

# Capitalizing on University Resources for Easy and Economical Information Literacy Assessment

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## Premise

- We regularly collaborate with the Honors Program
- Honors Program moved to Learning Objective Based curriculum in 2009.
- Utilize ePortfolio system (Chalk and Wire) to assess student learning
- We assess for information literacy in three areas:
  - Critical/Integrative Thinking
  - Inquiry
  - Communication
- The assignments/entries are not written to the rubric
- First year students began submitting ePortfolios in spring 2010
- In academic year 11/12 first years, 2<sup>nd</sup> years, and juniors submitted

## Process

- Students submit reflections and artifacts that represent their learning for each objective
- Submissions for three of the objectives are also forwarded to us for assessing using a modified version of the VALUE rubric from the American Association of Colleges and Universities (AAC&U)

	Minimally Developed	Partially Developed	Satisfactorily Developed	Substantially Developed
<b>Determine the Extent of Information Needed</b>	Has difficulty defining the scope of the research question. Has difficulty determining key concepts. Information sources do not relate to concepts or answer the research question.	Defines the scope of the research question incompletely (too broad, too narrow, etc.). Can determine key concepts. Sources partially relate to concepts or answer the research question.	Defines the scope of the research question. Can determine key concepts. Information sources relate to concepts or answer the research question. Begins to demonstrate relevant concepts that are disciplinary specific.	Effectively defines the scope of the research question. Effectively determines key concepts. Types of information sources selected directly relate to concepts or answer research question. Demonstrates relevant concepts that are disciplinary specific.
<b>Access Needed Information</b>	Accesses information without forethought. Retrieves information that lacks relevance and quality.	Accesses information using simple search strategies; retrieves information from limited and similar sources.	Accesses a variety of information sources using multiple search strategies. May demonstrate ability to refine search.	Accesses the most appropriate information sources using effective, well-designed search strategies.
<b>Evaluate Information and its Sources Carefully</b>	Shows an emerging awareness of present viewpoints. Begins to identify some contexts when presenting a position.	Questions some viewpoints. Identifies several relevant contexts when presenting a position. May be more aware of others' viewpoints than one's own (or vice versa).	Identifies own and others' viewpoints and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' viewpoints and carefully evaluates the relevance of contexts when presenting a position.
<b>Use Information to Achieve a Specific Purpose</b>	Communicates information from sources. The information is fragmented and/or used inappropriately. Evidence and claims are obvious or general.	Communicates and organizes information from sources. The information is not yet synthesized. Claims and evidence are clearly explained.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.
<b>Access and Use Information Ethically</b>	Sources are mentioned, but are used incorrectly. Paraphrasing, quoting, and/or summarization is attempted, but is flawed.	Outside sources are present and generally used correctly. A bibliography is present. Paraphrasing, quoting, and/or summarization are used, with some mistakes.	Sources are cited correctly. In-text citations are bibliographic in an accepted citation style. Paraphrasing, quoting, and/or summarization are used correctly.	Adapted at using appropriate documentation style for their discipline. Skilled at integrating information using paraphrasing, quoting, and/or summarization, and demonstrates sound judgment in technique choice.

For Scoring Purposes Minimally Developed=1; Partially=2; Satisfactorily=3 and Substantially=4

