

# WORKING TOGETHER TO ASSESS INFORMATION LITERACY IN THE GENERAL EDUCATION CURRICULUM

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PAUL COOK, PhD, *Director of Writing, Assistant Professor*  
CHRIS DARR, PhD, *Chair of Communication and Performing Arts, Associate Professor*  
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INDIANA UNIVERSITY KOKOMO

## INTRODUCTIONS

We are from Indiana University Kokomo:

- YAN HE, MLS, MS, *Information Literacy Librarian, Assistant Librarian*
- PAUL COOK, PhD, *Director of Writing, Assistant Professor of English*
- CHRIS DARR, PhD, *Chair of Communication and Performing Arts, Associate Professor of Communication Arts*
- POLLY BORUFF-JONES, MLS, MPA, *Dean of the Library, Librarian*

## LEARNING OUTCOMES

- #1: STRATEGIES FOR FORMING COLLABORATIONS ACROSS CAMPUS
- #2: METHODS FOR IMPLEMENTING SURVEY-BASED OUTCOMES ASSESSMENT
- #3: TECHNIQUES FOR CODING QUALITATIVE DATA

## OUR AGENDA

- WE WILL...
  - PROVIDE PROJECT BACKGROUND AND OVERVIEW
  - DESCRIBE STRATEGIES FOR FORMING COLLABORATIONS ACROSS CAMPUS
  - DISCUSS METHODS FOR IMPLEMENTING SURVEY-BASED OUTCOMES ASSESSMENT
  - EXPLORE TECHNIQUES FOR CODING QUALITATIVE SURVEY DATA
  - INVITE YOUR PARTICIPATION

## INDIANA UNIVERSITY KOKOMO

- PUBLIC, FOUR-YEAR UNIVERSITY (REGIONAL)
- LOCATED IN KOKOMO, INDIANA, A CITY OF 57,000 AN HOUR NORTH OF INDIANAPOLIS
- ECONOMY HISTORICALLY DEPENDENT ON AGRICULTURE AND AUTOMOBILE MANUFACTURING
- OPENED ITS DOORS IN 1932 AS "KOKOMO JUNIOR COLLEGE" AND BECAME PART OF THE IU SYSTEM IN 1945
- MANY INCOMING STUDENTS ARE FIRST-GENERATION COLLEGE STUDENTS
- APPROXIMATELY 130 FULL-TIME FACULTY OFFER COURSES TO NEARLY 4,000 STUDENTS
  - FACE-TO-FACE, FULLY ONLINE, AND HYBRID COURSE OFFERINGS

## PROJECT BACKGROUND

- GENERAL EDUCATION LEARNING OUTCOMES ASSESSMENT IS A PRIORITY IN STRATEGIC PLAN
- IU KOKOMO COMMITTED TO ASSESSING GENERAL EDUCATION CURRICULUM FOR ACCREDITATION VISIT IN 2018-19
- INFORMATION LITERACY IS A GENERAL EDUCATION LEARNING OUTCOME
  - EMBEDDED IN FIRST-YEAR WRITING AND PUBLIC SPEAKING COURSES
- NO FORMAL ASSESSMENT PLAN FOR GENERAL EDUCATION CURRICULUM WHEN THIS TEAM FORMED IN 2015

## PLAY ALONG!

- OPEN A BROWSER ON LAPTOP OR MOBILE DEVICE
- GO TO **KAHOOT.IT**
- ENTER GAME PIN: **XXXXXX**
- ENTER NAME (ANY NAME)

## FORMING COLLABORATIONS

- COMMON INTERESTS
- PERSISTENT DRIVER TO KEEP THE PROJECT MOVING
- WILLINGNESS TO WORK TOGETHER & ACROSS DISCIPLINES
  - NONE OF US HAVE BIG EGOS
  - RESPECT AND APPRECIATE WHAT THE OTHERS DO
  - BENEFITS OF A SMALL CAMPUS
  - DIY CULTURE
- ADMINISTRATIVE MANDATES

## CREATING A SURVEY ASSESSMENT TOOL

- BASED ON AN INFORMATION LITERACY INVENTORY CREATED SEVERAL YEARS BEFORE
- ADDED DEMOGRAPHIC AND PRIOR EXPERIENCE QUESTIONS
- CONVERTED FROM PAPER TO QUALTRICS
- SIMPLIFIED IN POST-PILOT ADMINISTRATIONS
- REVISED SURVEY BASED ON EXPERIENCE

Student ID # (last 4 digits only) \_\_\_\_\_

### Library Research Experience Inventory

When you look for information on a research topic, what **online resources** do you use? For each resource you list, state what kinds of information you are looking for specifically.

