International Studies and Library Partnership
Brief Report on Capstone Project Assessment

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Goals:
1. Measure international studies students' research knowledge and skills with an information literacy lens using an authentic assessment approach focused on the students final capstone papers, including their literature reviews and bibliographies.

2. Using these assessment results, re-examine the library research class syllabi and possibly class assignments to further improve learning.

Process:

1. On April 30, 2015 Christina McGowan contacted International Studies professors Dr. Terry- Ann Jones and Dr. Janie Leatherman to see if they would be interested in partnering with the Library on an assessment project focused on students' information literacy skills. Both responded yes.

2. At the beginning of June, 2015, professors Dr. Terry- Ann Jones and Dr. Janie Leatherman made available 21 student capstone papers that were completed at the end of spring 2015 semester.

3. In late June to early July 2015, librarians Christina McGowan, Jackie Kremer and Dominic LaFlamme determined the information literacy learning outcomes to be measured as follows:
   a. Determines the extent of information needed
   b. Critically Evaluates Information and its Sources
   c. Uses Information Ethically and Legally

   These selection of these learning outcomes were informed by their inclusion in AACU's *Information Literacy Value Rubric*

4. In July, librarians Christina McGowan, Jackie Kremer and Dominic LaFlamme developed a rubric based on the AACU's *Information Literacy Value Rubric* and informed by *Evaluating Information – Applying the CRAAP Test*, Meriam Library, California State University, Chico - www.csuchico.edu/lins/handouts/evalsites.html and the University of Rhode Island University Libraries information literacy rubric. On July 23, 2015, librarians met with Aaron Perkus to review the rubric. Aaron suggested a 4 point scale and the rubric was changed to reflect this suggestions. See Attachment A below for rubric.

5. In August, 2015 Aaron, Christina, Dominic and Jackie met in person and normed the papers against the rubric. Aaron coordinated putting the rubric into Blackboard, so we could score them in Blackboard. Each person was assigned 19 papers with each paper being scored by 2 people. In August, Aaron, Christina, Dominic and Jackie evaluated the papers in Blackboard. Results were made available in the beginning of September, 2015.

Results Spring 2015:
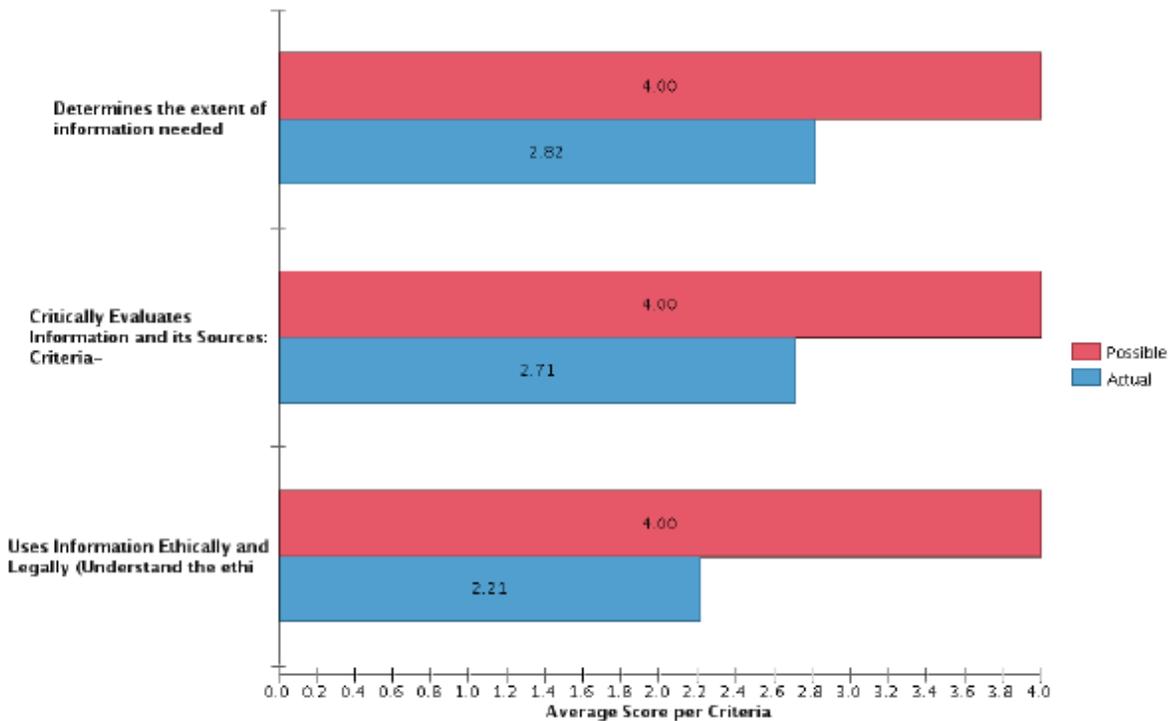
Frequency Distribution
Information Literacy International Studies Capstone

