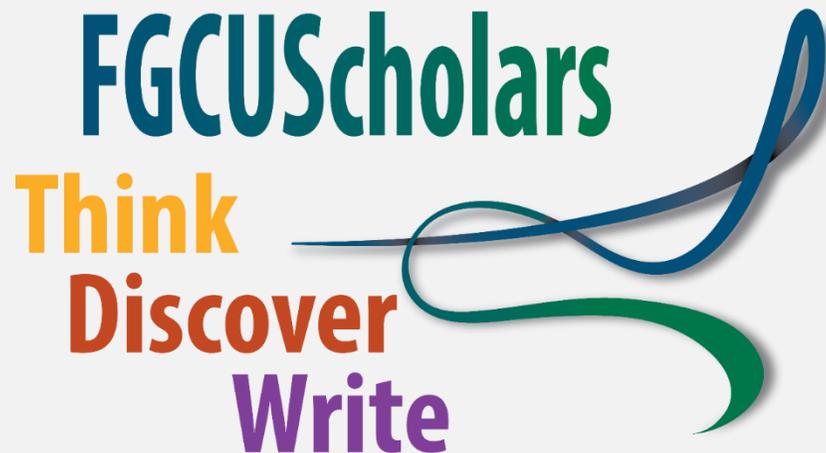


# Using A Campus-wide Initiative and Assessment to Engage Faculty in Information Literacy Efforts

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FACRL Conference  
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# OBJECTIVES

- Learn how using campus-wide initiatives can help increase campus engagement in information literacy instruction and assessment.
- Learn about conducting rubric-based assessment of information literacy in student coursework on large or small scales.
- Learn how using faculty outside of the library to assess and improve information literacy can be successful and beneficial to students, faculty, and librarians.
- Learn how information literacy relates to other critical and transferable skills.

**WHAT INFORMATION LITERACY  
SKILLS DO STUDENTS NEED TO LEARN  
BEFORE GRADUATION?**

What Learning Outcomes Should Students Demonstrate?

WHERE WILL STUDENTS LEARN THESE  
SKILLS AND ACHIEVE THESE LEARNING  
OUTCOMES?

# **FGCUSCHOLARS: THINK • DISCOVER • WRITE**

ENHANCING A CULTURE OF INQUIRY FROM  
COMPOSITION TO CAPSTONE

Advance student writing, critical thinking, and information literacy skills within their majors as students become scholars in their disciplines

- Integrate a common understanding of writing, critical thinking, and information literacy across all four years
- Build on a foundation of General Education toward the creation of scholarly products in capstone courses
- Assess student learning across four years of study and in every major

# FGCUSCHOLARS: THINK • DISCOVER • WRITE

Development of the initiative was based on:

- Faculty and Staff ideas and input
- Results of past assessments
- Feedback from employers and post-baccalaureate programs

*Development of this initiative was evidence-based and included faculty and librarian input throughout the process.*

# FGCUSCHOLARS: **THINK** • **DISCOVER** • **WRITE**



Students see this at least 4 times:

- General Education
- Composition II
- Three additional sites within Major
  - Gateway course
  - Second course in each major
  - Senior capstone

# FGCUSCHOLARS: **THINK** • **DISCOVER** • **WRITE**

## ASSESSMENT STRATEGY

### University-wide Assessments

- Universal Assessment Instrument
  - modified from AACU Value Rubrics

### Two assessment sites

- Composition II
- Capstone

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

<b>Critical Thinking</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, critical analysis and synthesis skills that convey the writer's understanding.	Uses appropriate, relevant, and compelling content to explore ideas using critical thinking skills within the context of the discipline.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Evaluation of Evidence & Information	Skillfully analyzes and evaluates information / evidence related to thesis; conclusion is insightful, logical and justified based on a skillful evaluation of evidence.	Adequately analyzes and evaluates information / evidence related to thesis; conclusion is logical and justified based on the evaluation of evidence.	Attempts to analyze and evaluate information / evidence related to thesis and use the evidence in order to justify conclusions.	Takes information at face value (little or no attempt to evaluate quality of information / evidence, relationship to thesis, or support of conclusions).
<b>Information Literacy</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
Identification and Access of High-Quality Information	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.	Demonstrates consistent identification and access of credible, relevant sources to support ideas, that are situated within the discipline and genre of the writing.	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.	Has difficulty identifying and accessing sources to support ideas in the writing.
Use Information Effectively to Accomplish a Specific Purpose	Skillfully communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	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.