<u>Resource</u>	<u>Kinds of information you are looking for</u>
_____	_____
_____	_____

What **print resources** do you use, and what kinds of information are you looking for?

<u>Resource</u>	<u>Kinds of information you are looking for</u>
_____	_____
_____	_____

What **other resources** do you use, and what kinds of information are you looking for?

<u>Resource</u>	<u>Kinds of information you are looking for</u>
_____	_____
_____	_____

How do you **judge the credibility** of the following?

An online resource:

An article in a periodical or journal:

A book:

## QUALTRICS SURVEY

1) WHEN YOU LOOK FOR INFORMATION ON A RESEARCH TOPIC, WHAT RESOURCES DO YOU USE?

- IN THE FIRST COLUMN, PLEASE LIST THE RESOURCES YOU USE WHEN DOING RESEARCH
- IN THE SECOND COLUMN, FOR EACH RESOURCE YOU LIST, STATE WHAT KIND(S) OF INFORMATION YOU ARE LOOKING FOR

2) PLEASE EXPLAIN HOW YOU DETERMINE WHETHER AN INFORMATION RESOURCE IS RELIABLE AND RELEVANT.

## DEMOGRAPHICS & EXPERIENCE

- CLASS STANDING
- MAJOR
- TRANSFER STUDENT?
- PREVIOUS LIBRARY INSTRUCTION (HIGH SCHOOL OR COLLEGE)?
- ...WHICH CLASS(ES)?
- PREVIOUS RESEARCH PAPERS (HIGH SCHOOL OR COLLEGE)?
- ...WHICH CLASS(ES)?

[POST-SURVEY ASKED ABOUT LIBRARY INSTRUCTION AND RESEARCH PAPER EXPERIENCE FOR CURRENT SEMESTER ONLY]

<p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• Can you tell who created or published the information?</li> <li>• Is the publisher or author an expert?</li> <li>• Is the publisher or author reputable?</li> <li>• What are the author's credentials?</li> <li>• What else has the author written?</li> </ul>	<p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>• Are the facts verifiable?</li> <li>• Are there citations to other sources for additional information?</li> <li>• Is the publication peer-reviewed?</li> <li>• Is the researcher's methodology clear?</li> <li>• Do the conclusions make sense?</li> </ul>
<p><b>Currency</b></p> <ul style="list-style-type: none"> <li>• When was the research conducted?</li> <li>• When was the publication created, published, updated?</li> <li>• Is the information recent enough to be appropriate for your topic? <ul style="list-style-type: none"> <li>○ Remember, appropriate currency varies by discipline and by topic</li> </ul> </li> </ul>	<p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Does the material align with your research need?</li> <li>• Does the material support your thesis?</li> <li>• Is the scope (breadth and depth) of coverage appropriate?</li> <li>• Do you need an overview or in-depth analysis?</li> </ul>
<p><b>Objectivity</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the information? <ul style="list-style-type: none"> <li>• Is the material impartial or biased?</li> <li>• Is the material scholarly or commercial?</li> </ul> </li> <li>• Does the information promote an opinion or a product? <ul style="list-style-type: none"> <li>• Who sponsored the research?</li> </ul> </li> </ul> <p><a href="https://www.youtube.com/watch?v=wzOI06s7bYo&amp;feature=youtu.be">https://www.youtube.com/watch?v=wzOI06s7bYo&amp;feature=youtu.be</a></p>	

## SURVEY ADMINISTRATION

- LIBRARIAN VISITED EACH CLASS DURING FIRST WEEK OF SEMESTER\*
  - BRIEF INTRODUCTION TO LIBRARY, ADMINISTERED PRE-SURVEY
- LIBRARIAN TAUGHT FULL CLASS SESSION, TIMED TO COINCIDE WITH RESEARCH ASSIGNMENT
  - TARGETED LEARNING OUTCOMES TO ASSESSMENT
- POST-SURVEY ADMINISTERED AT END OF SEMESTER IN VARIETY OF WAYS\*
- SURVEYS SEPARATED IN FALL 2016