Criteria		Competent	Approaches IL Competency	Approaches IL Competency Proficient	Beginning IL Competency	Number Evaluation	Average	Median	Mode	Std. Deviation
Determines the extent of information needed	Points	4.00	3.00	2.00	1.00					
		32%	24%	39%	5%	38	2.82	3.00	2.00	0.95
Critically Evaluates Information and its Sources: Criteria-- Currency, Authority, Accuracy, Purpose, Bias/Point of View	Points	4.00	3.00	2.00	1.00					
		24%	29%	42%	5%	38	2.71	3.00	2.00	0.90
Uses Information Ethically and Legally (Understand the ethical and legal restrictions on the use of published, confidential, and/or proprietary information)	Points	4.00	3.00	2.00	1.00					
		13%	21%	39%	26%	38	2.21	2.00	2.00	0.99

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Initial Discussion of Results:

In a meeting in early September, 2015 to discuss the results, it was determined that Aaron's scores were significantly higher than the librarians' scores.

	Learning Outcome 1 (1-4 scale)	Learning Outcome 2 (1-4 scale)	Learning Outcome 3 (1-4 scale)	OVERALL out of 12 points
Aaron	3.889	3.667	3.222	10.778
Christina	2.667	2.556	1.778	7.0
Dominic	2.4	2.2	1.9	6.5
Jackie	2.4	2.5	2.0	6.9
Average w/ Aaron	2.82	2.71	2.21	7.7945
Average w/o Aaron	2.489	2.419	1.893	6.8

As you can see, scores from Learning Outcome 3 (Uses and formats citations and references correctly) were particularly low, although scores in each category could be improved.

Next Steps:

1. Spring 2016 – faculty change citation style to Chicago author/date.

2. Discussion of results with faculty members (May 2, 2016). Faculty agree to all suggestions (see Appendix B)

    a. Generate ideas for improving library research class to be held in Fall semester 2016 to improve skills

    b. Generate ideas for possibly altering assignments in Fall semester 2016 to improve skills

