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

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Guiding Questions

- What are advantages of becoming part of university-wide programs to enhance student learning?
- What are the benefits of authentic or performance assessment of information literacy?
- How can you use assessment data as evidence for making changes to instructional strategies or content in your information literacy program?

Assessment Strategies

Participatory Data
- Tells us how “busy” we were and how many students we taught
- Doesn’t tell us what students learned or what they can do
- Doesn’t provide guidance for changes to instruction
- Measures inputs, rather than outputs

Quizzes/Tests
- Good at measuring what students recognize or remember from instruction
- Doesn’t measure higher-order thinking or authentic performance
- Provides some guidance for changes to instruction
- Easy for librarians to make and score
- Easy to deliver in one-shots/tutorials

Rubric-based Assessment
- Good at measuring higher-order skills (understanding and deep learning)
- Can be used across different levels and programs
- Shows how students put skills to use in authentic scenarios
- Harder for librarians to do; need cooperation to collect artifacts for scoring

Campus-Wide Learning Initiative: Benefits and Factors of Success

Information Literacy is a part of the FGCUScholars campus-wide learning initiative because of:

- The persistence of librarians, the support of faculty in the academic programs, and the strength of evidence from prior assessment.
- Presentation of information literacy as critical to the development of life-long learners and inextricably intertwined with writing and critical thinking as foundational skills for all learners and scholars in every discipline.

Benefits to the FGCU Library from being a part of a campus-wide learning initiative have been:

- Completion of a curriculum map of where information literacy is taught, engaged, and/or assessed within the coursework of every undergraduate degree program
- Participation of faculty from all colleges and programs in redesigning assignments and curriculum and assessing information literacy, writing, and critical thinking
- University-wide assessment of information literacy skills (along with writing and critical thinking) using performance rubric-based assessment of student writing from first year and graduating students
- Clearer direction for new instructional content and strategies in information literacy as a result of university-wide assessment
### FGCUScholars Rubric (adapted from AAC&U VALUE rubrics)

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).</td>
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<tr>
<td><strong>Genre and Disciplinary Conventions</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
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<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Uses eloquent language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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### Critical Thinking

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<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, critical analysis and synthesis skills that convey the writer’s understanding.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas using critical thinking skills within the context of the discipline.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<tr>
<td><strong>Evaluation of Information; Conclusion</strong></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>
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### Information Literacy

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<td><strong>Identification and Access of Information / Evidence</strong></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>
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<td><strong>Use Information Effectively to Accomplish a Specific Purpose</strong></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>
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