# FGCUSCHOLARS: **THINK** • **DISCOVER** • **WRITE**

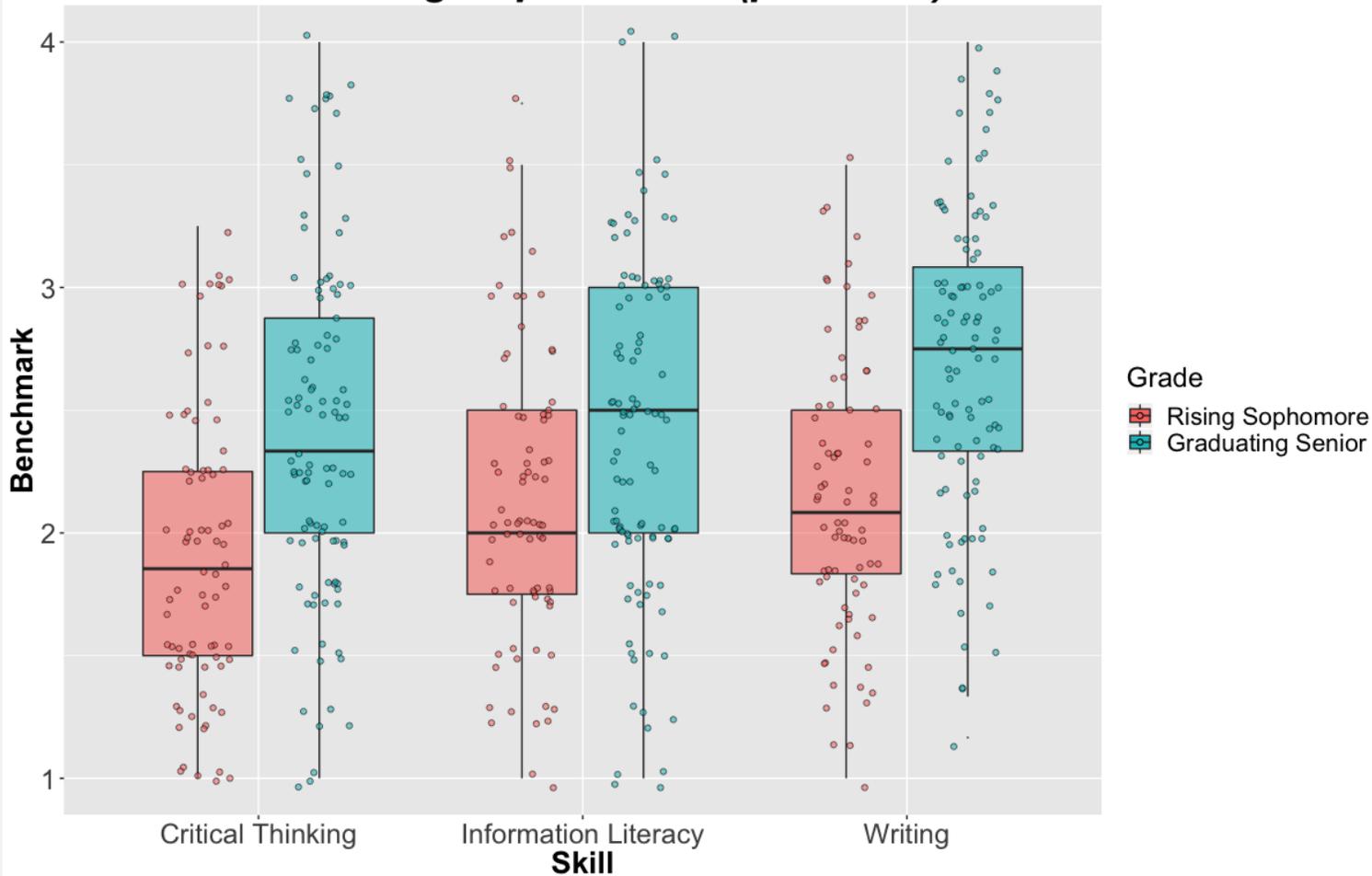
## ASSESSMENT STRATEGY



- **University-Wide Assessments**
  - 2016 (baseline)
  - 2017, 2018 (Implementation)
- **Assessors:**
  - 30-40 Faculty
  - All Colleges including Library
- **Assessed:**
  - ~80 Rising Sophomores
  - ~100 Graduating Seniors
  - Majors vary by year

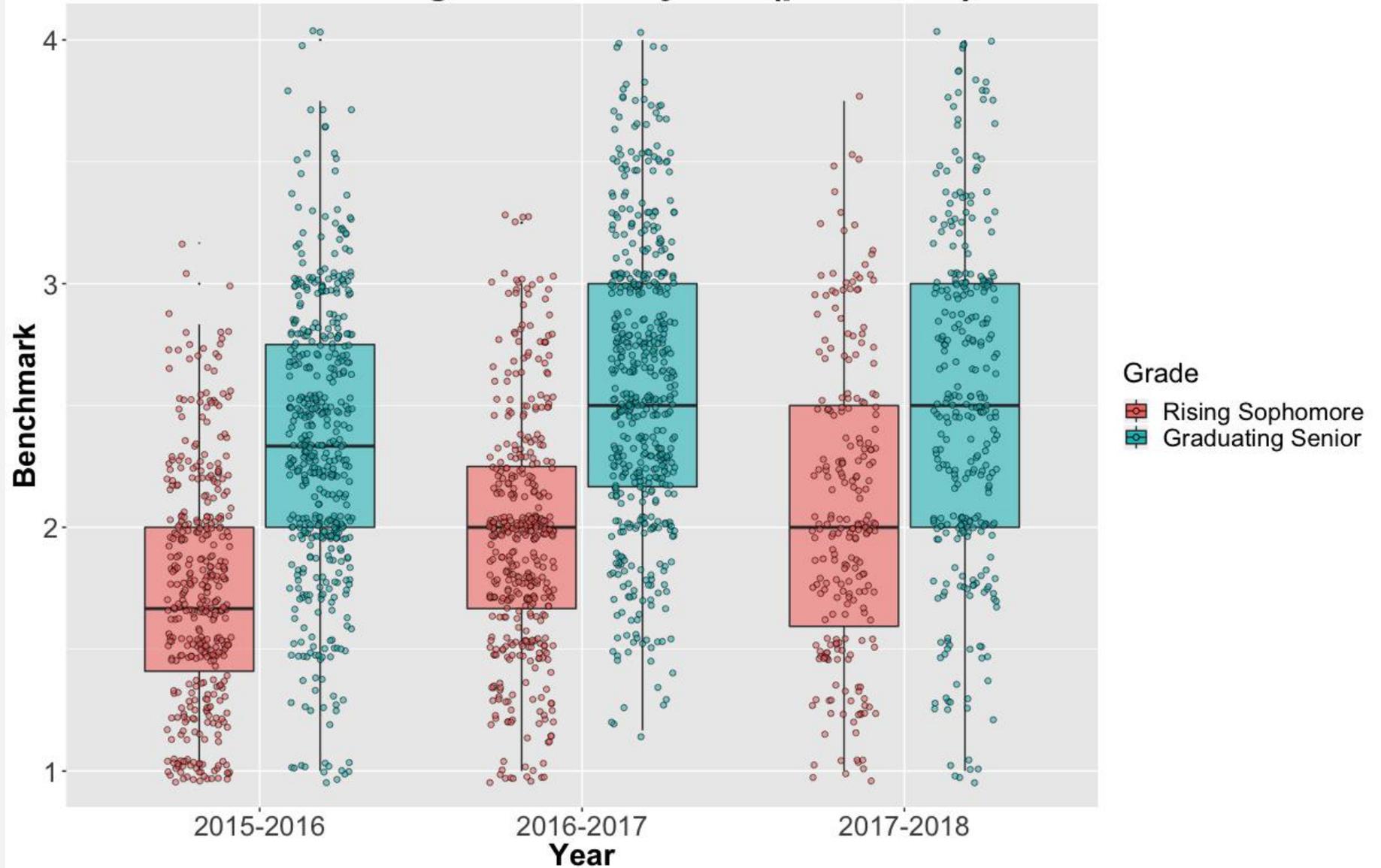
# UNIVERSITY-WIDE ASSESSMENT 2017 - 2018