3. Faculty and librarians agree to rerun assessment in fall 2016 with fall 2016 papers to check for improvement in student learning outcomes.
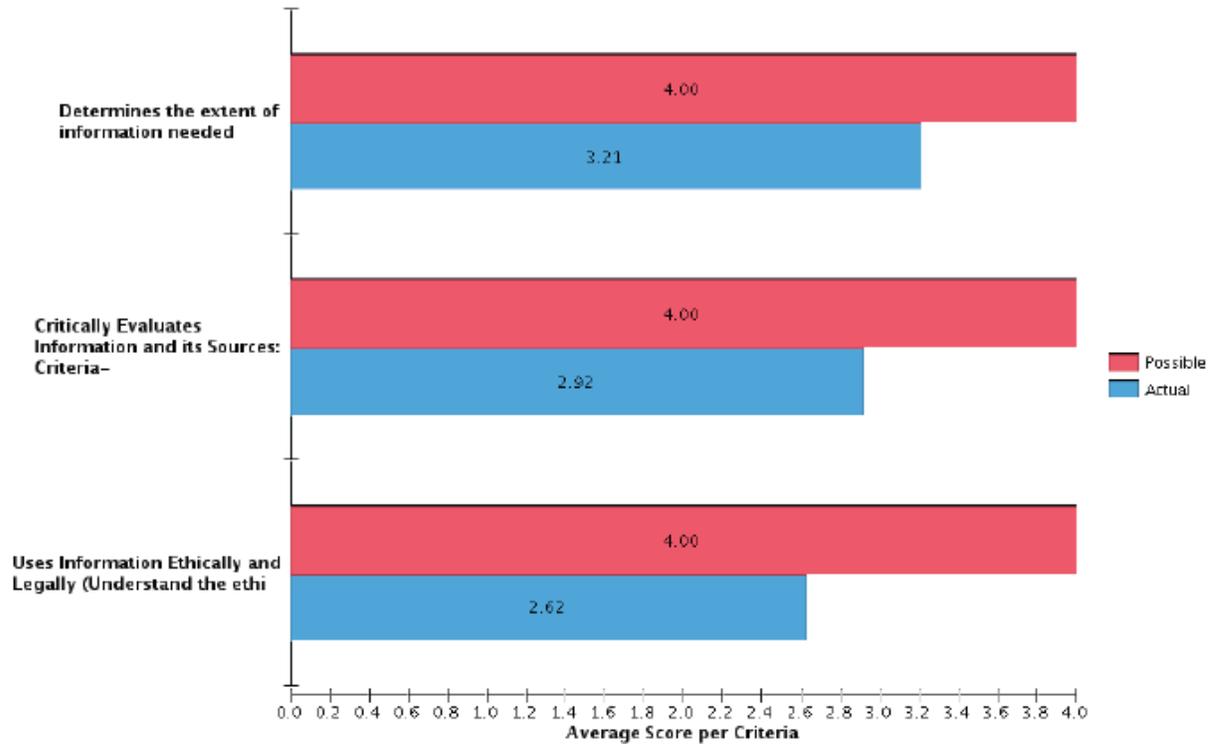
Update:

Faculty and librarians assessed the fall 2016 international studies capstone papers to assess student learning and to determine if the changes made in Appendix B increased student learning. Scorers were Christina McGowan and Jackie Kremer from the Library and International Studies faculty members Drs. Dina Franceschi, Terry- Ann Jones and Dr. Janie Leatherman.

Results Fall 2016:

Evidence Set Evaluation Rollup

Rubric Analysis
Information Literacy International Studies Capstone

Determines the extent of information needed — Possible: 4.00, Actual: 3.21

Critically Evaluates Information and its Sources: Criteria– — Possible: 4.00, Actual: 2.92

Uses Information Ethically and Legally (Understand the ethi — Possible: 4.00, Actual: 2.62

Legend: Possible, Actual

Average Score per Criteria
0.0 0.2 0.4 0.6 0.8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0 3.2 3.4 3.6 3.8 4.0

Evidence Set Evaluation Rollup

Information Literacy International Studies Capstone

Criteria		Competent	Approaches IL Competency	Approaches IL Competency Proficient	Beginning IL Competency	Number Evaluation	Average	Median	Mode	Std. Deviation
Determines the extent of information needed	Points	4.00	3.00	2.00	1.00					
		38%	46%	17%	0%	24	3.21	3.00	3.00	0.72
Critically Evaluates Information and its Sources: Criteria-- Currency, Authority, Accuracy, Purpose, Bias/ Point of View	Points	4.00	3.00	2.00	1.00					
		25%	46%	25%	4%	24	2.92	3.00	3.00	0.83
Uses Information Ethically and Legally (Understand the ethical and legal restrictions on the use of published, confidential, and/ or proprietary information)	Points	4.00	3.00	2.00	1.00					
		17%	42%	29%	12%	24	2.62	3.00	3.00	0.92

Comparison of Assessment Results IL
Capstone Project Assessment: Fall 2016 and
Spring 2015

