



ASSESSMENT ROADSIDE ATTRACTIONS

from Mile Marker One to Programmatic **Student Learning**

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MILE
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I don't know her



Do it. Fierce. Power.



THAT'S MY OPINION!

BFBVD

- ~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



Dream Destinations

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?



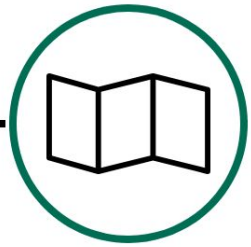
Diagnostic Assessment

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.

Library Information Literacy Program Outcomes	Psychology Department Outcomes
<i>Students will be able to...</i>	<i>Psychology professors will model, and thus psychology majors will be exposed to the value and worth of...</i>
Give credit to the original ideas of others through attribution and/or formal citation conventions	Personal and professional ethics, including academic integrity and professional codes of behavior
Contribute to the scholarly conversation as creator or critic	Scientific methods and reasoning
Track a scholarly conversation within a discipline	Some of the skills of taking multiple perspectives



Planning the Itinerary

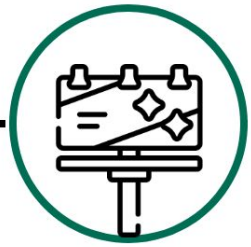
We then adapted and normed a rubric from Claremont Colleges Library (2013) to score papers on:

- 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	<p>Shows a sophisticated level of understanding for when and how to give attribution. This is demonstrated through:</p> <ul style="list-style-type: none">-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	<p>Sources used demonstrate sophisticated awareness of universe of literature and community of scholarship. This is demonstrated through:</p> <ul style="list-style-type: none">-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	<p>Evidence is integrated and synthesized expertly to support claims. This is demonstrated through:</p> <ul style="list-style-type: none">-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



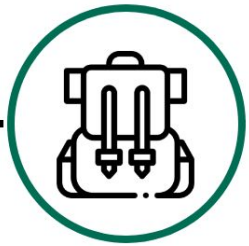
Attractions on the Way

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

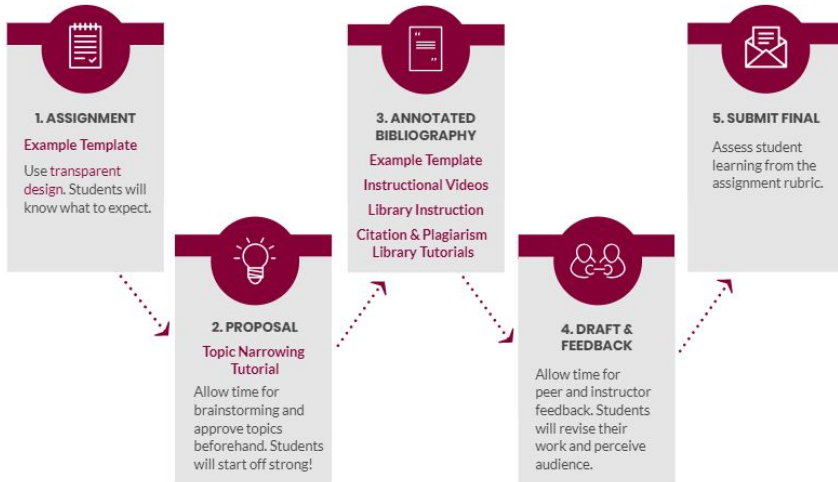
Other bumps: Validity, shifting institutional culture, and department chairs



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:



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.

- [Word PSY 490 Assignment Template](#)
A format for an assignment with some examples
- [Word 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!