**Graduating Seniors Scored 25% Higher than Rising Sophomores ( $p < 0.001$ )**



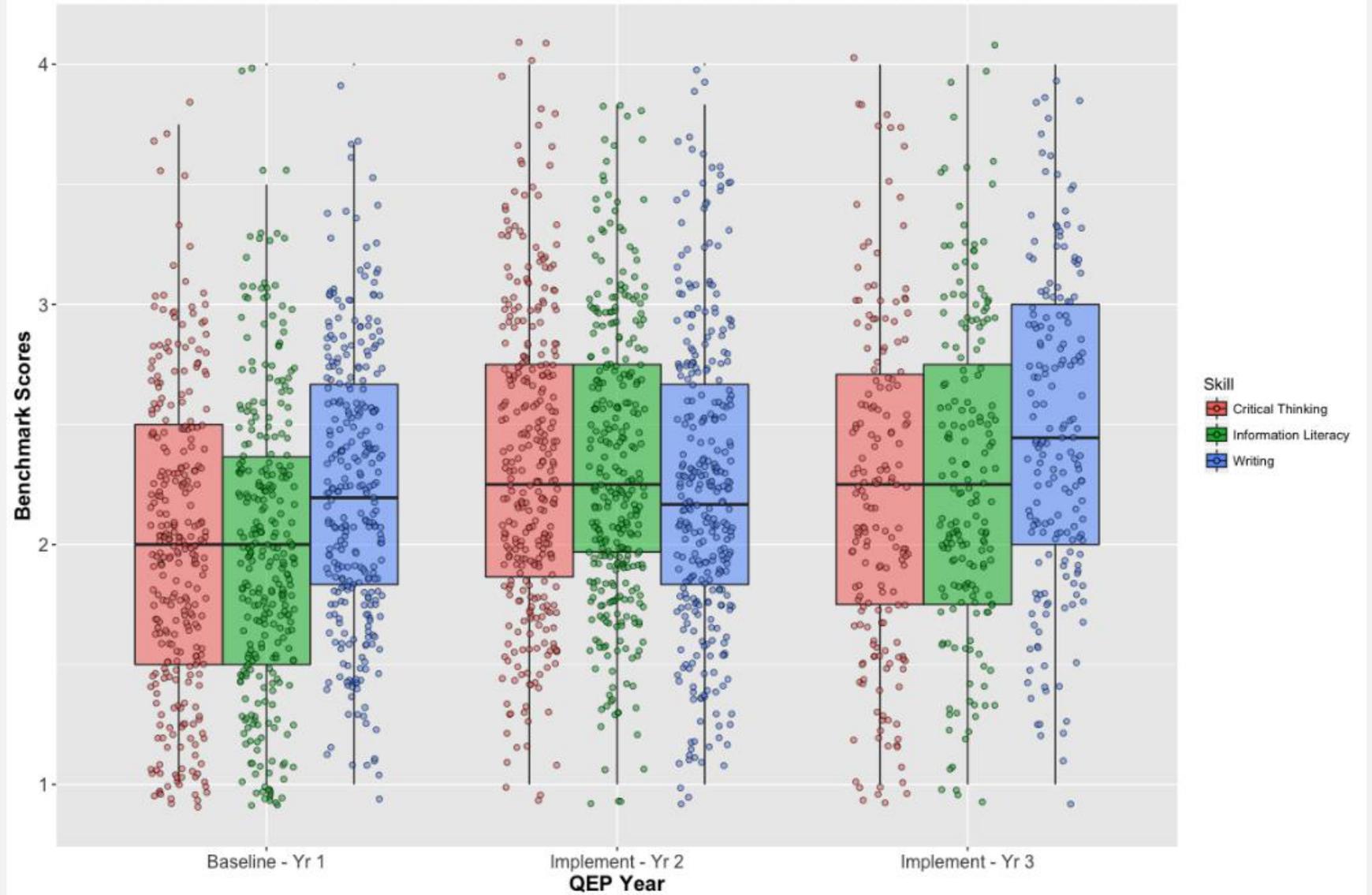
- **Critical Thinking**
  - Content Development
  - Evaluation of Information; Conclusion
- **Information Literacy**
  - Identification and Access of Information / Evidence
  - Use Information Effectively to Accomplish a Specific Purpose
- **Written Communication**
  - Context of and Purpose for Writing
  - Genre and Disciplinary Conventions
  - Control of Syntax and Mechanics
- **Benchmark**
  - 1 = Incoming Student
  - 4 = Aspirational Graduate