\*IN SPRING 2017, ALL SURVEY ADMINISTRATION TURNED OVER TO INSTRUCTORS

Semester/Class/Survey	Respondents	Administration Method		
		Librarian	Canvas	Instructor
Fall 2015/both/pre*	432	X		
Fall 2015/both/post*	234	X**		X**
Spring 2016/both/pre	290	X		
Spring 2016/both/post	83	X	X	
Fall 2016/W 131/pre	266	X	X	
Fall 2016/W 131/post	208	X	X	
Fall 2016/S 121/pre	159	X	X	
Fall 2016/S 121/post	35	X	X	
Spring 2017/W 131/pre	95		X	X***
Spring 2017/W 131/post	55		X	X***
Spring 2017/S 121/pre	53		X	X***
Spring 2017/S 121/post	16		X	X***
*Paper survey		**Post-survey distributed with course evaluations		***Survey administration turned over to instructors

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## FACULTY & SURVEY-BASED ASSESSMENT

- ADJUNCTS' ROLE
  - EXPECTATIONS
  - MAINTAINING MOMENTUM
- RESIDENT FACULTY

## TECHNIQUES FOR CODING QUALITATIVE DATA

- CODING METHODS
- ACTIVITY: INFORMATION RESOURCES CODING WORKSHEET
- DATA ANALYSIS

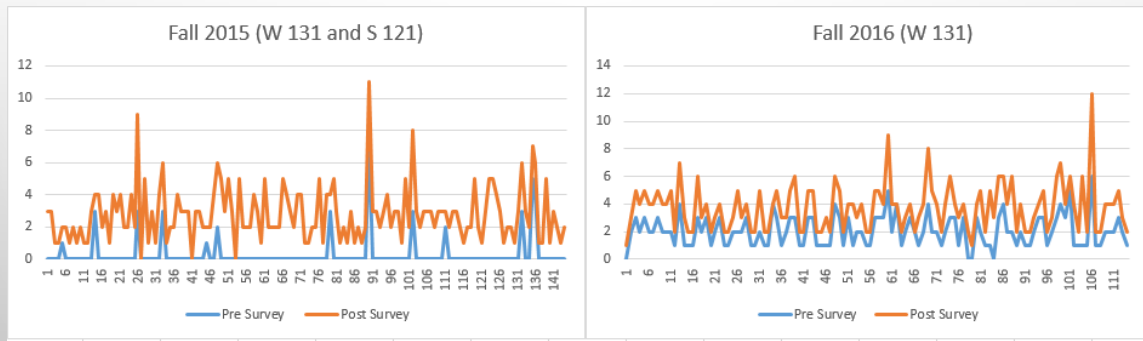
Q2	Q12	Q13	Q14	Q15	Q37#1_1	Q37#1_1	Q37#1_1	Q37#1_1	Q37#1_2	Q37#1_2	Q37#1_2	Q37#1_2	Q37#1_3	Q37#1_3	Q37#1_3	Q37#1_3	Q37#1_4	Q37#1_4	Q37#1_4
7409	1 Public spe		1 Intro to fit	speech to facts					speech to facts				informati	facts			informati	facts	
6163	1 English, la		1 English, la	anything					anything				local info						
693	2		1 Psycholog	journals					important dates				canvas						sources
9204	1 English		1 English	information to support my papers															
8057	1 speech, Fi		2	books with links online					factual inf evidence for papers				factual	supported info					informati
138	1 English 13		1 English 13	academic "How to's"					credible information										evidence on
7619	1 English		1 English	peer-reviewed information															unbiased news
67	1 English, s		1 English, s	when im doing my papers					when im looking for not important information										
1640	1 Literary in		2	academic articles					medical articles										
7503	2		2	anything					anything				scholarly stuff						
322	2		1 w121	quotes facts					articles quotes				stats	facts					quotes
6751	1 English		1 w132	peer reviewed articles					peer reviewed articles				peer reviewed articles						Information on speech
9227	1 English 13		1 English, s	scholarly journals					direct quotes										
989	1 English, s		1 English, C	information									credible information						
5051	1 w131, w1		1 w131, w1	journals															
194	2		2	scholarly pdf's for download					truthful facts				web artic	newspaper blogs					
8005	2		2																
9389	1 English		1 English	research					research										
2781	1 speech, Fi		1 speech, Fi	research article teaching methods					author of the Yellow Wall Paper				websites						