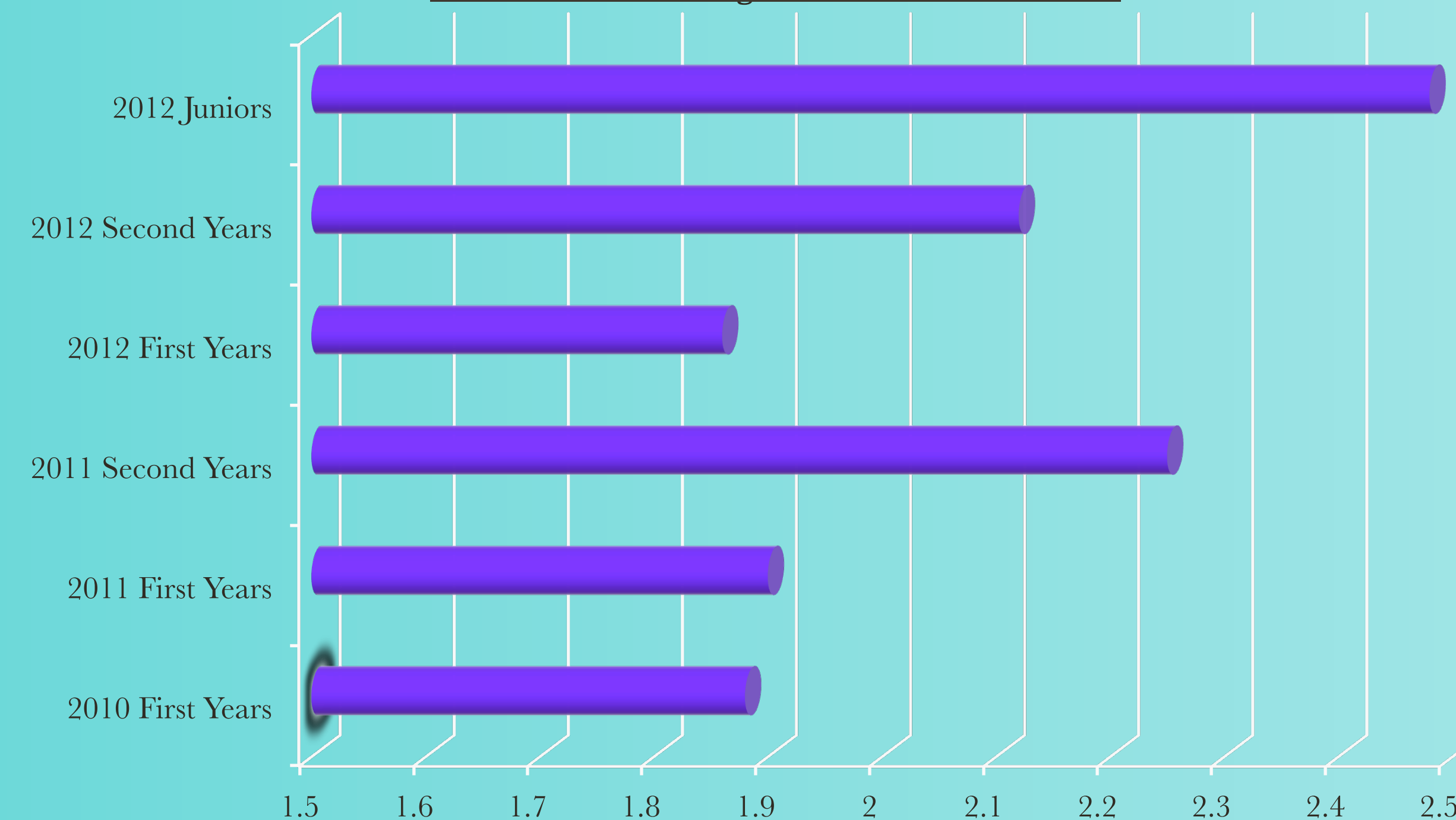
## Submissions

- Most submissions came from freshmen/sophomore level students
- Many submissions did not include an artifact (like a research paper) and/or did not reflect on the research process, so they couldn't be scored
- Submissions came from students in a variety of majors and a variety of courses
- Many students wrote about assignments that did include information literacy components, such as a speech course where students had to give a persuasive speech using outside sources and a business class where students had to prepare an outline and an annotated bibliography.

