First Year Annotated Bibliography Assessment

All freshmen undergraduate students complete an annotated bibliography as part of their COR 100 - Concepts of the Community class. The annotated bibliography asks students to find a range of sources on a chosen community type. This common assignment is completed in the Spring semester and is uploaded to the College’s Teaching Librarian system.

With the College’s Learning Assessment Distance, the library compiled a set of annotated bibliographies from Class of 2017. After a small number of artifacts was used for missing processes, the larger sample was used for analysis. The annotated bibliography was created by the Teaching Librarian team using the Developmental Rubric.

The rubric contains 4 stages of development. We might expect students beginning their information literacy journey (freshmen) to perform at an Emerging Level. Sophomores & Juniors might be expected to perform at the Developing stage. We expect our Graduates to reach Proficiency for graduation. Mastery level may be expected at a higher or professional level.

We instruct, monitor and assign the highest grade when we expect students to demonstrate that criterion, but evidence was missing.

When assessing, librarians used the developmental rubric for this second wave of assessment. The rubric contains 4 stages of development.

By the end of the year, information literacy assessment is completed during both the Core curriculum and in a blended, scaffolded, sequential model of inquiry-based pedagogy. All undergraduate students receive information literacy instruction 7 times throughout their studies.

Since its inception over 8 years ago, information literacy instruction is embedded throughout the Core curriculum in discipline studies. Technology & Information literacy is one of the college’s 9 college competencies for graduates. The experience is enhanced through an innovative interdisciplinary Core curriculum, which sits alongside students’ major discipline studies.

Champlain College is a small, private, professionally focused liberal arts college with an enrollment of approximately 2,000 undergraduate students, as well as continuing and graduate online students. The undergraduate student body is comprised of approximately 75% students of color. The college has a strong commitment to student success.

Context

Champlain College is a small, private, professionally focused liberal arts college with an enrollment of approximately 2,000 undergraduate students, as well as continuing and graduate online students. The undergraduates studies information literacy is embedded throughout the Core curriculum, which sits alongside students’ major discipline studies.

How can we build a longitudinal model of authentic assessment of information literacy at Champlain College?

Technology & Information Literacy Developmental Rubric

The Developmental Rubric is designed to be used as an assessment tool for any piece of student work appropriate for demonstration of information literacy performance.

The Technology & Information Literacy Developmental Rubric contains seven separate artifacts - library search for information, source analysis, appropriate tools & strategies, critical evaluation of information, synthesis, information ethic work attitude, practice rate & legal approach to technology, and develop a self-learning approach to new emerging technologies.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Emerging Level</th>
<th>Developing Level</th>
<th>Proficiency Level</th>
<th>Mastery Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Appropriate Sources</td>
<td>No evidence recorded</td>
<td>Some evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
</tr>
<tr>
<td>Access Information</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
<tr>
<td>Synthesizes Information</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
<tr>
<td>Attributes Work Ethically</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
<tr>
<td>Practices Safe &amp; Legal Information Use</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
<tr>
<td>Identifies Questions for Investigation</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
<tr>
<td>Selects Appropriate Methods &amp; Tools</td>
<td>No evidence recorded</td>
<td>Evidence recorded</td>
<td>High evidence recorded</td>
<td>Very high evidence recorded</td>
</tr>
</tbody>
</table>

Main Findings

Students performed better than expected in selecting appropriate strategies & tools to access information as well as creating an annotated bibliography. Students demonstrated a higher instances of lower performance in identifying questions for investigation and synthesizing information – which relates appear to find more difficult.

The overall median grade for information literacy was recorded at 1.6. No students achieved a grade 3 in any criterion.

Next Steps

- Sample the COR 100 Emotions Review students research artifact for Junior-level information literacy assessment.
- Monitor & assess the developmental rubric for the initial wave of assessment.
- Target & identify additional appropriate common assignments in supplement and senior year for information literacy assessment.
- Target & identify academic division assessment artifacts beyond the Core projects for discipline-specific information literacy assessment.

This project is part of the project "Developing Professional, Academic, and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Libraries and the Association of Public & Land-grant Universities. The program, a component of ACRL’s Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.