ASSESSMENT ROADSIDE ATTRACTIONS

from Mile Marker One to Programmatic Student Learning

Tessa Withorn
Online Learning Librarian
Carolyn Caffrey Gardner
Information Literacy Coordinator

CSU Dominguez Hills
~14,600 mostly undergraduate students
  ○ HSI, commuter student, 61% Hispanic, 14% Black/African American, 11% Asian/Pacific Islander
  ○ Most major in Business Administration, Psychology, Criminal Justice, and Health Science
  ○ Very low tenure density (28%) when compared to other CSUs

Accreditation Year = assessment party!
Lots of hiring
A collaboration formed with PSY 490
Our dream destination was **authentic assessment** of students’ learning in a way that honored their prior knowledge and experiences and was useful to us in supporting learning.

Could we find something that also satisfied institutional requirements for program assessment?

What do you want to know about student learning in your context?
1st round - Spring & Summer 2017

Librarians and psychology faculty did a bunch of “assumption hunting” and coming to a shared understanding.

First bump in our road trip: Discovering that while the department had standardized guidelines (and learning outcomes) for the assignment over the years those guidelines had dissipated in practice.
<table>
<thead>
<tr>
<th>Library Information Literacy Program Outcomes</th>
<th>Psychology Department Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to...</strong></td>
<td><strong>Psychology professors will model, and thus psychology majors will be exposed to the value and worth of...</strong></td>
</tr>
<tr>
<td>Give credit to the original ideas of others through attribution and/or formal citation conventions</td>
<td>Personal and professional ethics, including academic integrity and professional codes of behavior</td>
</tr>
<tr>
<td>Contribute to the scholarly conversation as creator or critic</td>
<td>Scientific methods and reasoning</td>
</tr>
<tr>
<td>Track a scholarly conversation within a discipline</td>
<td>Some of the skills of taking multiple perspectives</td>
</tr>
</tbody>
</table>
We then adapted and normed a rubric from Claremont Colleges Library (2013) to score papers on:

- selection of sources
- attribution
- use of sources

What went well: Detailed discussions using actual student work

What we didn’t plan for: Negotiating disciplinary expertise
| **Attribution** | Shows a sophisticated level of understanding for when and how to give attribution. This is demonstrated through:  
- A reference page that cites sources correctly and consistently using APA format.  
- In-text citations are used correctly and consistently in APA format  
- Paraphrases and quotations are constructed correctly and consistently. |
| **Selection of Sources** | Sources used demonstrate sophisticated awareness of universe of literature and community of scholarship. This is demonstrated through:  
- 10 or more scholarly sources are referenced  
- Literature review is comprehensive and includes a variety of scholarly sources appropriate to the proposed research topic |
| **Use of Evidence** | Evidence is integrated and synthesized expertly to support claims. This is demonstrated through:  
- Identifying gap(s) and/or theme(s) in the literature and contributes significantly to the scholarly conversation  
- Distinction between own ideas and others is consistently clear  
- Does not over- or under-rely on the ideas of other or the work of a single author  
- Contextualizes evidence appropriately for the intended audience |
2nd round of assessment with 108 student papers

Working with the psychology department as a partner meant we could think more broadly about how to support students beyond “library sessions”

Online learning librarian hiring - alignment with program vision

*Other bumps*: Validity, shifting institutional culture, and department chairs
What We Packed

Scaffolding PSY 490

Large research papers are daunting tasks for students - one way to make the process less intimidating is through educational scaffolding. Scaffolding, or breaking an assignment into smaller chunks, helps students navigate the research process by going from topic to a final paper through low-stakes assignments and activities to keep students on track. Below are some suggestions for scaffolding the 490 research paper:

1. ASSIGNMENT
   Example Template
   Use transparent design. Students will know what to expect.

2. PROPOSAL
   Topic Narrowing Tutorial
   Allow time for brainstorming and approve topics beforehand. Students will start off strong!

3. ANNOTATED BIBLIOGRAPHY
   Example Template
   Instructional Videos
   Library Instruction
   Citation & Plagiarism
   Library Tutorials

4. DRAFT & FEEDBACK
   Allow time for peer and instructor feedback. Students will revise their work and perceive audience.

