

## Why We Assess

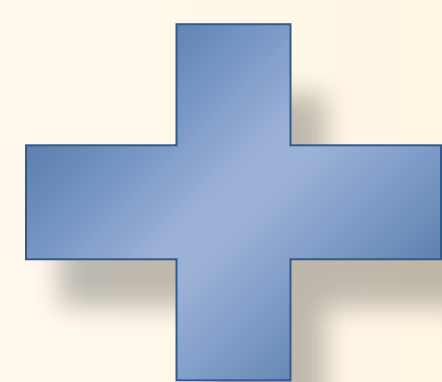
Information Literacy is a Student Learning Outcome (General Education Outcome)

**Student Learning Outcomes**  
Auburn University's Student Learning Outcomes

The eleven Student Learning Outcomes represent the academic skills and principles we want our students to know and/or be able to do as they progress towards completing their educational goals. Auburn University believes that attainment of the following Student Learning Outcomes provides students with the necessary knowledge, values, skills, and experiences necessary to become competitive in a global society. Click here to see the full list of Student Learning Outcomes and Measures.

Click on an outcome to see the Core Courses that align.

SLO1: Students will be information literate.  
SLO2: Students will be able to read analytically and critically.  
SLO3: Students will be able to critique and construct an argument effectively.  
SLO4: Students will be able to apply simple mathematical methods to the solution of real-world problems.  
SLO5: Students will be able to select and use techniques and methods to solve open-ended, ill-defined or multi-step problems.  
SLO6: Students will be able to write effectively.  
SLO7: Students will demonstrate effective oral communication skills.  
SLO8: Students will be informed and engaged citizens of the United States and the world.  
SLO9: Students will understand and appreciate the diversity of and within societies of the United States and the world.  
SLO10: Students will understand and appreciate methods and issues of science and technology.  
SLO11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.

