

**Washtenaw Community College
Bailey Library**

**Guidelines for Assessment of
Research Instruction Classes**

**Pilot Project
Winter 2007
Spring/Summer 2007**

November 2006, May 2007

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Assessment Plan – Pilot Project Winter 2006

1. Research Instruction Learning Outcomes for ENG 111

The following Learning Outcomes are adopted from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education.

English 111 Composition 1

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes include:

c. Explores general information sources to increase familiarity with the topic.

e. Identifies key concepts and terms that describe the information need

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes include:

b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed.

c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book).

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes include:

b. Identifies keywords, synonyms and related terms for the information needed.

c. Selects controlled vocabulary specific to the discipline or information retrieval source.

d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters.

3. The Information literate student retrieves information online or in person using a variety of methods.

Outcomes include:

a. Uses various search systems to retrieve information in a variety of formats.

b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration.

4. The information literate student refines the search strategy if necessary.

Outcomes include:

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes include:

c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources.

d. Records all pertinent citation information for the future reference.

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes include:

a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

a. Determines whether information satisfies the research or other information need.

7. The information literate student determines whether the initial query should be revised.

Outcomes include:

a. Determines if original information need has been satisfied or if additional information is needed.

Standard Four

The information literate student, individual or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

2. The information literate student revises the development process for the product or performance.

b. Reflects on past success, failures, and alternative strategies.

Standard Five

The Information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes include:

b. Identifies and discusses issues related to free vs. fee-based access to information

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes include:

b. Uses approved passwords and other forms of ID for access to information resources.

c. Complies with institutional policies on access to information resources.

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes include:

a. Selects an appropriate documentation style and uses it consistently to cite sources.

2. Learning Outcomes to be Assessed

- Aware of and uses general information sources to increase familiarity with the topic. (use of reference material)(Standard 1.1.c)
- Retrieves information online using Research Database to find article(s) from magazines, journals and newspapers in print or online.(Standard 2.3.a)
- Retrieves information online using the Library Online Catalog to find books or videos. (Standard 2.3.a)
- Selects an appropriate documentation style and uses it consistently to cite sources.(Standard 5.3.a)

3. Assessment Tool: Rubric

Following the recommendation of the WCC Curriculum and Assessment Handbook, the librarians have decided to use a Rubric for assessing research instruction classes.

The librarians will meet with the WCC Curriculum and Assessment Committee prior to piloting this project for their review and recommendations.

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Information Literacy Guidelines for Rubrics**

Information Literacy Evaluation	Novice 1 point	Proficient 2 points	Exemplary 3 points	Total
Aware of and uses general information sources to increase familiarity with the topic. (use of reference material) (Standard 1.1.c)	Student is unaware of the various resources that might be used to gain familiarity with a subject.	Student uses appropriate information sources to gain knowledge on a topic.	Student can use multiple and diverse sources of information that directly fulfill information needed for a particular subject.	
Retrieves information online using Research Database to find article(s) from magazines, journals and newspapers in print or online. (Standard 2.3.a)	Student lacks skills to properly use online resources to find an article.	Student examines appropriate information sources to find an article. (student uses magazines and/or newspapers)	Student is aware of multiple and diverse sources of information that directly fulfill information needed for a particular subject. (student uses both magazines and/or newspapers, and scholarly journals)	
Retrieves information online using the Library Online Catalog to find books or videos. (Standard 2.3.a)	Student is unable to find information necessary to research a topic.	Student efficiently determines the appropriate sources for information to find a book and/or media. Most information relates directly to the research topic.	Student utilizes a variety of book and/or media resources and only the information that specifically relates to the research topic.	
Selects an appropriate documentation style and uses it consistently to cite sources. (Standard 5.3.a)	Most or all sources were improperly documented.	Most sources were cited properly. Some information may be missing, or MLA style may not be used consistently.	MLA style was used properly in documenting sources. Student can properly incorporate the ideas/published works of others into their own work.	

4. Student Population to be Assessed

For the Winter 2007 Pilot Project, the faculty librarians will assess four different English 111 classes that register for a Research Instruction Class. The faculty librarians will coordinate this process with the faculty member once the class has been scheduled. For Spring/Summer 2007, all English 111 classes registered for a Research Instruction class will be assessed using the Rubric model.

5. Procedures for Analyzing and Interpreting Evidence Gathered in Assessment

Success equals 75% of students for each class meeting outcomes. The librarians will assess their own class.

This will be an ongoing assessment of student achievement over time. The librarians will continue to use the rubric each semester for five English 111 Research Instruction classes. Modifications to the rubric will be made as necessary.

6. Future Directions: Information Results from Assessment

After testing, and if necessary revising the rubric, the librarians will begin to assess ACS, PSY, COM, HSC and other courses that attend a research instruction class. In addition, the librarians will use the results from the rubric to make any modifications to the instruction program.

The faculty librarians will meet once a year, preferably during the months of April through June, to review the Rubric Module.

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