Constructed and Contextual](#)

[Information Creation as a Process](#)

[Information Has Value](#)

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[Appendix 1: Implementing the Framework](#)

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[Appendix 2: Background of the Framework Development](#)

[Appendix 3: Sources for Further Reading](#)

Appendix C

Pre-Information Literacy Class Assignment

Information Literacy Pre-Assessment

Directions: There is a back side to this worksheet. Pick a topic you would like to research (not one that has been assigned to you for this course), as if you were going to write a research paper for a class. Then, find an article that you would use as a source in that paper. Pay attention to your process as you do this, and fill out the worksheet below. **Don't forget to attach the article!**

Topic:

1. What makes this a good topic for you to research?

Article:

2. Describe how and where you found this article. What was your search process?

3. Describe how you determined that this article would be appropriate for an academic assignment. What criteria did you use to evaluate it?

4. Describe how you would use this source in your paper. What purpose does it serve?

Appendix D

Pre-Information Literacy Assignment Sample Answers

1. What makes this a good topic for you to research?
 - a. Computer engineering technology
 - b. I would research architecture. The structure of buildings and design are fascinating to me.
 - c. A good topic would be the changes in social disparity throughout the decades and the trajectory of the future.

2. Describe how and where you found this article. What was your search process?
 - a. The internet. (Article was not attached and title/citation was missing.)
 - b. I would Google architecture. I would find different buildings and research their architecture. (Article was not attached and title/citation was missing.)
 - c. My search process would begin with me looking for a relevant article on Google. (Article was not attached and title/citation was missing.)

3. Describe how you determined that this article would be appropriate for an academic assignment. What criteria did you use to evaluate it?
 - a. Reliable information.
 - b. The article was easy to understand and had many visuals.
 - c. The criteria I'd use to assess an article for the academic assignment are: is it reliable? Is it relevant?

4. Describe how you would use this source in your paper. What purpose does it serve?
 - a. I would use it for information.
 - b. I would use this article for its information and its visuals.
 - c. I'd use the source to supplement my knowledge on the given topic.

Appendix E

Raw Assessment Data from the Pre-Information Literacy Assignments

Pre-Information Literacy Assignment from One-Shot ENG110 Section

Artifact Code	Determine Extent of Information Needed		Evaluate Info and Sources Critically		Use Info Effectively to Accomplish Purpose		Access Needed Information		Score Sums		Avg of E1 & E2
	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	
4296221A	0.00	1.00	1.00	1.00	0.00	1.00	0.00	0.00	1.00	3.00	2.00
4296221B	0.00	1.00	0.00	1.00	0.00	1.00	0.00	0.00	0.00	3.00	1.50
4296221C	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.50
4296221D	1.00	2.00	1.00	1.00	1.00	1.00	0.00	0.00	3.00	4.00	3.50
4296221E	0.50	1.50	0.00	0.00	0.00	1.00	0.00	0.00	0.50	2.50	1.50
4296221F	1.00	2.00	1.00	0.00	1.00	0.00	0.00	0.00	3.00	2.00	2.50
4296221G	0.00	0.00	1.00	2.00	1.00	2.00	0.00	1.00	1.00	5.00	3.00
4296221H	0.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	7.00	4.50
4296221I	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00
4296221J	0.00	2.00	0.00	1.00	0.00	0.50	1.00	1.00	1.00	4.50	2.75
4296221K	1.00	2.00	1.00	0.00	1.00	1.00	1.00	0.00	2.00	3.00	2.50
4296221L	0.00	2.00	1.00	2.50	1.00	2.50	1.00	2.00	2.00	9.00	5.50
4296221M	0.00	1.00	0.00	1.00	0.00	0.00	0.00	0.50	0.00	2.50	1.25
	0.27	1.27	0.54	0.88	0.46	0.92	0.38	0.50	1.19	3.58	2.38
Avg Scores (B,C,D,I, K)	0.4	1.2	0.4	0.4	0.4	0.6	0.4	0	1	2.2	1.60
Total Avg Scores (C,D,E,F, K)		0.8		0.4		0.5		0.2		1.6	0.475

Key:

E1 = First Evaluator; E2 = Second Evaluator

Artifact Codes were created for each student's assignment. Most of the students did not write their name at the top of the quizzes.

