ASSESSING STUDENT LEARNING

A rubric-based “e-portfolio” approach to assessment of information literacy
The Champlain College CONTEXT
Core Curriculum
Every undergraduate student receives information literacy instruction SEVEN TIMES throughout their undergraduate degree.
Information Literacy as a COLLEGE COMPETENCY
We’re teaching,
BUT ARE THEY LEARNING?
A NEW MODEL OF ASSESSMENT
AUTHENTIC
Student Coursework
Information Literacy Developmental Rubric

Access the rubric at: bit.ly/infolitdevelopmentalrubric
Librarian-led assessment
COMMON ASSIGNMENTS
First year & Junior Year
Assessment Findings
Students perform at or beyond the expected stages of their development
INSTRUCTIONAL CHANGES ASSESSED OVER TIME
YEAR-ON-YEAR COMPARISONS

Synthesizes Information, First Year

Class of 2018
Class of 2017
Class of 2016
CLASS OF 2016

Look how you’ve GROWN!
Overall Information Literacy Performance
First Year to Junior Year
Median Scores by Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>First Year</th>
<th>Junior Year</th>
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<tbody>
<tr>
<td>Identifies Questions for Investigation</td>
<td>0.5</td>
<td>2.5</td>
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<tr>
<td>Selects Appropriate Strategies &amp; Tools to Access Information</td>
<td>1</td>
<td>2.5</td>
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<tr>
<td>Critically evaluates and appraises information</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>Synthesizes Information</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Attribution</td>
<td>2.5</td>
<td>2.5</td>
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Unexplored Opportunities?
ePortfolio Model
BUT, NOT EVERY STUDENT!
ULTIMATE BENEFIT?
Better informed Teachers
FACULTY ROLE
in information literacy
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