***Rising Sophomores Increased by 19%  
& Graduating Seniors by 7% ( $p < 0.001$ )***



UNIVERSITY-  
WIDE  
ASSESSMENT:  
CONTINUED  
GROWTH  
(YEARS 1 – 3)

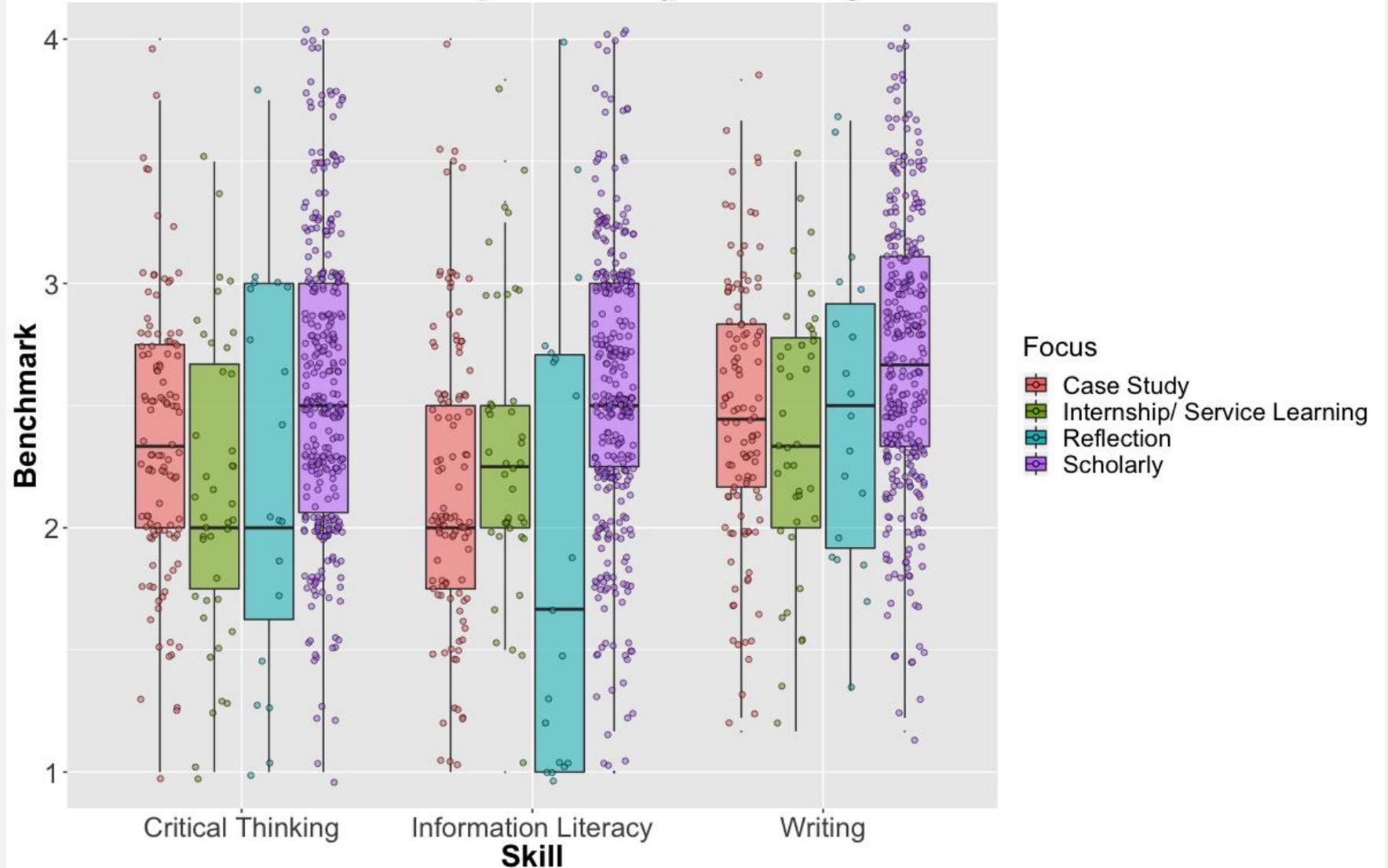
**Students Show Consistent Small Improvements Among Years**  
**Student Performance has Increased between 5-25% since FGCUScholars Began ( $p < 0.001$ )**



