This is an Intervention! Using a Campus-Wide Initiative and Assessment to Transform the Information Literacy Program

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Florida Gulf Coast University
Participants will:

• be able to identify advantages of becoming part of university-wide programs to enhance student learning

• be able to describe a model of performance or authentic assessment of information literacy using rubrics and written artifacts

• be able to describe ways that assessment data can be used as evidence for making changes to instructional strategies or content in an information literacy program
Who We Are

• Florida Gulf Coast University, located in Ft. Myers, FL
• Established 1997 with 2,500 students
• 2016 enrollment: 14,846
Before 2015...

- FGCU didn’t know much about the information literacy competency of our graduating students.

- Participatory data, surveys, quizzes were used.
What do quizzes and tests tell us?

What do we really want to know about our graduating students?
Effective Assessment

• Fixed-choice tests have many limitations.

• Performance assessments, specifically rubric based assessments have far more benefits for measuring learning.

• Why is performance assessment difficult for librarians to do?
Performance Assessment
May 2015

• 30 faculty members
  – Library
  – 8 Academic Programs
  – First-Year Composition II

• Scored 175 pieces of student work
  – First-Year & Seniors
  – Rubric
    • Writing
    • Critical Thinking
    • Information Literacy

How did we make this happen?
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Enhancing a culture of inquiry from composition to capstone

• Advance student writing, critical thinking, and information literacy skills within their majors as students become scholars in their disciplines

  – Integrate a common understanding of writing, critical thinking, and information literacy across all four years
  – Build on a foundation of General Education toward the creation of scholarly products in capstone courses
  – Assess student learning across four years of study and in every major
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• Students see this experience at least 6 times
  – General Education
    • Composition II
    • College-Level Writing Courses (CLWS)
      – 2 courses
  – Three additional sites within Major
    • Gateway course
    • Second course in each major
    • Senior capstone
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• Development of the initiative was based on:
  – Faculty and Staff ideas and input
  – Results of past assessments
  – Feedback from employers and post-baccalaureate programs
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Assessment Strategy

Two assessment sites
  – Composition II
  – Capstone

University-wide Assessments
  • Universal Assessment Instrument
    – modified from AACU Value Rubrics
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Assessment Strategy

• College of Health Professions and Social Work
  1. Health Sciences -- IHS 4938 Senior Seminar – CRN10406
  2. Exercise Science -- APK 4948L Experiential Learning II – CRN 10695
• Lutgert College of Business
  3. Accounting – ACG 4632 Independent Audit I – CRN 10221
• College of Arts and Sciences
  4. Biology – BSC 4911 Senior Project Research – CRN 10745
  5. Math -- MAT 4937 Senior seminar – CRN 10493
  6. English -- ENG 4930 Senior Seminar – CRNs 11796 & 11794
  7. Music-- MUS 4920 Senior Capstone in Music –CRN 11830
• College of Education
  8. Early Childhood Education & Elementary Education -- EDG 4937 Senior Seminar Initial Teacher Preparation. CRNs 11004 & CRN 12100
• Composition II
  9. Science
  10. Health Care
  11. Journalism
  12. Legal Studies and Criminal Justice
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University-Wide Assessment (2015)
<table>
<thead>
<tr>
<th>Information Literacy</th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and Access of High-Quality Information</td>
<td>Demonstrates skillful identification and access of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent identification and access of credible, relevant sources to support ideas, that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to identify and access credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Has difficulty identifying and accessing sources to support ideas in the writing.</td>
</tr>
</tbody>
</table>

**Information Literacy Identification**

- **First Year**
  - Level 1: 0.7
  - Level 2: 0.7

- **Seniors**
  - Level 1: 0.7
  - Level 2: 0.7

![Graph showing the distribution of information literacy levels for First Year and Seniors across years.](FLORIDA GULFCOAST UNIVERSITY: LIBRARY SERVICES)
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<tr>
<td>Use Information Effectively to Accomplish a Specific Purpose</td>
<td>Skillfully communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
<td>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>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.</td>
</tr>
</tbody>
</table>

![Information Literacy Use of Information](chart.png)
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Information Literacy

Information Literacy Identification

Information Literacy Use of Information

Level
- First Year
- Seniors

0.7

0.7
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Critical Thinking Evaluation of Information

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<tr>
<th>Critical Thinking</th>
<th>Capstone 4</th>
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</thead>
<tbody>
<tr>
<td>Evaluation of Evidence &amp; Information</td>
<td>Skillfully analyzes and evaluates information / evidence related to thesis; conclusion is insightful, logical and justified based on a skillful evaluation of evidence.</td>
<td>Adequately analyzes and evaluates information / evidence related to thesis; conclusion is logical and justified based on the evaluation of evidence.</td>
<td>Attempts to analyze and evaluate information / evidence related to thesis and use the evidence in order to justify conclusions.</td>
<td>Takes information at face value (little or no attempt to evaluate quality of information / evidence, relationship to thesis, or support of conclusions).</td>
</tr>
</tbody>
</table>

![Diagram 1](image1.png)

![Diagram 2](image2.png)
Comp II assessments first showed that students struggled with using sources in writing.

Action: Added Library Tutorial as requirement; increased library sessions.

Outcome: Improved scores on rubric assessment.

Outcome: Helped to get information literacy included in QEP.
FGCUScholars Assessment Result: Information Literacy performance is not improving enough between freshman and senior years

Action:
Focus on delivering instruction and enrichment to 2,3,4th year courses

Action:
Teach more than the basics

Action:
Keep doing what we are doing in Comp I & II
FGCUScholars Assessment Result:
Students have more trouble using information sources effectively than they do accessing information sources

Action:
Share result widely with faculty.

Action:
Focus on teaching the skills of evaluating, selecting, and using information.

Action:
Professional development for librarians to teach these skills.
FGCUScholars: How did the library get involved?

1. Librarian submitted info lit as an idea for QEP.
2. Info Lit was selected as a topic for further development and the librarian continued to work with the QEP Development and Steering Committee on the plan.
How did Information Literacy make it into FGCUScholars?

- Proactive engagement
- Integrated Library Goals into University Goals
- Rolled up into topics with broader appeal
- Inclusive
- Engaged bottom-up approach
- Connected to university culture versus university policy
Photo Credits


For more information:

On FGCUScholars
http://www.fgcu.edu/OUS/fgcuscholars.html

On assessment methods for information literacy: