Herding Cats: Assessing Information Literacy in a General Education Program
Learning Outcomes

- An understanding of assessing a general education goal and its challenges
- One method of deploying standardized information literacy materials in a scalable way across departments
- An overview of the major components of an assessment project in Blackboard Outcomes
Some Types of Assessment

Formative: to gauge students’ progress to improve teaching during a semester (CITL, 2015).

Summative: to measure student learning of course goals at the end of a semester (CITL, 2015).

Programmatic: to assess student learning of program goals for a particular program or major (Eberly, 2015).
General Education & Information Literacy: Two Programs
The General Education Program (GEP) and the Library

The General Education Program (GEP) and the Library

Required First Year Seminar

Student Type?

Traditional

Student Type?

Hybrid

Required Adult Learning Seminar

Adult

Required Library Component

Online

“Students will be able to navigate the University library system [for their] written work.”
Challenges

What if the library is not explicitly a part of my general education program?

How do we express the importance of information literacy if we are not included in Middle States?
• “Students will communicate effectively using a variety of written forms.”
• “Students will understand how scientific knowledge is evaluated and communicated.”
• “Students will be able to distinguish among various sources of information and to identify sources of conflict arising from allocation of material resources or ideological differences.”
MSCHE: Possible External Replacements

Look at other standards:
- CAEP, NAEYC, InTASC, PDE
- AACSB
- NAAB
- ?
Deploying Content in your LMS
Transition to Hybrid Library “Course”

First Year Seminar 150

Web Evaluation Activity (15–20 min.)
This activity is completed as a group in-class usually. If you are completing this module online, please complete it.

Popular vs. Scholarly Sources (10 min.) – Homework
This activity is completed as homework for First Year Seminar.

Orientation to the Library (10 min.) – Absent and Online students

Preparing to search: Absent and online students

You must complete it!
Library Research

1. Start Here
   Get started, Pre-test, Course Introduction - 10 min.

2. Identifying Citations
   Learn how to differentiate between books, book chapters, and journal article citations and understand the basic elements of citations - 6 min.

3. Finding Books
   Learn how to search the Library Catalog and how to locate books within the library - 6 min.

4. Website Evaluation
   Learn how to assess websites to determine reputability, authority, and the bias of a website. - 20 min.

5. Preliminary Research
   Learn when and how to use online encyclopedias, dictionaries, and reports in order to obtain basic information about your research topic - 10 min.

6. Popular vs. Scholarly Journals
   Learn how to identify the differences between popular magazines and scholarly journals - 5 min.

7. Primary vs. Secondary Sources
   Learn how to differentiate between primary and secondary sources generally and recognize how their definitions vary with each topic.
How do I deploy online content in a sustainable way while still having it embedded in individual classes?
Course creation process
Assessing Content
What we were already doing

Results (Frequency distribution)

Average = 81%

<table>
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<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Total</th>
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<td>10</td>
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<td>3%</td>
<td>21%</td>
<td>33%</td>
<td>30%</td>
<td>12%</td>
<td>100%</td>
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Quantitative Assessment

PreTest
Complete this first.

PostTest
Enabled: Adaptive Release
May 2015: + Qualitative Assessment?

**Rubric**

<table>
<thead>
<tr>
<th>Name</th>
<th>Information Literacy Skills 1.2</th>
</tr>
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<tbody>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Rubric Detail</td>
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</table>

**Levels of Achievement**

<table>
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<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>Student determines the extent of information needed</td>
<td>0 Points</td>
<td>1 Points</td>
<td>2 Points</td>
</tr>
<tr>
<td></td>
<td>The information used does not relate to the thesis. Did not use any resources; did not cite resources</td>
<td>The extent of the information used is inadequate for the scope of the thesis. Used 1-2 sources, related to thesis</td>
<td>The extent of the information used adequately with the scope of the thesis. Used 3-4 sources, related to thesis</td>
</tr>
</tbody>
</table>

**AAC&U**

1915 to 2015

**SJU**
Saint Joseph’s University

**live greater.**
Blackboard Outcomes
### The Entire Process:

1. Possess standard set of learning goals
2. Upload set of learning goals to Goals
3. Configure Outcomes and Goals
4. Grant Outcomes Administration privileges
5. Create Assignments for collection in courses
6. Align these to the appropriate Goals
7. In Outcomes, create assessment project for these Goals
8. Configure collection with rubric
9. Run collection
10. Sample artifacts
11. Assign to evaluators
12. Evaluate according to rubric
13. Collect data/report in Excel/PDF
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Blackboard Learn Administrator (Academic Technology)

Either

Outcomes Administrator (Librarian)
Getting started with programmatic assessment

Middle States: [http://www.msche.org/](http://www.msche.org/)

Teacher Education Standards:

- NAEYC - [https://www.naeyc.org/accreditation](https://www.naeyc.org/accreditation)
- CAEP - [http://caepnet.org/](http://caepnet.org/)
- InTASC - [http://www.ccsso.org/](http://www.ccsso.org/)

More information:

- [http://railsontrack.info/](http://railsontrack.info/)
- [http://www.aacu.org/value](http://www.aacu.org/value)
- [http://meganoakleaf.info/](http://meganoakleaf.info/)