UNIVERSITY-  
WIDE  
ASSESSMENT  
YEARS 1-3:  
RESULTS BY  
SKILL

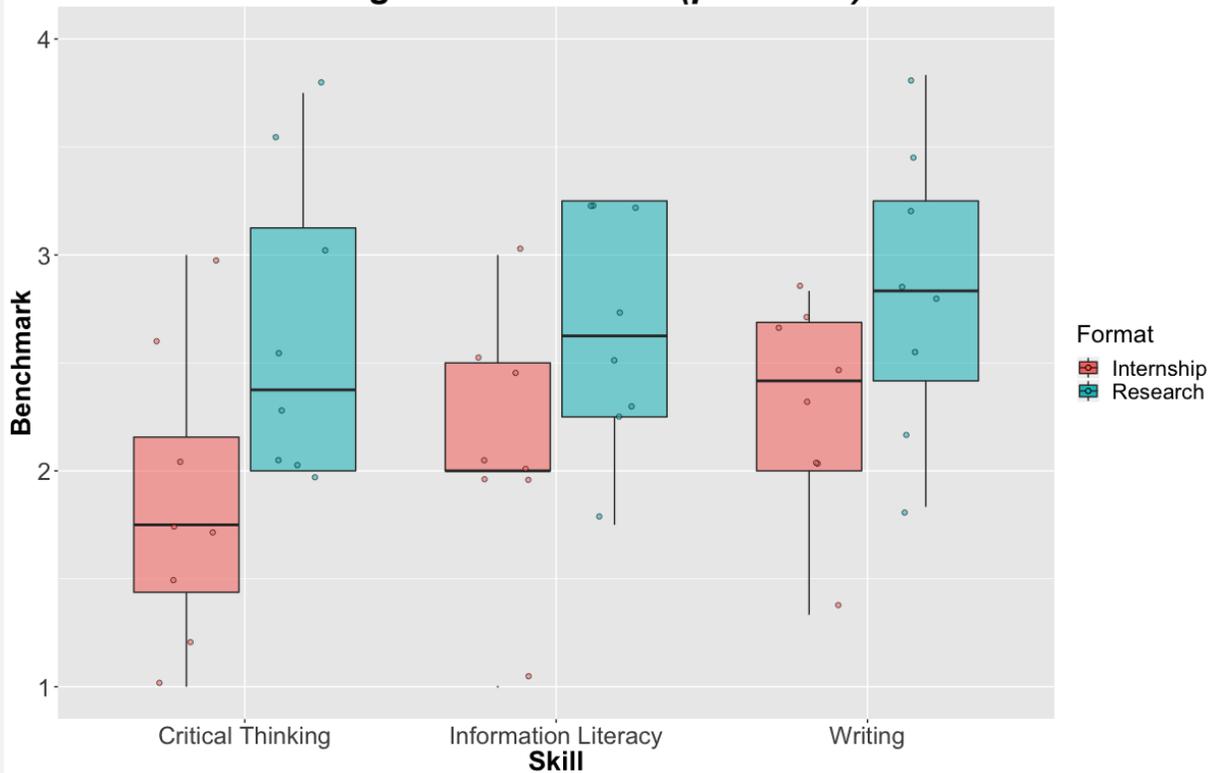
UNIVERSITY-WIDE  
ASSESSMENT:  
UNDERGRADUATE  
RESEARCH  
BENEFITS  
STUDENTS  
(YEARS 1 – 3)