## Results/Data

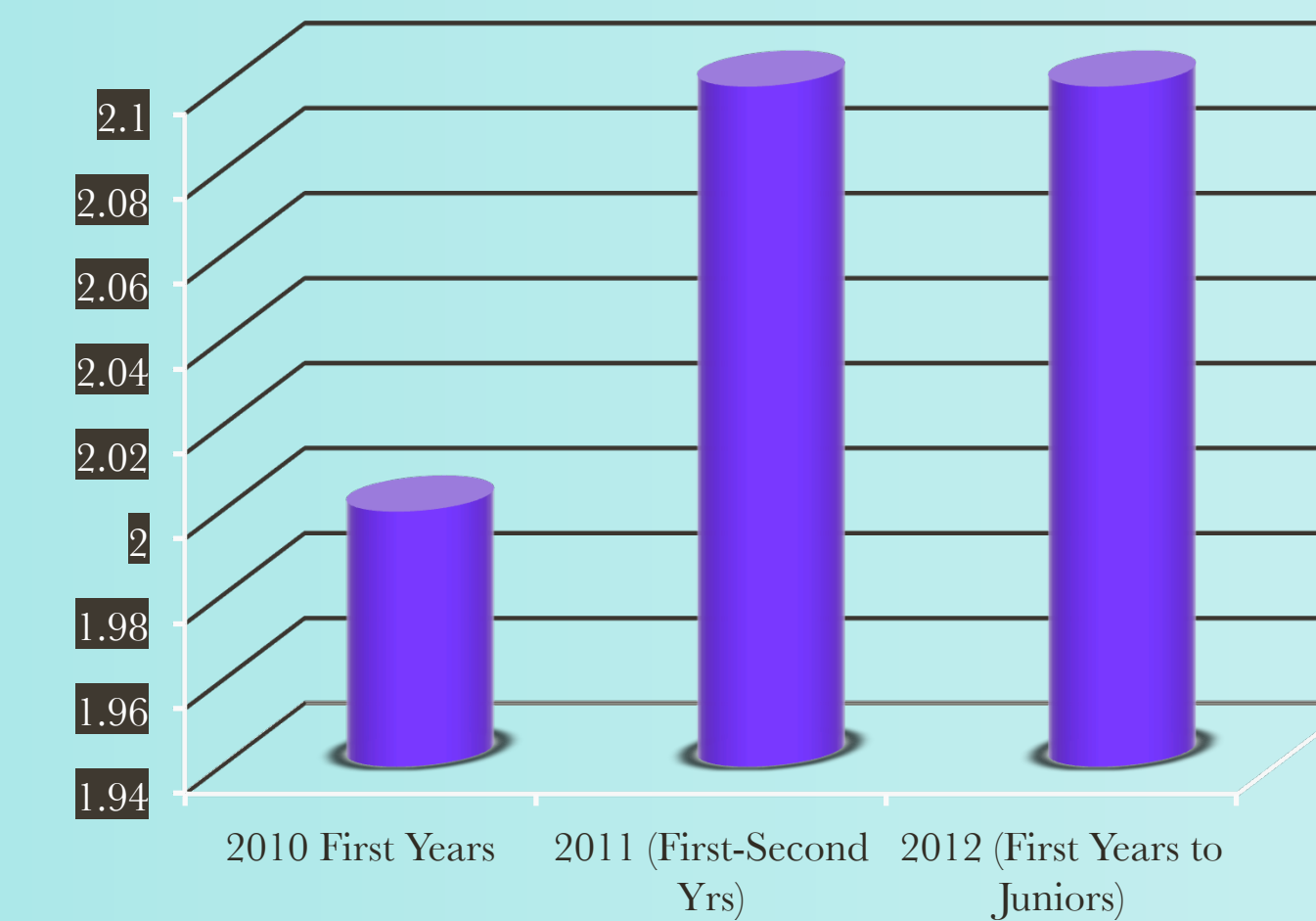
	2010	2011	2012
# Entries	330	1805	2034
% Scorable	46.74%	38.85%	37.55%