Pre-Information Literacy Assignment from Embedded Information Literacy ENG110 Section

Artifact Code	Determine Extent of Information Needed		Evaluate Info and Sources Critically		Use Info Effectively to Accomplish Purpose		Access Needed Information		Total Average of Competencies		Avg of E1 & E2
	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	
0181121A	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.50
0181121B	1.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	1.25	1.75	1.50
0181121C	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.25	1.13
0181121D	1.00	2.00	0.00	2.00	1.00	2.00	1.00	2.00	0.75	2.00	1.38
0181121E	1.00	2.00	0.00	0.00	0.00	0.00	1.00	1.00	0.50	0.75	0.63
0181121F	1.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.75	1.38
0181121G	0.00	1.00	0.00	0.00	1.00	1.00	1.00	2.00	0.50	1.00	0.75
0181121H	1.00	1.00	0.00	0.00	1.00	1.00	1.00	1.00	0.75	0.75	0.75
0181121I	0.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	0.75	1.25	1.00
0181121J	0.00	1.00	0.00	1.00	0.00	1.00	1.00	2.00	0.25	1.25	0.75
0181121K	0.00	1.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	1.75	0.88
0181121L	0.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	0.75	1.75	1.25
0181121M	2.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.50	1.50	1.50
0181121N	0.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	0.75	1.50	1.13
0181121O	0.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	0.75	2.00	1.38
Avg Scores	0.60	1.40	0.60	1.33	0.93	1.47	0.93	1.73	0.77	1.48	1.13
Avg Scores (C,E,G,H,M)	1.00	1.40	0.40	1.00	1.00	1.00	1.00	1.40	0.85	1.05	0.95
Total Avg Scores (C,E,G,H,M)	1.20		0.70		1.00		1.20		0.95		

Key:

E1 = First Evaluator; E2 = Second Evaluator

Artifact Codes were created for each student's assignment. Most of the students did not write their name at the top of the quizzes.

Appendix F

LSC-150 C01 Online Course Rubric for Annotated Bibliography

(Final Project Grading Rubric)

STUDENT:

ANNOTATED BIBLIOGRAPHY GRADING RUBRIC GRADE: 100 X .30=

TOPIC:

(5 pts) Introductory Paragraph with Thesis Statement:

5	4	3	2
Topic is sufficiently defined, focused, and appropriate for research paper; identifies key concepts and related terms that describe the information need.	Topic is clearly stated but is somewhat general and could be more focused; does not identify all necessary key concepts and related terms that describe the information need.	Topic is not sufficiently defined or narrowed for the research paper and key concepts and related terms that describe the information need are not included.	The topic is not approved by the instructor.

(15pts) MLA or APA BIBLIOGRAPHIC CITATION:

3	2	1.5	1
Bibliographic Citation was correctly alphabetized, formatted and used properly in documenting source.	Bibliographic citation was not properly alphabetized, and at least 2 pieces of information may be missing from citation (page number, date, journal, volume number) or formatted incorrectly. Note: .5 taken off a single missing piece of information.	Bibliographic citation was not properly alphabetized, and at least 3 pieces of information is missing or improperly formatted from the bibliographic citation. This includes the database information from the online source.	Bibliographic citation was not properly alphabetized or formatted, and most or all parts of the bibliographic citation is missing.

Selection of Sources (Appropriate type of source selected for information need) (1 pt. x 5 sources= 5 pts):

1 BOOK : 1 pt.

2 SCHOLARLY JOURNALS: 2 pts.

1 REPUTABLE MAGAZINE: 1 pt.

1 WEB SITE: 1 pt.

Relevance/Usefulness of Source to Research Topic: (3pts. X 5 Sources =15pts)

3	2	1	0
Source is directly related to topic and student explains connection to thesis.	Source is related to topic but student does not fully explain connection to thesis.	Source is related to topic but student does not explain connection to thesis.	Source is not related to topic.

(50 pts) ANNOTATIONS (10 pts x 5 annotations =50pts)

10	8	6	4	2
Annotation critically evaluates the source and contains at least 5 items from the annotation guidelines criteria.	Annotation provides an adequate evaluation of the source and contains at least 4 items from the annotation guidelines criteria. May contain some summary rather than analysis.	Annotation provides an uneven or inadequate evaluation of the source and contains only 3 items from the annotation guidelines criteria. May contain more summary than analysis.	Annotation provides an inadequate evaluation of the source and contains only 2 items from the annotation guidelines criteria. May contain more summary than analysis.	Annotation provides an inadequate evaluation of the source and contains 1 item or less from the annotation guidelines criteria. May contain more summary than analysis.

