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Performance Assessment in Academic Libraries through Campus Collaboration

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Performance Assessment in Academic Libraries through Campus Collaboration

Deborah Sharp and Beth Fuchs

University of Kentucky
• Fledgling Information Literacy Program struggles to find assessment process that meets needs.
• Turns learning outcomes into performance assessments against all odds.
• Scores big with analytic rubrics!

THE STORY

(Putting the performance in performance assessment!)
• Public land grant research - extensive, university
• 5 professional schools on same campus
• 2014/15 Enrollment - 30,131
• First Year Students - 5,185
THE SET-UP

- 2006 through 2011 - University of Kentucky and its Libraries undergoing change
- AY 2012/2013 - 10 year reaffirmation preparations
- Assessment on everyone’s mind
THE PLAYERS

• Librarians
• Faculty/Instructors/TAs
• Students
• Office of Assessment
• General Education Oversight Committee
• SACS
Information literacy, in particular the ability to search, sort through, validate, and make sense of ever expanding, electronically available data resources, is fundamental to both effective communication and quantitative reasoning.

Information Literacy became one of the design principles of the Core.
The Script

- Learning Outcomes
- Rubrics
- Research Exercise
- Teach
- Rewrite
- Teach
- Rewrite

You can’t do that!
This is too hard!
Grumble! Mutter! Complain!
It takes too much time!

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## SLO 4 - TAKE 1

Sample Analytic Rubric for "Evaluate Information Effectively"

<table>
<thead>
<tr>
<th>Evaluates Information Effectively</th>
<th>Needs Work</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>0 — Does not show evidence of investigating author qualifications, or provides inaccurate evidence.</td>
<td>1 — Investigates author qualifications and describes them.</td>
<td>2 — Investigates author qualifications, describes them, and articulates their relevance to the source at hand.</td>
<td>3 — Investigates author qualifications, describes them, articulates their relevance to the source at hand, and uses them to provide a rationale for selecting the source.</td>
</tr>
<tr>
<td>References</td>
<td>0 — Does not show evidence of examining source references, or provides inaccurate evidence.</td>
<td>1 — Examines source references and describes them.</td>
<td>2 — Examines source references, describes them, and articulates their relevance to the source at hand.</td>
<td>3 — Examines source references, describes them, articulates their relevance to the source at hand, and uses them to provide a rationale for selecting the source.</td>
</tr>
<tr>
<td>Currency</td>
<td>0 — Does not identify the date of source creation, or identifies an inaccurate date.</td>
<td>1 — Identifies the date of source creation.</td>
<td>2 — Identifies the date of source creation and articulates its relevance to the source at hand.</td>
<td>3 — Identifies the date of source creation, articulates its relevance to the source at hand, and uses it to provide a rationale for selecting the source.</td>
</tr>
<tr>
<td>Intended Audience</td>
<td>0 — Does not identify the intended audience (i.e., popular, trade, scholarly audiences), or identifies an inaccurate audience.</td>
<td>1 — Identifies the intended audience (i.e., popular, trade, scholarly audiences).</td>
<td>2 — Identifies the intended audience (i.e., popular, trade, scholarly audiences) and articulates its relevance to the source at hand.</td>
<td>3 — Identifies the intended audience (i.e., popular, trade, scholarly audiences), articulates its relevance to the source at hand, and uses it to provide a rationale for selecting the source.</td>
</tr>
<tr>
<td>Objectivity/Bias</td>
<td>0 — Does not identify indicators of objectivity or bias in the source, or identifies inaccurate indicators.</td>
<td>1 — Identifies indicators of objectivity or bias in the source.</td>
<td>2 — Identifies indicators of objectivity or bias in the source and articulates its relevance to the source at hand.</td>
<td>3 — Identifies indicators of objectivity or bias in the source, articulates its relevance to the source at hand, and uses it to provide a rationale for selecting the source.</td>
</tr>
<tr>
<td>Content Fit with Purpose</td>
<td>0 — Does not describe the fit between source content and assignment purpose, or describes the fit inaccurately.</td>
<td>1 — Describes the fit between source content and assignment purpose.</td>
<td>2 — Describes the fit between source content and assignment purpose and identifies specific areas of match between the two.</td>
<td>3 — Describes the fit between source content and assignment purpose, identifies specific areas of match between the two, and uses them to provide a rationale for selecting the source.</td>
</tr>
</tbody>
</table>