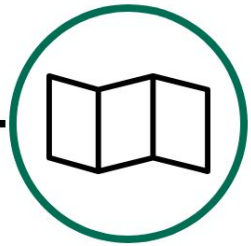
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Psychology 490 Final Project
Part [#]: Final Paper
Due: Month, Day, Year

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



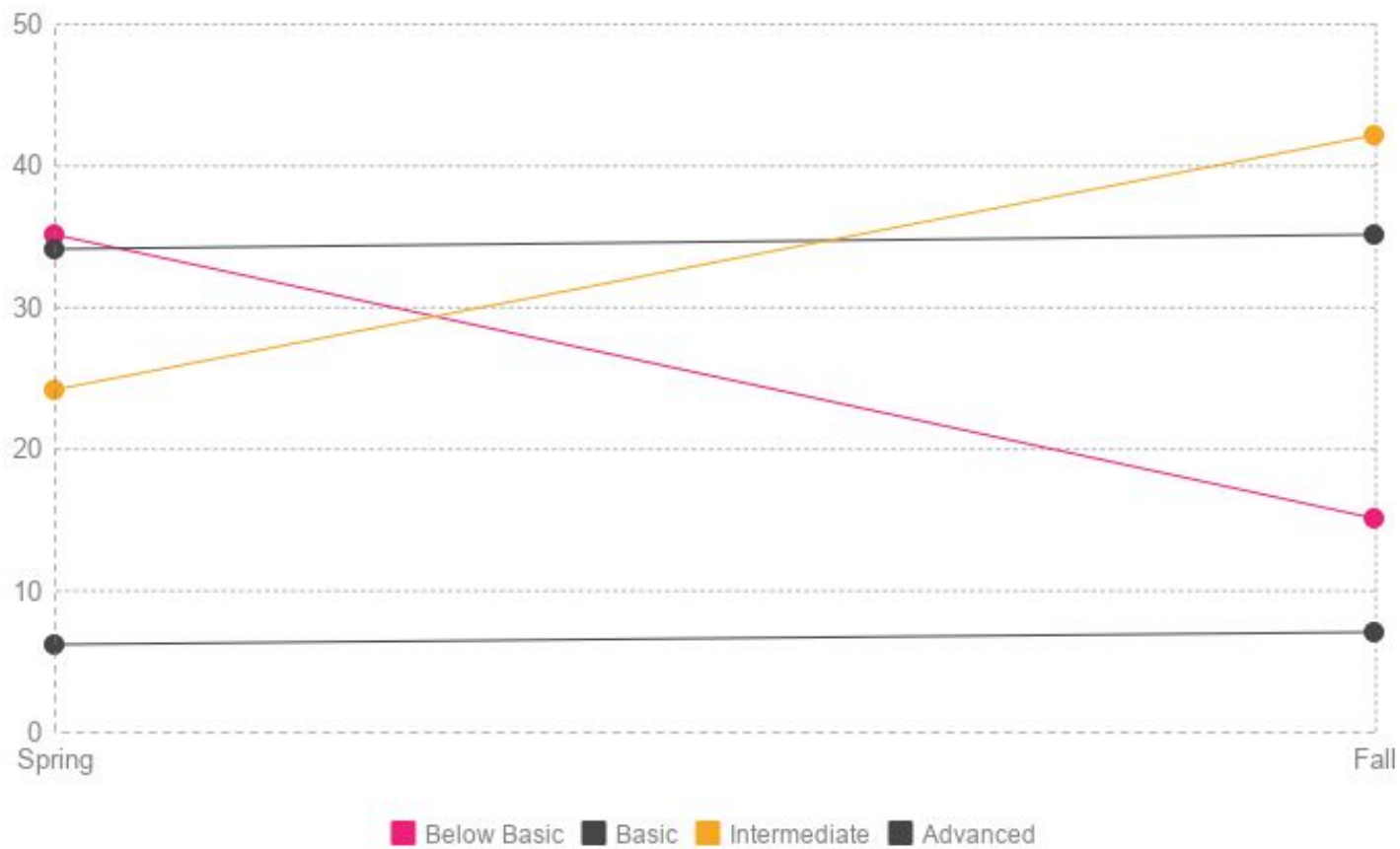
Revisiting the Itinerary

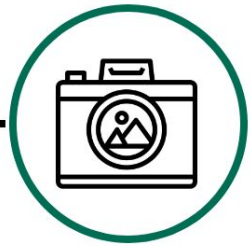
**Scores are out of 4.0

	Summer 2017 n=25	Spring 2018 n=108	Fall 2018 n=90
Attribution	2.36	2.29	2.67
Selection of Sources	2.78	2.59	3.12
Use of Sources	2.37	2.22	2.78

Presented this way it doesn't look as encouraging..... but.....