**Scholarly Capstones were 12% Better  
than Other Capstones ( $p < 0.001$ )**

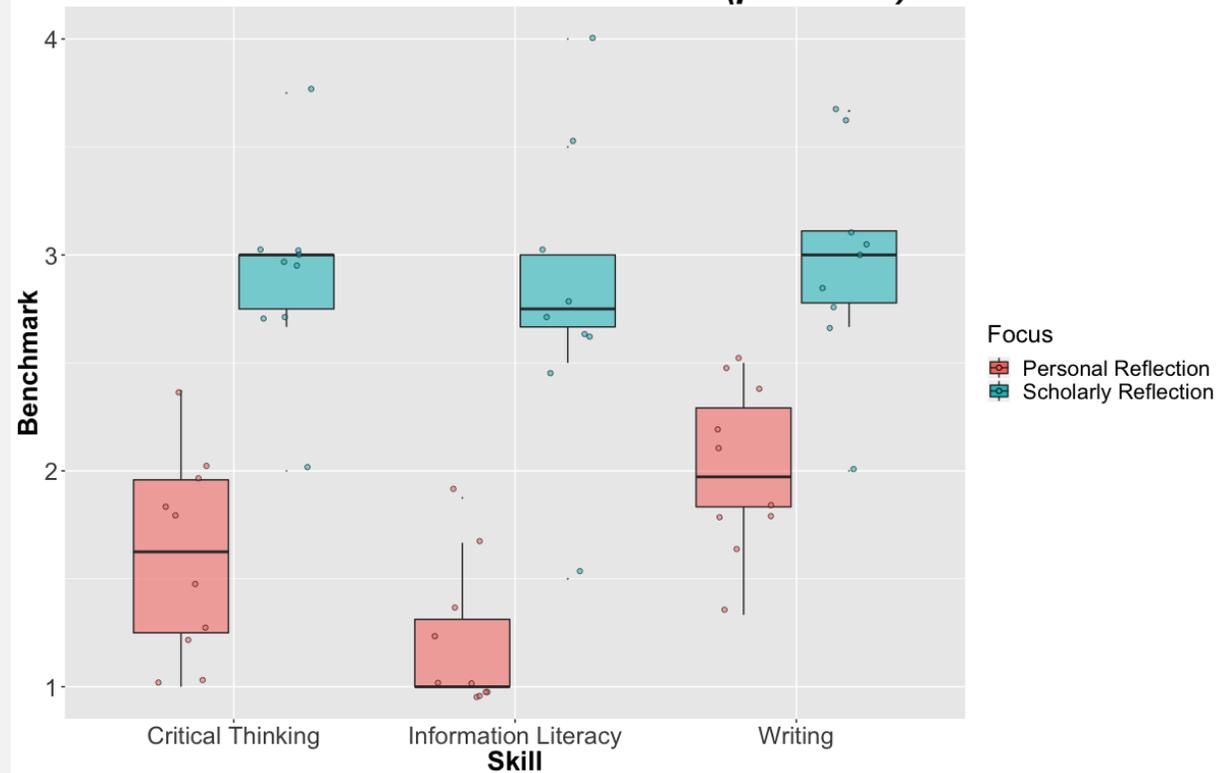


# SCHOLARLY INFORMATION LITERACY APPEARS TO BENEFIT THE DEVELOPMENT OF OTHER SKILLS

**Research Students Performed 29% Higher than Interns ( $p < 0.001$ )**



**Scholarly Reflections were 80% Better Than Personal Reflections ( $p < 0.001$ )**



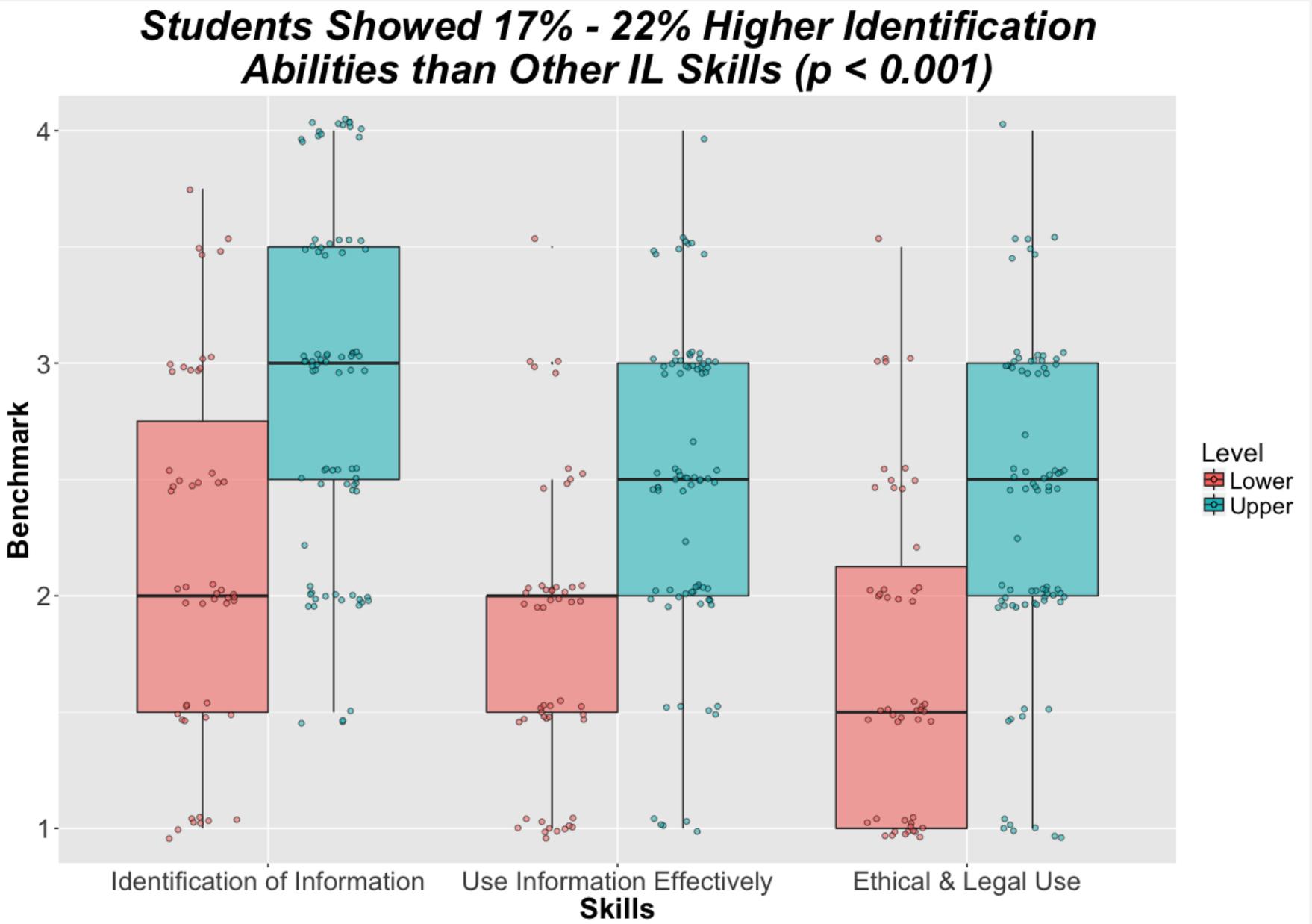
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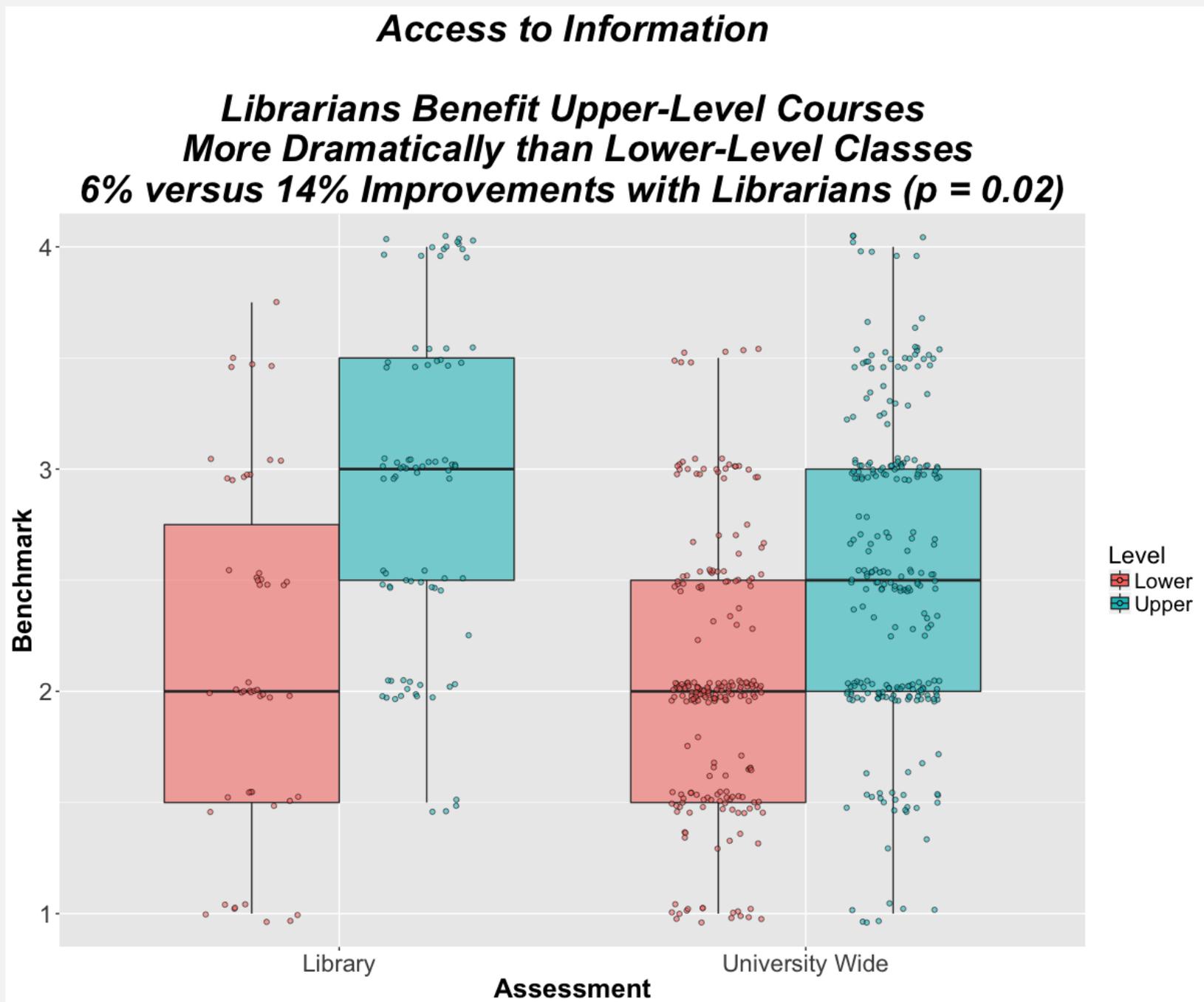
# LIBRARY-LED INFORMATION LITERACY ASSESSMENT