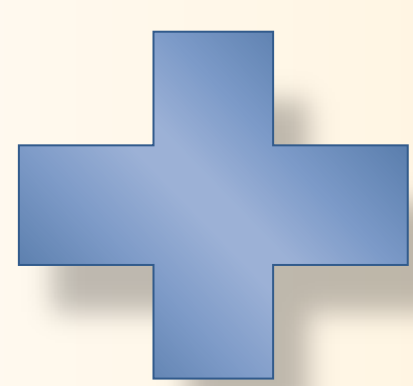


Information Literacy is Primarily Measured in Freshmen Composition Classes

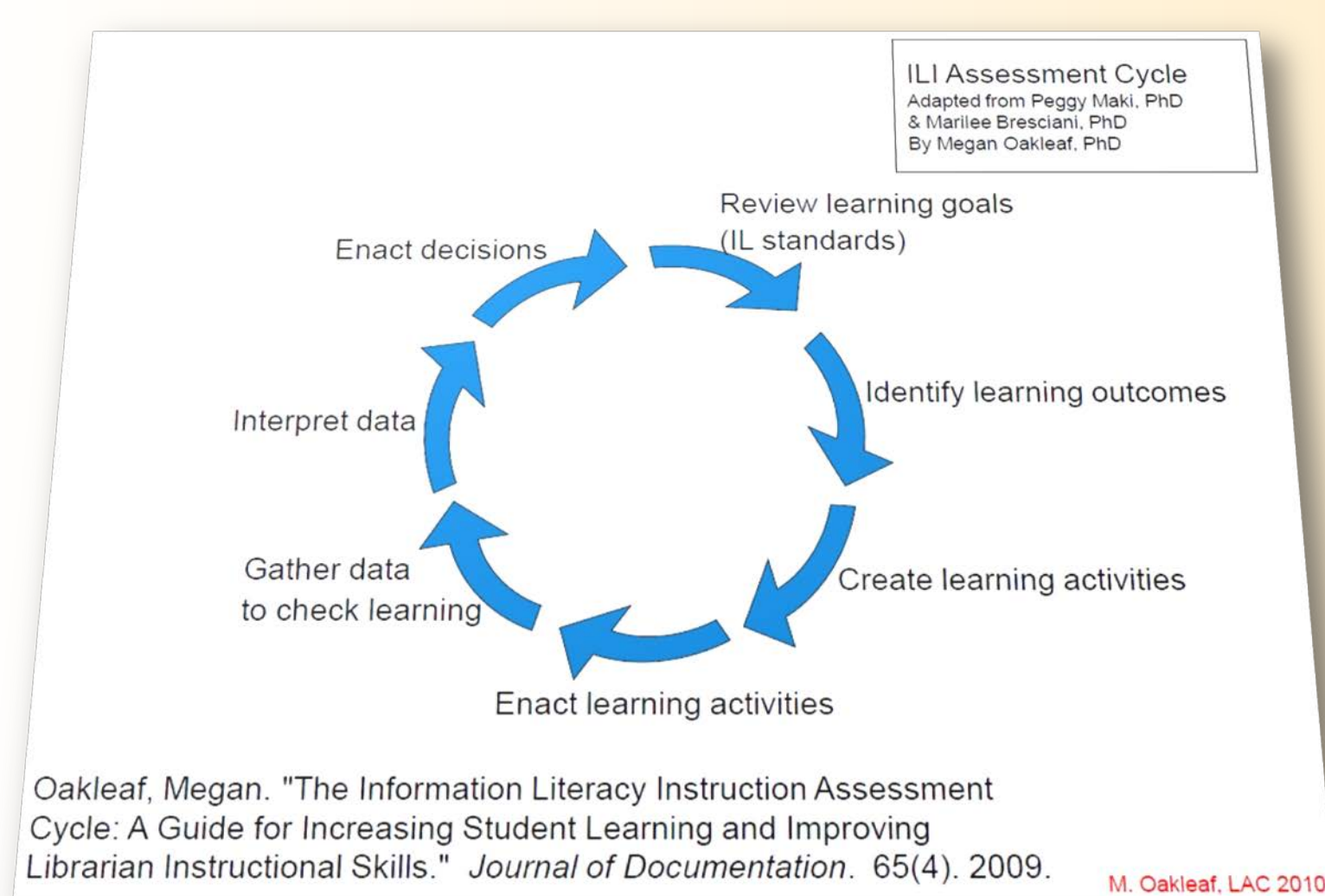
**2011 Revised Core Curriculum**

The core curriculum also prepares students for post-graduate success by helping them acquire the skills and experiences necessary for a competitive job market. In 2010, the National Association of Colleges and Employers identified the top 10 skills employers seek in college graduates. Employers surveyed identified effective communication, analytical, technical competency, and problem solving skills were identified as the most desirable skills employers expect graduates to demonstrate. Through broad-based learning, the Student Learning Outcomes provide students with the opportunity to acquire a basis for developing these skills and abilities.

| Course              | Required Hours | Description  |
|---------------------|----------------|--|
| English Composition | 6 hours        | 2 three-hour courses, both in freshman year<br>Students completing both of the required Composition courses will be exposed to SLO 6. Students will be able to write effectively. In ENGL 1120, students will also be exposed to SLO 1. Students will be information literate. |



Close the Loop in order to Improve Teaching and Student Learning



# Librarians' Role in General Education: Authentically Assessing Information Literacy Skills via English Composition Classes

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- Most English Composition Classes Attend 3 Information Literacy Sessions (there is a strong collaboration between the Library Instruction Program and English Composition Program)
- Learning Outcomes Based on ACRL's Information Literacy Competency Standards for Higher Education
- Focused on Critical Thinking Skills

### Example: Authentic Formative

- ACRL Standard Two, Performance Indicator 2, Outcome b: *Identifies keywords, synonyms and related terms for the information needed*
- Students complete a worksheet in class requiring them to develop keywords/synonyms on their own topics

#### Worksheets

**Worksheet 1:** Research Question/Thesis Statement/Topic Proposal: "Oil will not be drilled in Alaska within reason ever." Main keywords: Alaska, and, public, lease, and, oil. Synonyms for other words: Alaska: Bering Sea, refuge; lease: cost, grant.