Overall Rubric Scores





Documenting the Journey

PSY 490 Library Assessment Report
January 2019

Library & PSY 490 Assessment Project – Fall 2018 Results

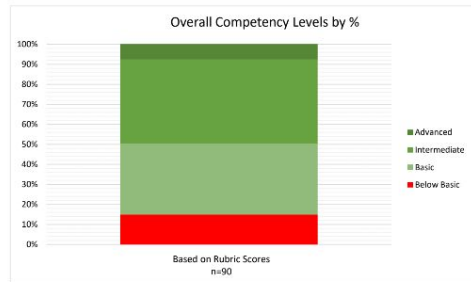
At the conclusion of the Fall 2018 semester librarians scored new PSY 490 papers from four sections in partnership with the Psychology department. Librarians adapted the Claremont Colleges Information Literacy rubric to score papers on attribution, selection of sources, and use of sources aligned with some of the library's learning outcomes and Psychology PLO#3.

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 those 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.



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, use) developed was defined as a 3 and highly developed as a 4.

Rubrics
Tessa

Fall 2018 PSY 490 Assessment

Rubric: PSY 490 Information Literacy Rubric

Last Edited: 1/22/2019

Number of Evaluations **2** Average Score **75%**

Distribution of Achievements	Not Attempted	Meets few or no expectations	Emerging	Developed	Highly Developed
Attribution	0	0	0	2	0
Selection of Sources	0	0	0	2	0
Use of Evidence	0	0	0	2	0
Achievement Totals	0	0	6	0	0



Response

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

Final Paper Assignment Template



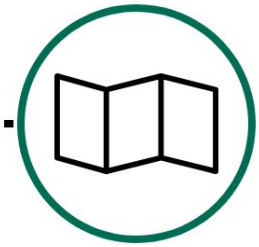
Getting There

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.

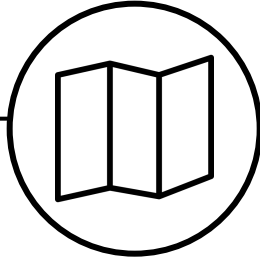


Map Out Your Own Trip!



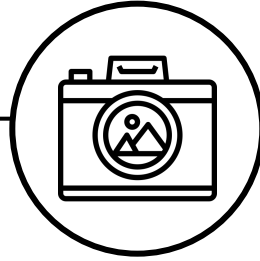
Dream Destinations

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?



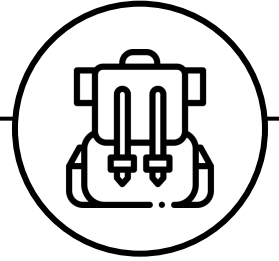
Itinerary

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?

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References

- Association of College and Research Libraries (ACRL). (2016). *Framework for information literacy for higher education*. Retrieved 29 April 2019 from <http://www.ala.org/acrl/standards/ilframework>.
- Booth, C., Lowe, S., & Tagge, N. (2013). Information literacy in student work rubric - Claremont Colleges Library. *Claremont Colleges Library*. Retrieved 29 April 2019 from http://libraries.claremont.edu/informationliteracy/documents/CCL_Information_Literacy_Rubric_v2013-2014.pdf.
- Diller, K. R., & Phelps, S. F. (2008). Learning outcomes, portfolios, and rubrics, oh my! Authentic assessment of an information literacy program. *portal: Libraries and the Academy*, 8(1), 75-89.
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