Student ID	General internet resources and searches			Wikipedia			Multimedia (general)			People (no qualification stated)			General references (e.g., e		
	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse
1010	0	0	0	0	0	0	0	1	1	1	1	0	0	0	
1106	0	0	0	0	0	0	0	0	0	0	1	1	1	0	
1204	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1260	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1275	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1179	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1497	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1530	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1594	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

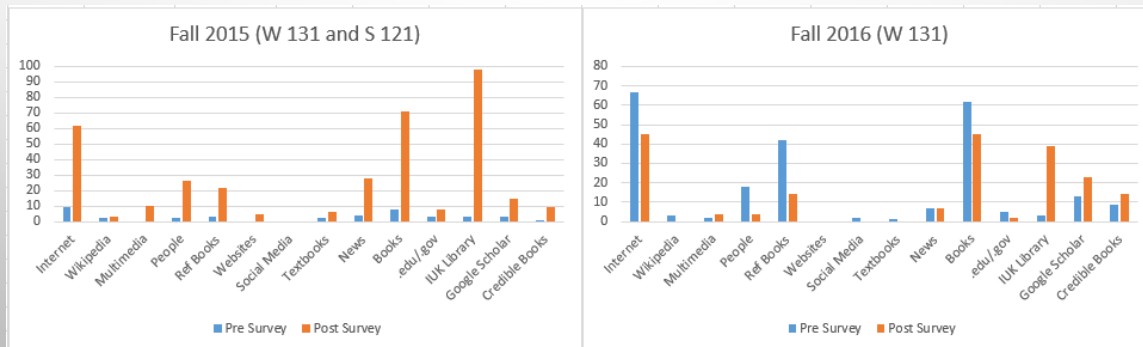
  

Student ID	Objectivity Post-Test			Accuracy Post-Test			Authority Post-Test			Currency Post-Test			Relevance Post-Test		
	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse	Marisa	Yan	Jesse
1010	1	1	1	1	1	0	1	1	1	1	0	0	0	0	
1106	0	0	0	1	1	1	0	0	0	0	0	0	0	0	
1204	0	0	0	0	0	0	1	1	1	1	0	0	0	0	
1260	0	0	0	1	1	1	0	0	0	0	0	0	0	0	
1275	0	0	0	1	1	1	1	1	1	1	0	0	0	0	
1279	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1285	1	1	1	0	0	0	0	1	1	1	0	0	0	0	
1497	0	0	0	0	0	0	0	1	1	1	0	0	0	0	
1530	0	0	0	0	0	0	0	1	1	1	0	0	0	0	
1594	0	0	0	1	1	1	1	1	1	1	1	1	0	0	
1640	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
1693	0	0	0	0	0	0	0	1	1	1	1	1	1	0	
1794	0	0	0	1	1	1	1	0	0	0	0	0	0	0	
1755	0	0	0	0	0	0	0	1	1	1	1	1	1	0	
1777	0	0	0	1	1	1	1	1	1	1	0	0	0	1	
1831	0	0	0	0	0	0	0	1	1	1	1	0	0	0	