Learning Outcomes	Results
Determines the Extent of Information Needed	
Fall 2016 Results	3.21
Spring 2015 Results	2.82
Improvement %	**14%**
Critically Evaluates Information and Its Sources: Criteria- Currency, Authority, Accuracy, Purpose, Bias/Point of View	
Fall 2016 Results	2.92
Spring 2015 Results	2.71
Improvement %	**8%**
Uses Information Ethically and Legally (Scholarly Attribution)	
Fall 2016 Results	2.62
Spring 2015 Results	2.21
Improvement %	**19%**

Discussion of Results:

While the lowest score continues to be Learning Outcome #3 *Uses Information Ethically and Legally*, we saw the most improvement in this area with the average scores increasing 19% over the two studies. We see the mean and the mode for Learning Outcome #3 move from 2.0 to 3.0. This is gratifying to see since the changes instituted (see Appendix B) were focused on citations/attribution. We also saw a percentage rise in the average score in Learning Outcomes #1 and #2. In addition, the mode of both these outcomes increased from 2.0 to 3.0.

The fall 2016 capstone class included only 12 students, so only 12 capstone papers could be analyzed. This is in comparison to spring 2015 when there were 21 students.

Next Steps:

In fall 2017, meet with the International Studies Department to review results in depth and develop action steps to increase scores for all 3 learning outcomes. In addition, discuss continuing this Library-International Studies Department collaboration by running this assessment project again when more capstone papers are available for scoring.

IL Outcomes	IL Competent 4	Approaches IL Competency 3	Approaches IL Competency 2	Beginning IL Competency 1
Attachment A.	**IL Capstone @ Fairfield Information Literacy (IL) Rubric** *based on the AACU Information Literacy Value Rubric*			

IL Outcomes	IL Competent 4	Approaches IL Competency 3	Approaches IL Competency 2	Beginning IL Competency 1
Determines the extent of information needed	Types of Information (sources) selected directly relate to concepts or answer research question.	Types of Information (sources) selected relate to concepts or answer research question.	Types of Information (sources) selected partially relate to concepts or answer research question.	Types of Information (sources) selected do not relate to concepts or answer research question.
Accesses the Needed Information				
Critically Evaluates Information and its Sources *Criteria: Currency, Authority, Accuracy, Purpose, Bias/Point of view	Selects and applies relevant evaluation criteria of information sources to all sources. o Currency o Authority o Accuracy o Purpose o Bias/Point of view	Selects and applies relevant evaluation criteria of information sources to most of the sources. o Currency o Authority o Accuracy o Purpose o Bias/Point of view	Selects and applies relevant evaluation criteria of information sources to some of the sources. o Currency o Authority o Accuracy o Purpose o Bias/Point of view	Selects and applies relevant evaluation criteria of information sources to few of the sources. o Currency o Authority o Accuracy o Purpose o Bias/Point of view
Uses Information Effectively to Accomplish a Specific Purpose				
Uses Information Ethically and Legally (Understand the ethical and legal restrictions on the use of published, confidential,	Uses and formats citations and references correctly.	Uses and formats citations and references correctly with minor lapses.	Uses and formats citations and references correctly with significant lapses.	Uses and formats citations and references incorrectly or they are missing.

and/or proprietary information.)				

Attachment B.

**Ideas for Increasing Citation Skills/Knowledge and Evaluating &Integrating Sources
in the International Studies Capstone Paper**

1. Assign a specific style. This was done in spring 2016 – classes were assigned author/date Chicago.

2. Annotated Bibliography Assignment- rather than summarizing, have students answer the questions "What ways does this source support your argument? And "How does this article fit within my research?" and "What is the bias or point of view?"Ask students to cite properly for reference list as well as in text citation.

3. Possible class time activities-

   a. Deconstruct a scholarly article from your discipline. Show how secondary sources are integrated to support new ideas.

   b. During writing process, use class time to have peer feedback. Ask student to report on what sources they include and why.

4. Lesson during Research Class
   a. Citation Exercise Have students create a citation using Chicago Notes-Bibliography style. Then have students create and insert footnotes into sample text. This can be modified for other citation styles.