5. SUBMIT FINAL
   Assess student learning from the assignment rubric.

Assignment Template

The following assignment template is an example that can be modified for your class needs. It was designed using some of the techniques from UNLV’s Transparency in Learning and Teaching in Higher Ed project. Download and edit the Word document, or view the embedded PDF below.

- PSY 490 Assignment Template
  A format for an assignment with some examples

- Annotated Bibliography
  An annotated bibliography assignment template designed to be completed by students for a grade early in their research process. A great chance to provide early feedback on students sources and topic!

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Purpose:

[What is the final paper designed to communicate and to whom? Is it an in-depth literature review? Or a proposed study?]

Guidelines:

[Provide the technical guidelines here. Depending on your assignment, you may want to further specify based on the parts of the research paper: e.g. introduction, literature review, methods, results, discussion, etc.]

Your paper should be 15-20 pages using APA formatting and citation style. Please cite and
Revisiting the Itinerary

<table>
<thead>
<tr>
<th></th>
<th>Summer 2017 n=25</th>
<th>Spring 2018 n=108</th>
<th>Fall 2018 n=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribution</td>
<td>2.36</td>
<td>2.29</td>
<td>2.67</td>
</tr>
<tr>
<td>Selection of Sources</td>
<td>2.78</td>
<td>2.59</td>
<td>3.12</td>
</tr>
<tr>
<td>Use of Sources</td>
<td>2.37</td>
<td>2.22</td>
<td>2.78</td>
</tr>
</tbody>
</table>

**Scores are out of 4.0

Presented this way it doesn’t look as encouraging……. but…….
Documenting the Journey

PSY 490 Library Assessment Report
January 2018

Library & PSY 490 Assessment Project – Fall 2018 Results

At the conclusion of the Fall 2018 semester librarians scored new PSY 490 papers from four sections in partnership with the Psychology department. Librarians adapted the Claremont Colleges Information Literacy rubric to score papers on attribution, selection of sources, and use of sources aligned with some of the Library’s learning outcomes and Psychology PLCMA.

Students will be able to...

- Give credit to the original ideas of others through attribution and/or formal citation conventions
- Contribute to the scholarly conversation on a topic as creator or critic
- Track a scholarly conversation within a discipline

Results of Student Learning

Summary: Overall, students had significantly improved information literacy skills in Fall 2018 when compared to Spring 2018 and 2017 semesters. Across all of the sections, students were generally able to find and select appropriate scholarly peer-reviewed sources. Students also met basic expectations when it came to proper APA attribution of these sources. However, students need additional focus on the purposes of a literature review; we noted that at times they generally over-rely on a single work or fail to put sources in conversation with each other.

Overall Competency Levels by %

The total score on the rubric was 12. Basic competency was defined as achieving a score of 7 or higher on the rubric. Intermediate competency was defined as a score of 9 or higher on the rubric. Advanced competency was defined as achieving a score of 11 or higher on the rubric. For each category of analysis (attribution, selection, and use) developed was defined as a 3 and highly developed as a 4.

Final Paper Assignment Template, One Perfect Source video, Scholarship as Conversation video

Final Paper Assignment Template
We’re not there yet! More scoring and building on the toolkit

Considerations when designing assessment:

- What does your institution value? (Local contexts matters)
- Start with set priorities, but be willing to deviate from your route

Unexpected outcome: We were able to position ourselves as collaborators in assessment/assignment design and experts in information literacy pedagogy.
Map Out Your Own Trip!

Dream Destinations
What does an ideal path look like? What are their behaviors and dispositions? Do they bend in the breeze of searching in a tropical oasis? Are they persistent rocky mountain climbers?

Itinerary
What kind of assessment methods work for your context? How will you know you're making progress? Are their existing assessment tools you could adapt?

Documenting Your Trip
Who will you share your assessment journey and data with? How?

What to Pack
What interventions could you provide that prepare students and/or instructors?
Questions?

Tessa Withorn
twithorn@csudh.edu
@tessawithorn

Carolyn Caffrey Gardner
cgardner@csudh.edu
@ccaffgardner