**TOTAL**
<table>
<thead>
<tr>
<th>4</th>
<th>Evaluates information effectively</th>
<th>0 Emerging</th>
<th>1 Developing</th>
<th>2 Proficient</th>
<th>3 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Types of information sources</td>
<td>Does not identify the type of information source or identifies inaccurately.</td>
<td>Identifies the type of information source accurately.</td>
<td>Identifies the type of information source accurately.</td>
<td>Identifies the type of information source accurately.</td>
</tr>
<tr>
<td></td>
<td>include: books, articles</td>
<td>Does not show evidence of examining source and applying evaluative criteria (i.e. authority, currency, reliability, accuracy, relevance, context, purpose or bias)</td>
<td>Shows evidence of minimal examination of source. Applies partial evaluative criteria (i.e. authority, currency, reliability, accuracy, relevance, context, purpose or bias)</td>
<td>Examines source and applies evaluative criteria (i.e. authority, currency, reliability, accuracy, relevance, context, purpose or bias)</td>
<td>Examines source and applies evaluative criteria (i.e. authority, currency, reliability, accuracy, relevance, context, purpose or bias)</td>
</tr>
<tr>
<td></td>
<td>(scholarly, trade, or popular),</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>web sites, primary source materials,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>videos, audio/sound recordings,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>images, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Articulates the relevance between selected source and topic.

Uses specific criteria to provide a rationale for selecting the source.
<table>
<thead>
<tr>
<th>4 Evaluates information effectively</th>
<th>0 Emerging</th>
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</tr>
</thead>
</table>

**THE RUBRIC**

Use to…

1. Inform instruction design
2. Focus on specific LO / research skill
3. Align assessment questions
4. Identify performance level
THE RESEARCH EXERCISE

• Assignment + Discussion with course instructor + Timing = Learning Outcome

• Learning Outcome + Assignment = Assessment
Course Research Assignment
For the major project in this course, you be investigating an issue of personal and/or public concern.

You will begin by doing preliminary research to discover a topic that interests you.

After doing some research on your proposed topic, you will choose an issue of significant impact. As you continue to learn about your final topic, you will narrow your focus and develop your questions through research and inquiry.

Your goal is to guide others through your research and present your findings in the most compelling way possible. Your paper must be a minimum of 2,500 words and conform to MLA formatting.

Student Learning Outcomes

1. Students will be able to define an information need in order to construct an effective research strategy.

2. Students will be able to construct an effective research strategy in order to identify and select relevant information sources.

3. Students will be able to identify and select relevant information sources in order to evaluate, synthesize and draw conclusions.

4. Students will be able to evaluate, synthesize and draw conclusions in order to analyze and interpret information.
The Research Exercise

1. Write clear questions
   (May seem simple to you, but not to your students.)

2. Use language from assignment

3. Use language from rubric
Identify a controversial issue of national or international importance

Create an annotated bibliography

Provide annotations for 5 credible sources

Include:

- APA citation for the source
- Sentence summary of the source
- Sentence about the credibility of the source
- Sentence explaining how you plan to use the source in your paper.
Research Exercise

In order to successfully complete your annotated bibliography and final paper, you must be able to effectively evaluate the information acquired during your research. This brief exercise is intended to reinforce your ability to evaluate information effectively and focuses on information in scholarly peer-reviewed articles.

Please give complete answers to the following questions. Use the scoring rubric to help you understand what to include.

**Important addition:** As you answer each question below, please copy and paste your responses into another document (e.g., Word, Google, etc.). Your instructor will provide specific instructions about what to do.

If you are completing this exercise outside of regular class time, be sure to check with your instructor for the due date.

---

1. **Last Name, First Initial**

2. **Year in School**
   - Make a selection...

3. **Class section number**
   - Make a selection...

4. What is your research topic/question? (It is often helpful to write your research topic in the form of a question.) Write your research topic in the form of a question in the box below.

5. Select the most useful scholarly peer-reviewed journal article that you found on your research question. Copy and paste the article citation (i.e., author, title, journal name, volume, issue, date, page numbers) into the box below.

6. What are the characteristics that tell you this is a scholarly article? (Review Anatomy of a Scholarly Article if needed.)

7. Describe in detail how this scholarly peer-reviewed journal article meets the evaluation criteria described in this module (i.e., authority, purpose, currency, accuracy, and relevancy). (Review Evaluating Sources if needed.)

8. Describe the connection between this article and your research question. How will you use the information in it to develop your argument?
1. Score exercises

2. Compile data

3. Summarize and report

4. Use assessment data to improve
Students benefit
Teaching improves
Collaborations increase
Librarians throughout the nation have taken the lead in the promotion of information competence, and their efforts can have greater impact when they collaborate with faculty so that assignments and activities are effectively designed to help students develop these skills.

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