**Worksheet 2:** Research Question/Thesis Statement/Topic Proposal: "What is the importance of Lewis in America?" Main keywords: Lewis, AND, America, AND, importance. Synonyms for other words: importance: Decision, Demanding, Demand, Demand, force.

#### Keywords Rubric

| Outcome  | Insufficient  | Sufficient   | Accomplished  |
|--|---|--|---|
| Extract appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question | Student failed to extract some appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question | Student is able to extract some appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question | Student succeeds in extracting appropriate keywords and key phrases (main aspects) from topic/thesis statement or research question |

#### Synonyms Rubric

| Outcome  | Insufficient  | Sufficient  | Accomplished   |
|--|---|---|--|
| Identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects) in order to find the information needed. | Student failed to identify obvious synonyms and/or related terms of the keywords and key phrases (main aspects) | Student is able to identify some obvious synonyms and/or related terms of the keywords and key phrases (main aspects) | Student succeeds in identifying obvious synonyms and/or related terms of the keywords and key phrases (main aspects) |

### Example: Authentic Summative

- Culmination of 3 Library Sessions Covering Several Different Outcomes
- Librarians review a sample of bibliographies from the final research papers

#### Questions asked:

- Did the students cite their sources correctly?
- Did the students find appropriate sources?
- Where did the students find sources?
- Did the students properly evaluate their sources?
- Did the students integrate sources appropriately?

**Bibliography Evaluation Rubric**

| Documentation/ Citation   | 5  | 4  | 3  | 2  | 1  |
|---|--|--|--|--|--|
| Students will document citations and evaluate them for scholarly or non-scholarly status. | All citations are documented correctly and are evaluated for scholarly or non-scholarly status.                              | Multiple sources are cited with minor errors.  | Multiple sources are cited with minor errors.  | Multiple sources are cited with minor errors.  | No sources are cited.  |
| Students will find appropriate scholarly sources.   | All citations within the bibliography are scholarly.   | The majority of citations within the bibliography are scholarly.   | Citations indicated both scholarly and popular sources are used.   | The majority of citations within the bibliography are popular.   | All citations within the bibliography are popular.   |
| Students will find appropriate scholarly sources using the library's subject databases.   | The majority of citations within the bibliography have been located through the library's subject databases.                 | The majority of citations within the bibliography have been located through the library's subject databases.                 | The majority of citations within the bibliography have been located through the library's subject databases.                 | The majority of citations within the bibliography have been located through the library's subject databases.                 | The majority of citations within the bibliography have been located through the library's subject databases.                 |
| Students will evaluate appropriate scholarly resources.                                   | All citations within the bibliography evidence relevant and timely resources.  | The majority of citations within the bibliography evidence relevant and timely resources.                                    | Some citations within the bibliography evidence relevant and timely resources.   | Few citations within the bibliography evidence relevant and timely resources.  | No citations within the bibliography evidence relevant and timely resources.   |
| Students will integrate appropriate scholarly resources.                                  | The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources which support the main thesis. | The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources which support the main thesis. | The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources which support the main thesis. | The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources which support the main thesis. | The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources which support the main thesis. |

Auburn University English Department Fall 2012

## Using the Data

### Keywords/Synonyms (Formative)

#### Finding 1:

Students need more guidance in identifying the important words in a thesis statement/research question

#### Action Taken:

Librarians spend more time in class on examples and practice

#### Finding 2:

Students stretch the definition of synonyms and related terms

#### Action Taken:

Librarians stress quality or quantity of synonyms and related terms in class

#### Finding 3:

Students struggle with developing realistic topics/thesis statements/research questions; this is not being covered by all English instructors

#### Action Taken:

Librarians develop classes and online module that focus on topic development; this requires negotiation with English instructors in order to spend an entire library session on this outcome

### Final Bibliographies (Summative)

#### Key Finding:

A considerable amount of disparity exists among the English instructors on the definition of a "scholarly" source.

#### Action Taken:

Librarians reexamine the scholarly/popular paradigm and conclude that perhaps it is time to move to an "evaluating ALL sources" model. If English instructors allow students to use the Web, or have varying definitions of scholarly, librarians must change lesson plans to meet the needs of the students.