Tracking information literacy at critical points in the college experience

New ideas and established projects

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Carleton College, Northfield, MN

This presentation: http://bit.ly/2019LOEXCarletonAssessment
Session description

During this session, reference & instruction librarians at Carleton College will discuss three established information literacy assessment projects. We will explain how these projects have helped us shape our pedagogy and teaching, as well as describe recently introduced assessment measures. To situate these projects, we will trace the history of academic departments that have included elements of information literacy in their learning goals. We will discuss how we responded to these goals by incorporating different types of assessments during the students’ college experience. These assessment projects have been deeply integrated into the library’s practice after years of refining so that we, as recent hires to the college, are able to work on them where others left off, while also contributing our existing knowledge.
Session learning outcomes

- **Borrow from us**: Participants will be able to identify our various assessment projects in order to determine if they might focus their assessment or instruction on similar measures.

- **Evaluate your practices**: Participants will be able to evaluate their own assessment practices at key stages of the college/university experience in order to determine if they are gathering data from the appropriate points during the student experience.

- **Identify your partners**: Participants will be able to identify potential partners in their institutions for assessment in order to potentially participate in similar projects themselves.
Outline for this session

● Major assessment projects:
  ○ Research Practices Survey
  ○ Information Literacy in Student Writing Project
  ○ Junior Information Literacy Survey

● Impact on our teaching
● Audience reflection activity
● Discussion/questions
The information literacy landscape on campus
Information literacy at Carleton College

...while not always called as ‘information literacy’ as such

General Education requirements:

- Campus learning objectives written large
- First-year seminar goals and assessments
23 out of 45 departments invoke information literacy in learning outcomes or assessment

...while not always called as ‘information literacy’ as such

Information literacy at Gould Library

1. Research Practices Survey  
   *First year*
2. Information Literacy in Student Writing (ILSW) project  
   *Second year*
3. Junior Information Literacy Survey  
   *Third year*
Project 1: Research Practices Survey

Image credit: https://gouldguides.carleton.edu/c.php?id=147169&p=965096
We surveyed pre-first-year students and post-first-year students (rising sophomores).

Librarians and faculty from 9 liberal arts colleges created in 2006.

Administered by Higher Education Data Sharing (HEDS) Consortium since 2008.

Fee: $500 for HEDS members and $1,800 for non-members.
2015 - 2016 measures

- Your Experiences With Research
- Your Course Assignments
- Your Perceptions of Research
- Your Familiarity with Research Terms and Strategies

Self-assessment of skills

Tests of performance

High school or pre-undergraduate experiences with research and libraries
Campus and other partners

- Office of Institutional Research and Assessment
  - especially crucial for outreach to incoming students
- First-year seminar instructors
- Other faculty teaching first-year courses
- HEDS Consortium
## Experiences, 2015 - 2016

<table>
<thead>
<tr>
<th></th>
<th>Used Print</th>
<th>Used Non-print</th>
<th>Used Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>25%</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td>Encyclopedias and Dictionaries</td>
<td>14%</td>
<td>49%</td>
<td>37%</td>
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<tr>
<td><strong>Academic Journals</strong></td>
<td>1%</td>
<td>84%</td>
<td>15%</td>
</tr>
<tr>
<td>Newspapers and Magazines</td>
<td>6%</td>
<td>57%</td>
<td>37%</td>
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Future of Research Practices Survey

Office of Institutional Research partnership

Consistently compare these results to what we learn in our other assessment practices to track students and evaluate our practices.
Project 2: Information Literacy in Student Writing

Image credit: “Home and hearth”
https://apps.carleton.edu/campus/library/now/exhibits/gould/carletonprofessor/?image_id=257261
Sophomore Writing Portfolio
Information Literacy in Student Writing (ILSW)

- Analyzing a representative sample from the Sophomore Writing Portfolio
- Internal Reference & Instruction department project
- 10+ years old!
Campus partners

- R&I librarians (wrangler & readers)
- Students (opt into study)
- Writing Across the Curriculum Program (gathering writing sample)
- Office of Institutional Research & Assessment (assessment)
- Faculty (extra readers)
ILSW measures dimensions of information literacy:

- **Strategic inquiry** *(new!)* → How well does the student set up a researchable or investigable topic and scope of inquiry and then follow through with those plans?

