Information Literacy Rubric Project

Designing/Creating the Information Literacy (IL) Rubric

• Experts from the library draft rubric based on AAC&U Value Rubric for Information Literacy and local knowledge of learning outcomes applications.
• Share draft with Assessment and Instructional Development specialists: redraft.
• Share draft with subject faculty/stakeholders of the information literacy learning outcome.
• Stakeholders norm student work; review results, revise rubric.
• Finalize rubric

Using the IL Rubric

• URI IL rubric measures the development of IL skills using the scale: Beginning IL Competent to Approaches IL Competent to IL Competent
• Requirements from class assignments should be mapped to correspond to one or more of the rubric criteria (IL Standards)
• Each student’s assignment submission is scored for whatever criteria element was appropriate.
• All scores for all students were aggregated for each element
• Results were analyzed for high/low averages to address possible areas of student IL weakness or assignment/instruction changes that might be helpful

Timeline
March 2008
Original ‘homegrown’ IL rubric designed by Professors MacDonald, Kinnie and Izenstark at a workshop run by the IDP. The intent was to develop a campus-wide IL rubric that could be used to connect data to achievement of IL programmatic outcomes.

Spring 2009
Professor MacDonald discussed campus-wide assessment of URI students’ information literacy competencies with The Office of Student Learning (SLOAA).

Summer 2009
URI Libraries Public Services retreat was devoted to a workshop with SLOAA. The workshop allowed Public Service librarians to compare the homegrown rubric with the AAC&U VALUE Rubric to get a broader sense of the rubric model, message and goal.

Fall 2009
Plans made to hold workshop with subject faculty in Spring 2010.

Spring 2010
Dr. Megan Oakleaf of Syracuse University facilitated a workshop attended by six faculty librarians (representing Engineering and Physical Sciences, Humanities, Instructional
Design, Technical and Instructional Services and Information literacy) and six invited faculty from the colleges of Arts & Sciences, Business, and Continuing Education. During the half-day session, two elements of the rubric (representing two IL competency standards) were written and tested using sample student work gathered from participating subject faculty. Working in teams of two, a librarian and a subject faculty member, participants reviewed the randomized papers and scored the IL competence using the two criteria of the rubric.

The process showed that the rubric was successful in providing faculty with data-driven opportunities to learn about practices that lead to improved student learning. For example, 65% of the student work examined was “approaching IL competent” on the criteria: the ability to use and format citations and references correctly. This meant that a majority of students in this sample need instruction on correctly formatting citations.

The results of the workshop indicated that a comprehensive rubric (with all IL criteria) could be used to evaluate student work and provide data across the five IL Standards. Using the rubric as both a student and faculty tool could help improve student performance as well as identify changes that would be helpful to both assignments or classroom instruction.

**Spring-Summer 2011**

Mary MacDonald, Jim Kinnie (University Libraries), Elaine Finan (SLOAA), Heather Johnson (IDP/Writing & Rhetoric) and Bette Erickson (IDP) worked to complete and refine the IL Rubric.

**Fall 2011**

URI Libraries and SLOAA coordinated a pilot program, grant funded by the Davis Educational Foundation, to test the finalized rubric’s efficacy across different disciplines by inviting instructors to volunteer to use the rubric to measure information literacy competency in their own students work. The pilot also prompted faculty to consider changes to their assignments to better address information literacy concepts. Invitations were sent to faculty who attended the April 2010 workshop.

IL Phase I included seven faculty who volunteered to participate in the pilot, representing the College of Arts and Sciences and the College of Business.

**Spring 2012**

MacDonald, Kinnie and Finan met with participating faculty to share the results of Phase I of the pilot. Volunteer instructors used assignments from their courses (HIS114, BUS367, HIS146, PRS340, SOC301, WRT106H), addressed only the elements from the rubric that mapped to elements of their assignments, and scored their student’s submission accordingly. (Phase I results below.) In follow-up sessions, Instructors from Phase I noted several suggestions for improvements to the rubric.
Phase II of the rubric pilot was implemented in spring 2012 broadening faculty representation to include the College of Environmental and Life Science, College of Continuing Education, with faculty representing PHP305, NRS426, SOC300, LIB120 (2), BIS390, BUS341, which expanded the disciplines to include student work from the sciences and increased the numbers to substantiate Phase I results. The rubric language remained the same during Phase I and Phase II to compare feedback across both phases.

**Fall 2012 - Results**
- URI Rubric is finalized based on discussions with pilot participants: Eliminated one row under Element 1 because of redundancy; Element 3 was broken out into separate evaluation criteria to give more flexibility to instructors when assessing this standard.
- Faculty identified areas for support that would be valuable to teachers and students including assignment design and online tutorials for IL Standards for both students and faculty.
- Regarding student learning and achievement of various elements of the IL outcome, students did better than expected overall. However, since three of the courses included in the pilot were IL-intensive courses, the overall results are somewhat positively skewed, and faculty who participated remain concerned about information literacy achievement in general.

**Growing from here**
- Presentations completed at NERCOMP, LOOC; endorsement by LOOC, October, 2012; Presentations scheduled at SAGE, LOEX 2013, ACRL NEC 2013.
- SAGE is considering the rubric for use as a campus IL general education assessment tool.
- Faculty workshops on assignment development will be planned in response to pilot results.

**Conclusions**
Overall, Phases I and II of the Information Literacy Rubric Project were a success with regard to fulfilling three purposes:
- First and foremost, the development and pilot dissemination of the Info Lit rubric served to connect data to student achievement of IL learning outcomes
- Secondly, high impact practices were connected with achievement of learning outcomes in discussions of sharing rubrics with students, effective assignment design, and the expansion of supplemental information available to students and faculty online.
- Lastly, data obtained from using the rubric successfully informed participating faculty about student achievement of certain IL learning outcomes, but also areas in which students need improvement.
Beyond the original goals, faculty conversations indicated a value-added experience as they reflected on assignment design as key to prompting and supporting students in acquiring and developing IL competency. Cumulated results across multiple sections of a course can well be used to inform pedagogy, syllabus improvement, and changes in assignment design. Additionally, the finalized rubric, piloted and edited by URI faculty, is now an easily available, faculty-tested, assessment tool to measure information literacy competency elements in a course(s), across a program, department, school or institution.
Phase I Results

[Note: Row 1C was removed after feedback from faculty in the pilot]

Phase II Results
Overall – Phases I & II

Overall Results – No IL Courses (LIB120 [2], PHP305)