- Used the same assessment model as university-wide assessment
- Collected artifacts from classes where librarians had involvement
  - (instruction sessions or online materials)
- Evaluated Information Literacy only
  - Used the same two rubric elements as university-wide, plus
  - "Ethical & Legal Use" from AACU VALUE Rubrics
- 2017 and 2018
  - Assessors were librarians; ~60 artifacts scored each year

LIBRARY  
ASSESSMENT:  
STUDENTS ABLE TO  
IDENTIFY AND  
FIND RESOURCES  
BETTER THAN  
OTHER  
INFORMATION  
LITERACY SKILLS  
(2017 & 2018)

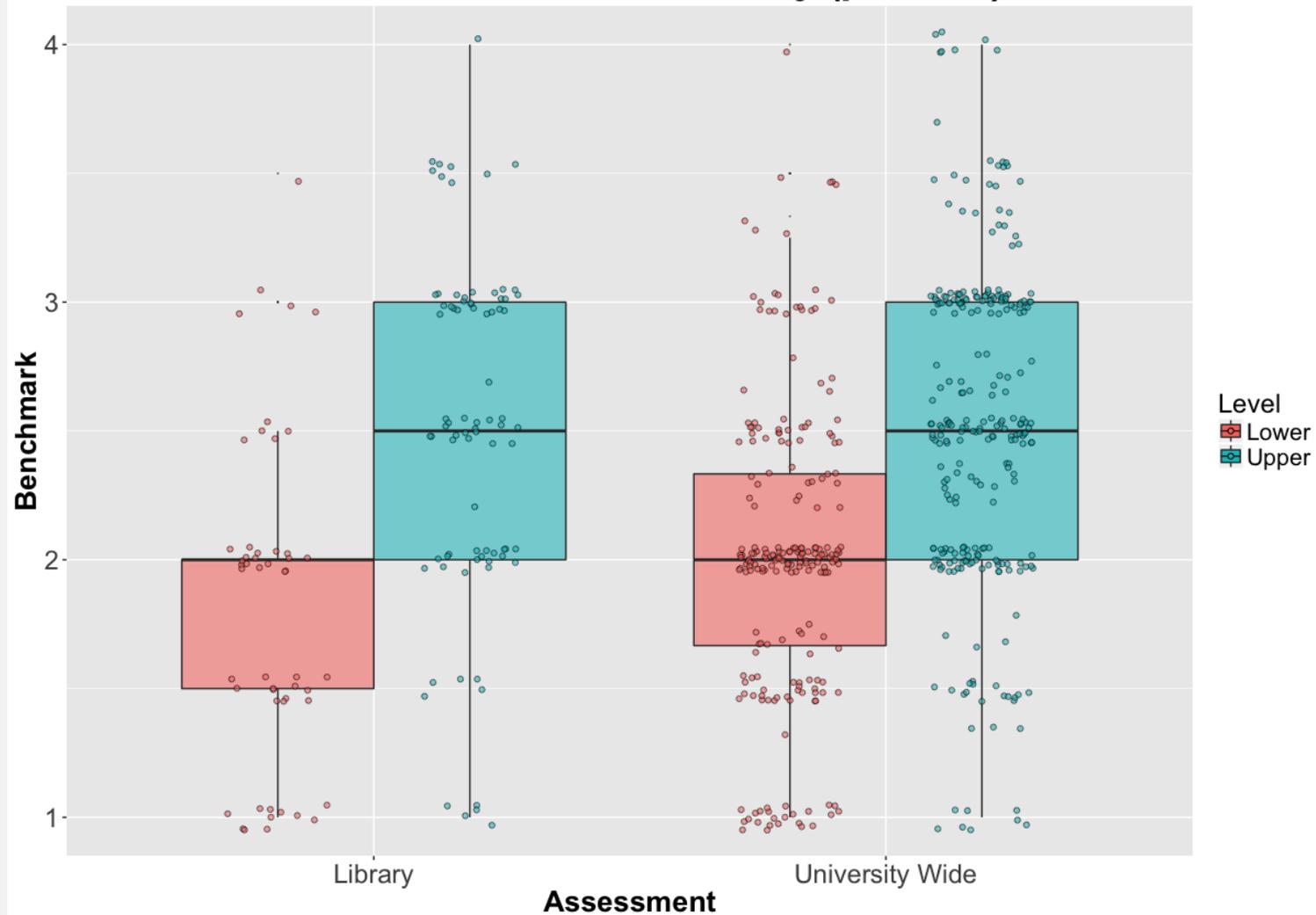


LIBRARY  
ASSESSMENT:  
STUDENTS ABLE TO  
FIND RESOURCES  
BETTER THAN  
OTHER  
INFORMATION  
LITERACY SKILLS  
(2017 & 2018)



## Use Information Effectively

**Librarians Did Not Affect a Students Ability to Use Information Effectively ( $p = 0.08$ ).**



# OUTCOMES FROM FGCUSCHOLARS AND ASSESSMENTS

- Thinking about information literacy as a separate component
- Adjustments to assignments
- Tools for faculty to use (CRAAP test)



## Is it CRAAP? Evaluating Information Sources

You completed the CRAAP test! Your information source scored:11

8-11 points = Good for a research paper or academic project. Confirm with other sources.

Your information source:  
<http://earthsky.org/earth/florida-algae-crisis-2018-causes-questions-answered>

Information created or updated less than two years. Cited sources are recent. (3 points)  
There are links to sources or a works cited list. (2 points)  
The author is unnamed and/or no credentials are given. The organization is of questionable authority. (1 point)  
Content is cited using known sources; images are clearly labeled and cited. (3 points)  
The site includes some factual information, but presentation is not without some bias. (2 points)

# OUTCOMES FROM FGCUSCHOLARS AND ASSESSMENTS

- Independent faculty work on improving research writing

*“The most important expectation I need to remember is to only use sources as evidence and always use your argument first. So instead of putting so many quotes, I should be evaluating the sources and using their point to help push my argument further.”*  
– Anonymous Student

The most significant concern faculty voiced about student research writing was the students’ inability to synthesize information, to reach conclusions, and present conclusions based on the information. In other words, the skills that are required for a strong research paper.

# OUTCOMES FROM FGCUSCHOLARS AND ASSESSMENTS

- Fellowship in faculty development center for librarian to work with faculty on information literacy
- Focus on effective use of information, not just access

## Meet the Lucas Fellows

Miles Mancini



Miles will focus on how to re-invent and reinvigorate the large lecture style classes by creating an active learning environment.

Anne-Marie Bouche



Anne-Marie will be exploring how principles of intuitive, accessible and universal design can be applied to courses to support student success.

Heather Snapp



Heather is available to work with faculty to incorporate best practices for information literacy objectives into new or existing course assignments.

Greg Boyce



Greg's aim is to aid faculty, regardless of discipline or career stage, to engage students in effective research experiences.

# QUESTIONS?

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