- **Use of evidence** → How effectively does the student deploy evidence to support and/or contextualize claims?

- **Attribution of evidence** → How clearly does the student attribute the work of others in human readable form?

- **Evaluation of sources** → How sophisticated are the students abilities to select appropriate sources?
<table>
<thead>
<tr>
<th>Information Literacy in Student Writing Rubric</th>
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<tbody>
<tr>
<td><strong>INFORMATION LITERACY IN STUDENT WRITING: RUBRIC</strong></td>
</tr>
<tr>
<td><strong>Strategic Inquiry</strong></td>
</tr>
<tr>
<td>Not expected in Genre – N/A</td>
</tr>
<tr>
<td>Does not require a researchable question. (Especially in observation or reaction papers.)</td>
</tr>
<tr>
<td><strong>Use of Evidence</strong></td>
</tr>
<tr>
<td>Not expected in Genre – N/A</td>
</tr>
<tr>
<td>Does not include claims that should be supported with evidence beyond description or opinion. (Especially in observation or reaction papers.)</td>
</tr>
<tr>
<td><strong>Attribution of Evidence</strong></td>
</tr>
<tr>
<td>Not expected in Genre – N/A</td>
</tr>
<tr>
<td>Does not use or refer to sources created by others. (Especially in some lab reports and data analysis papers)</td>
</tr>
<tr>
<td><strong>Evaluation of Sources</strong></td>
</tr>
<tr>
<td>Not expected in Genre – N/A</td>
</tr>
<tr>
<td>Does not call for source evaluation or selection. (Especially in some lab reports, data analyses, and primary source analyses)</td>
</tr>
</tbody>
</table>

Read more: https://go.carleton.edu/ILSW
In general, our sophomores are sophomores (2018)
We can pull data about IL skills related to...

- Course level
- Paper type
- Academic discipline
- Demographic breakdown
- Term written
- Comparison to Writing Portfolio

Single year & Longitudinal (except recently added Strategic Inquiry)
Evaluation of Sources: Scores dropped over time
Evaluation of Sources: it’s getting harder

Studies in the journal *Alcohol and Alcoholism* (2014), the *Journal of Health Economics* (2012), and the *Journal of Policy Analysis and Management* (2013) have collected evidence that shows "a sharp increase in alcohol consumption but a decrease in marijuana consumption" when consumers turn 21, the legal drinking age in the United States.

Future of Information Literacy in Student Writing Project

Improve our instruction of Evaluation of Sources in particular.

Assessing senior theses (called “comps”)

___
Project 3: Junior Information Literacy Survey

Image credit: https://blogs.carleton.edu/libeoutreach/page/4/
Junior Information Literacy Survey

- Measures IL skills during third year
- Similar to Research Practices Survey
- Developed by R&I librarians and History department

Survey outcomes:

- Assess students’ learning in research methods course
- Faculty awareness of their students’ ability to conduct research
- Opportunity to provide targeted library instruction early in fourth year
Assessment instrument

Survey is composed of 17 questions.

Things we are interested in learning:

- Iterative research actions: number of times students completed certain research tasks.
- Discipline specific questions: major subject database/index; primary sources; citation style.
- Ability to identify source types: from catalog result list; identifying parts of a citation in order to determine item type.
Future of Junior Information Literacy Survey

All fourth years at Carleton write a senior thesis (COMPS)

Re-brand as “Upper level library research skills survey”

Continue to gear towards students who are getting ready to conduct COMPS related research.

Will administer survey at different times during the school year (course dependent).
Conclusions
Impact on our IL instruction

- Changing student population & more inclusive curricula
- Avoiding library jargon and noting the examples we use
- Student confidence does not match student practice
- Data-driven conversations as faculty outreach
- Internal R&I departmental norming

Our goal: assess students at multiple points during their time at Carleton!
What are your ideas?
Think - Pair - Share

Chat with your neighbor

Which partners can you identify on your campus for current or new assessment projects?

What would you like to learn about your students?

Could you see using any of the assessments we discussed today?

Thanks!

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Image credit: https://www.openlibhums.org/news/267/

This presentation:
Bibliography


Information Literacy in Student Writing Project. https://go.carleton.edu/ILSW