Overall Results Using Modified VALUE Rubric

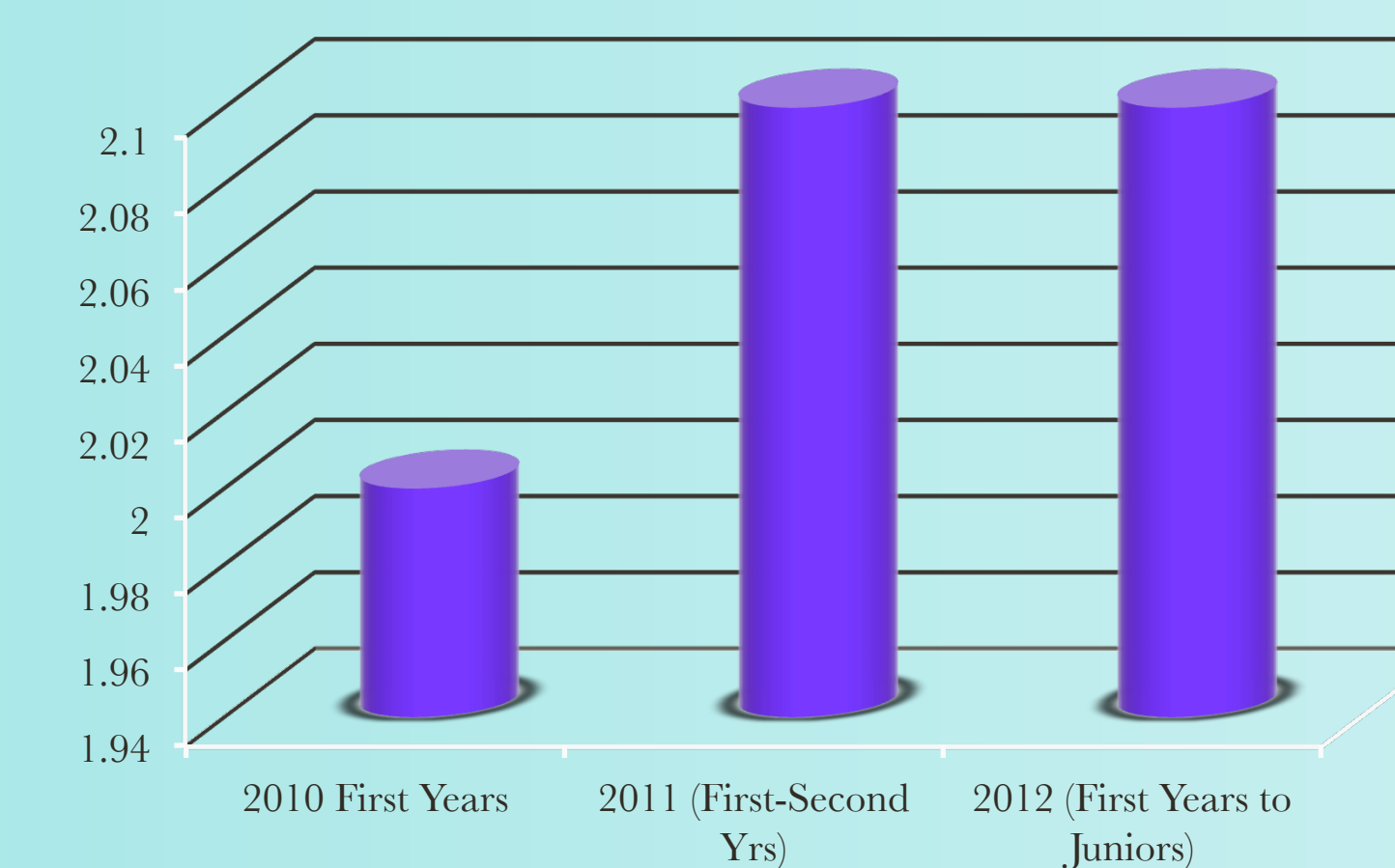


## Rubric Results

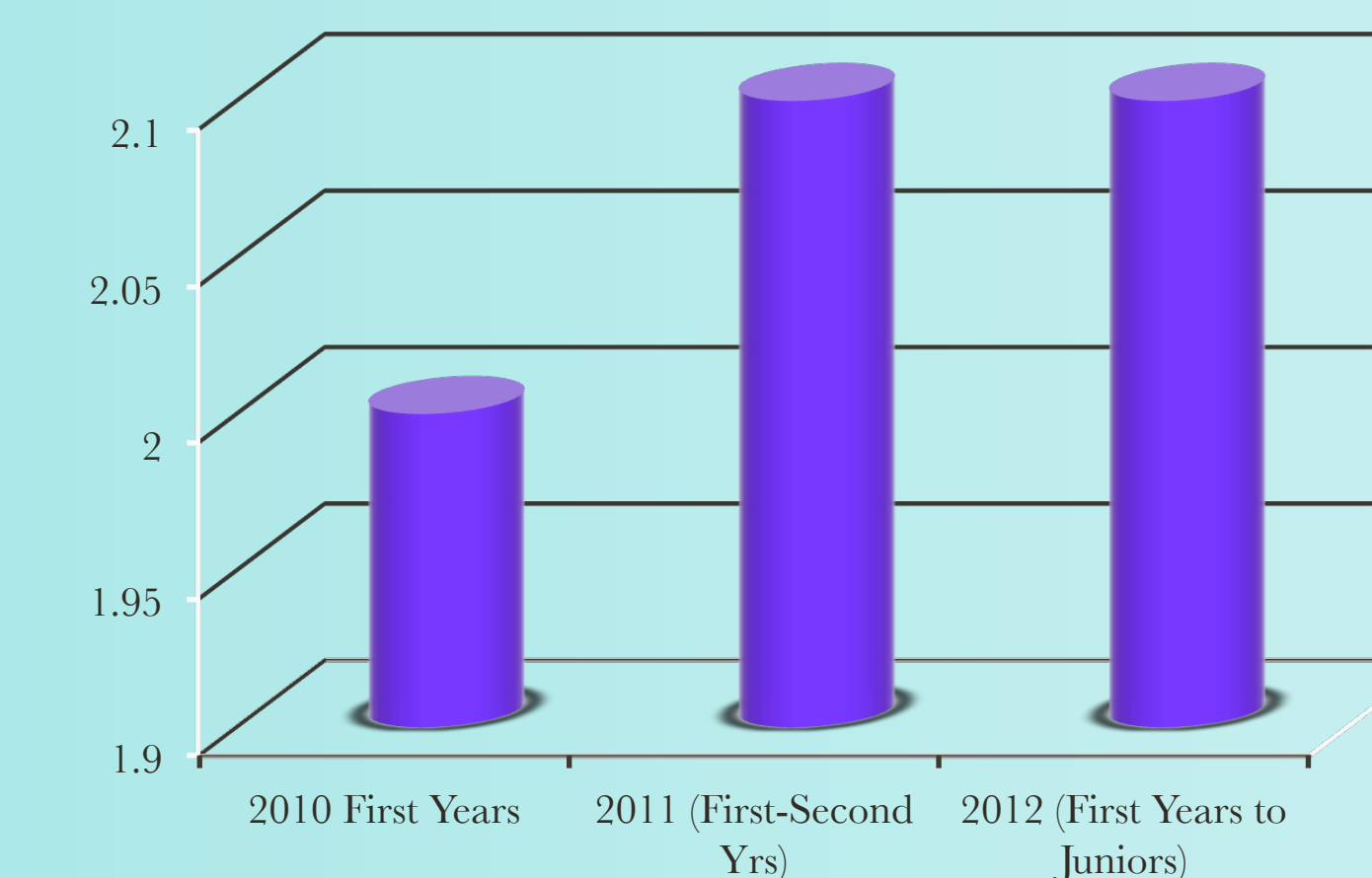
**Determining the Extent of Information Needed**  
(1=Minimally Developed; 4=Substantially Developed)



**Access Needed Information**  
(1=Minimally Developed; 4=Substantially Developed)



**Use Information to Accomplish A Specific Purpose**  
(1=Minimally Developed; 4=Substantially Developed)



## Overall Findings

- Honors students are somewhat adept at finding information
- Many students mentioned the importance of doing research to strengthen their work. Example quote:
  - “Delving into countless articles and journals in regards to the subject of our research we were able to create an excellent foundation of knowledge for us to accurately analyze and make conclusions about our hypotheses and research question.”
- Many of the bibliographies attached as artifacts relied heavily on websites
- Synthesis was not that satisfactory (but not surprising for many first years)

## Positives and Negatives

Positives	Negatives
LOTS of good data (and fairly easy to obtain)	The VALUE Rubric was too general (even after tweaking)
Since students were not writing for the VALUE Rubric, students were honest about their research practices	Since students were not writing for the VALUE Rubric, many entries did not provide enough information to score
A good opportunity to see what students think of research and information	Time was an issue. There were over 1100 artifacts to assess, and staff cuts make it difficult to have more than one or two librarians work on them
Could see what kinds of assignments faculty assign, many which were good at fostering information literacy	Chalk and Wire had glitches from time to time, which created difficulties finishing assessments



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