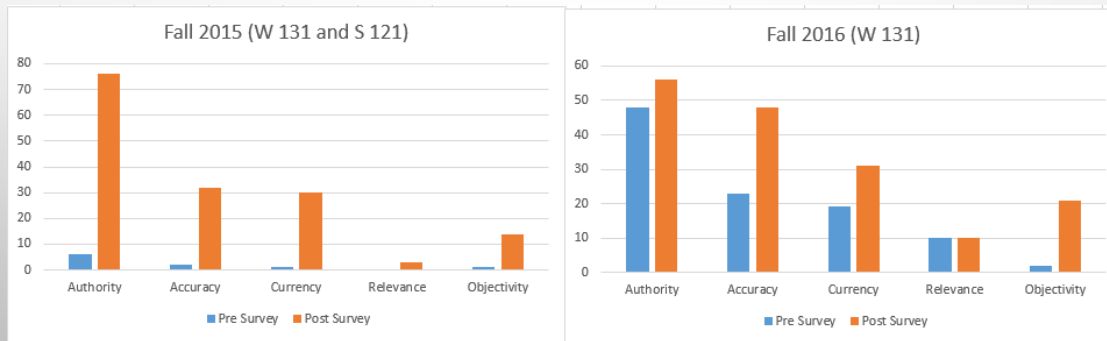
## NUMBER OF INFORMATION RESOURCES



## TYPES OF INFORMATION RESOURCES



## CRITERIA FOR EVALUATING INFORMATION



## STATISTICAL ANALYSIS

- **FALL 2015**
  - FOR NUMBER/TYPES OF RESOURCES, AN ANOVA TEST FOUND SIGNIFICANT IMPROVEMENT IN SCORES [ $F(1,143)=309, P<.001$ ], WITH PARTICIPANTS SCORING HIGHER ON THE POST-SURVEY ( $M=0.28, SD=0.1$ )
  - WE FOUND THAT FOR EVALUATING RESOURCES, STUDENTS SIGNIFICANTLY IMPROVED [ $F(1,99)=242, P<.001$ ], WITH POST-SURVEY SCORES ( $M=1.69, SD=0.93$ ) HIGHER THAN PRE-SURVEY SCORES ( $M=0.12, SD=0.41$ )
- NO SIGNIFICANT RELATIONSHIP BETWEEN THE NUMBER OF INSTRUCTION SESSIONS ATTENDED AND POST SURVEY SCORES

## STATISTICAL ANALYSIS, CONT.

- FALL 2016
  - FOR NUMBER/TYPES OF RESOURCES IN FALL 2016, AN ANOVA FOUND SIGNIFICANT DECLINE IN SCORES [ $F(1,132) = 13.5, P < .001$ ], WITH PARTICIPANTS SCORING LOWER ON THE POST-SURVEY ( $M = 1.7, SD = 1.0$ ) THAN ON THE PRE-SURVEY ( $M = 2.13, SD = 1.15$ ).
  - WE FOUND THAT FOR EVALUATING THE QUALITY OF RESOURCES, STUDENTS SIGNIFICANTLY IMPROVED [ $F(1,144) = 321, P < .001$ ], WITH POST-SURVEY SCORES ( $M = 1.63, SD = 0.99$ ) HIGHER THAN PRE-SURVEY SCORES ( $M = 0.14, SD = 0.48$ ).

## NEXT STEPS

- THUS FAR OUR APPROACH HAS BEEN “ZOOMED OUT”: WE HAVE BEEN SCANNING THE ENVIRONMENT ON OUR CAMPUS AND ESTABLISHING BASELINES IN FIRST-YEAR GEN-ED COURSES
- OUR NEXT SHORT-TERM GOAL IS TO ESTABLISH QUALITATIVE METHODS OF ASSESSMENT IN MORE COURSES
- LONG-TERM, WE PLAN TO LEVERAGE OUR POSITIVE PRESENCE IN THE GEN-ED CURRICULUM TO EXPAND OUR EFFORTS TO UPPER-LEVEL COURSES AND COURSES IN THE MAJORS

THANK YOU!

QUESTIONS?

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### Information Resources Coding Worksheet

Pre Survey	Student ID	Internet	Wikipedia	Multimedia	People	Ref Books	Wesbites	Textbooks	News Sources	Books, Magazines	.edu/.gov	IU Kokomo Library	Google Scholar	Credible Books and Journals	Score
1	1008														
2	1116														
3	1164														
4	1165														
5	1175														

Post Survey	Student ID	Internet	Wikipedia	Multimedia	People	Ref Books	Wesbites	Textbooks	News Sources	Books, Magazines	.edu/.gov	IU Kokomo Library	Google Scholar	Credible Books and Journals	Score
1	1008														
2	1116														
3	1164														
4	1165														
5	1175														

	Student ID	Pre Survey Response	Post Survey Response
1	1008	wikipedia, Bing, Google, news pages, Purdue Owl, textbooks, magazines, people	Academic Search premier, Sociological Abstract, The Art of Public Speaking, web resources, newspaper
2	1116	non fiction, newspapers	Database, Google Scholar, magazine, textbook, article, film, encyclopedia
3	1164	internet, Google, textbook	IU Databases, Government websites, organizational websites. Magazine, book, dictionary, e-books, interview
4	1165	University websites, Google	IU Library, books, Academic Search Premier, .gov, .edu,
5	1175	Talking to people, online searching	Literary Criticisms, books, interviews, scholarly journals