Writing Mechanics. (2 pts x 5 annotations= 10 pts):

2	1	0
Annotations are well written and use correct grammar, diction, punctuation, and spelling.	Annotations are adequately written and contain minor errors in grammar, diction, punctuation, and spelling.	Annotations contain several mechanical errors in grammar, diction, punctuation, and spelling.

Appendix G

AAC&U VALUE Rubric for Information Literacy

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



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

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	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.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

Appendix H

Online Information Literacy Tutorial Modules in Springshare LibGuides ©

Student Version – Daily View

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides

Links



[Click here to view statistics prior to 2012-07-01](#)

Information Literacy Tutorials for Students [\(view/edit\)](#)

Information Literacy Tutorials for Students

Daily

2016-08-22

- 2017-01-01

Apply

Reset

6 pages, 35 views



All Guides | **Page Views** | **Links**

Hit source: **All** | Standard | Mobile | API | Widget

Export to: Excel | Plain view

	ID	Page Name	Views
1.	5661878	Intro to Information Literacy Tutorials	19
2.	5661883	2 - Evaluate Information	8
3.	5661882	1 - Find Information	6
4.	5661884	3 - Use Information	1
5.	5661886	Let Us Know!	1
6.	5661885	Recommended Resources	0

Show 10 per page << First < Prev Page 1 of 1 Next > Last >>

Student Version – Monthly View

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides

Links



[Click here to view statistics prior to 2012-07-01](#)

Information Literacy Tutorials for Students [\(view/edit\)](#)

Information Literacy Tutorials for Students

Monthly

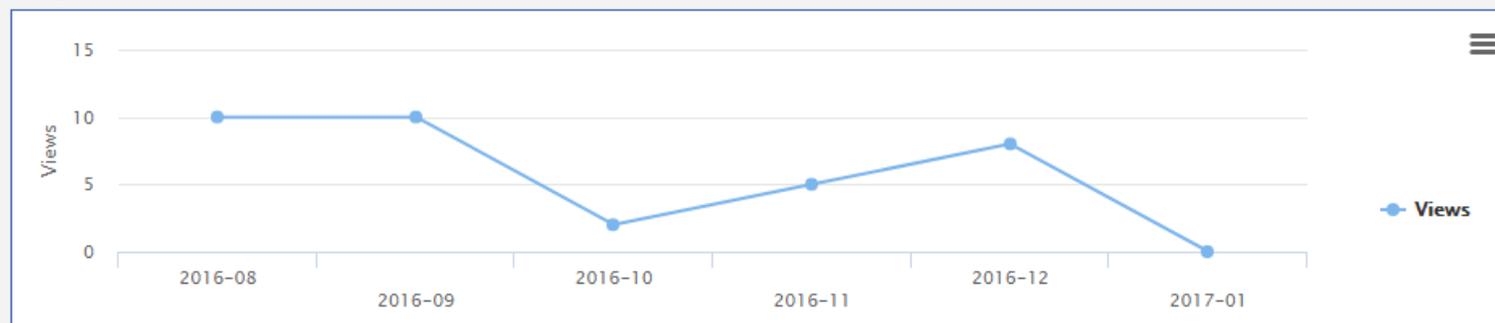
2016-08-22

- 2017-01-01

Apply

Reset

6 pages, 35 views



All Guides | **Page Views** | **Links**

Hit source: **All** | Standard | Mobile | API | Widget

Export to: **Excel** | Plain view

ID	Page Name	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
1. 5661878	Intro to Information Literacy Tutorials	0	0	0	0	0	0	0	5	7	0	3	4	19
2. 5661883	2 - Evaluate Information	0	0	0	0	0	0	0	2	1	2	2	1	8
3. 5661882	1 - Find Information	0	0	0	0	0	0	0	3	2	0	0	1	6
4. 5661884	3 - Use Information	0	0	0	0	0	0	0	0	0	0	0	1	1
5. 5661886	Let Us Know!	0	0	0	0	0	0	0	0	0	0	0	1	1
6. 5661885	Recommended Resources	0	0	0	0	0	0	0	0	0	0	0	0	0

Show 10 per page << First < Prev Page 1 of 1 Next > Last >>