



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

17-18 CAPR 12
March 6, 2018

TO: The Academic Senate

FROM: Jason Smith, Chair of the Committee on Academic Planning Review (CAPR)

SUBJECT: 17-18 CAPR 12: Institutional Learning Outcome (ILO) Information Literacy Measurement Rubric

PURPOSE: For action by the Academic Senate

ACTION REQUESTED: That the Academic Senate adopt the ILO Information Literacy Measurement Rubric; effective upon signature of the President

BACKGROUND INFORMATION:

At their meeting on March 1, 2018 CAPR discussed the ILO Information Literacy Measurement Rubric.

The ILO Subcommittee requested approval from CAPR for University-wide adoption of the ILO Information Literacy measurement rubric which has been developed and piloted by faculty, and approved by the ILO Subcommittee. The Information Literacy measurement rubric will be used for ILO assessment as approved in the CSU East Bay Institutional Learning Outcome Assessment Plan. Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates.

CAPR conducted an email vote. The document was approved by majority on 3/6/18 to approve the request for university adoption of the Institutional Learning Outcome (ILO) Information Literacy Measurement Rubric.

Request for University Adoption of Institutional Learning Outcome (ILO) Information Literacy Measurement Rubric

Summary

The ILO Subcommittee is requesting approval from CAPR for University-wide adoption of the ILO Information Literacy measurement rubric which has been developed and piloted by faculty, and approved by the ILO Subcommittee. The ILO Information Literacy rubric will be used for ILO assessment as approved in the [CSU East Bay Institutional Learning Outcome Assessment Plan](#). Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates – [Curriculum Map 2 – PLOs to ILOs](#).

CSU East Bay, Institutional Learning Outcomes

The California State University East Bay [Institutional Learning Outcomes \(ILOs\)](#) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Background of Rubric Development, Pilot, and Approval

2014-15: Rubric Draft Developed by Faculty Learning Community. However, the FLC did not include all colleges (COS, CBE).

FLC Members

- Stephanie Alexander, University Libraries
- Jeffra D. Bussmann, University Libraries
- Jiansheng Guo, Human Development & Women's Studies
- Diana K. Wakimoto, University Libraries (Faculty in Residence)
- Peg Winkelman, Educational Leadership

Winter 2017: Rubric Development Continued

Faculty representing all colleges completed development of the ILO Information Literacy rubric in meetings that were co-led by Stephanie Alexander, University Libraries.

Information Literacy Rubric Development Faculty			
First Name	Last Name	College	Department
Stephanie	Alexander	Library	Project Lead, University Libraries
Stephanie	Seitz	CBE	Management
<u>Deepika</u>	<u>Mathur</u>	CLASS COS	Human Development & Health Sciences
Craig	<u>Derksen</u>	CLASS	Philosophy
Tom	Bickley	Library	University Libraries
Matt	<u>Atencio</u>	CEAS	Kinesiology
Doc	Matsuda	CLASS	Anthropology

Spring 2017: Rubric Applied to Assignments

Faculty representing all colleges applied the ILO Information Literacy Rubric to a key upper division aligned course assignment.

Information Literacy Rubric Application Faculty			
First Name	Last Name	College	Department
Jean	Moran	COS	Earth & Environmental Sciences
Doc	Matsuda	CLASS	Anthropology
<u>Deepika</u>	<u>Mathur</u>	CLASS COS	Human Development & Health Sciences
Matt	<u>Atencio</u>	CEAS	Kinesiology
Jeff	Newcomb	CBE	Marketing & <u>Entr.</u>
Ben	Klein	CLASS	History
Becky	Beal	CEAS	Kinesiology
Rahima	Gates	COS	Health Sciences

Fall, 2017 ILO Subcommittee assessed student work: After receiving training in secondary assessment which is conducted on an ongoing basis, the ILO Subcommittee assessed the assignments with the rubric using Blackboard Outcomes - an electronic learning assessment platform that is part of Blackboard Learn.

Winter 2018 ILO Subcommittee approved rubric, Based on the assessment results and feedback from faculty, the ILO Subcommittee, along with Stephanie Alexander, University Libraries, fine-tuned the rubric and approved it to be reviewed by CAPR and Senate for adoption.

Next steps: Once approved by CAPR and Senate, the rubric will be used according to the [CSU East Bay ILO Assessment Plan](#) following semester conversion. It will also be posted on the [ILO Subcommittee](#) page and made available to faculty in the [Rubrics Library](#).

Other ILO rubrics are currently in development and/or pilot are Quantitative Reasoning, Oral Communication, Social Responsibility, and Sustainability.

The [Long Term ILO Assessment Plan](#) is being replaced by the [17-18 CAPR 8 Institutional Learning Outcomes Assessment Plan](#), presently being reviewed by CAPR for approval and Senate review.

CSU East Bay ILO Information Literacy Rubric Draft, Approved by ILO Subcommittee 2-5-2018				
To recognize when information is needed; to be able to identify, locate, and evaluate information; to use and share effectively and responsibly information in a manner appropriate to the disciplinary context.				
Criteria	4	3	2	1
Scope: Identifies the question/problem/concept to be investigated, in order to determine the information needed in the assignment.	Question/problem/Concept is specifically and clearly identified.	Question/problem/concept is adequately identified.	Question/problem/concept is inadequately identified.	Question/problem/concept is not identified.
Gather: Uses search strategies (e.g. keywords, databases, Library resources) to gather a range of sources.	Describes effective search strategies used to find sources.	Describes mostly effective search strategies used to find sources.	Describes somewhat effective search strategies used to find sources.	Describes ineffective search strategies used to find sources.
Evaluate: Evaluates gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise)	Thoroughly evaluates sources for relevance and credibility.	Adequately evaluates sources for relevance and credibility.	Minimally evaluates sources for relevance and credibility.	Does not evaluate sources for relevance and credibility.
Analyze: Analyzes content and perspectives of evaluated source material; shows connections between sources.	Thoroughly analyzes content and perspectives of source material; makes explicit connections between sources.	Adequately analyzes content and perspectives of source material; makes general connections between sources.	Minimally analyzes content and perspectives of source material; makes few connections between sources.	Does not analyze content and/or perspectives of source material; makes no connections between sources.

Communicate: Demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Clearly demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Generally demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Sometimes demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Demonstrates little or no use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.
Attribute: Demonstrates effective and ethical use of sources (e.g. bibliography, in-text citation for quoting, paraphrasing, and summarizing) appropriate to the assignment.	Consistently demonstrates correct and effective use of source-attribution strategies.	Generally demonstrates correct and effective use of source-attribution strategies.	Minimally demonstrates correct and effective use of source-attribution strategies.	Does not use source-attribution strategies.

Information Literacy Appendix

Companion to the ILO Information Literacy rubric, to be included in Information Literacy assignment instructions to students.

<p>1. Assignment Scope Describe the major question, problem or concept that you investigated in this assignment.</p>
<p>2. Gathering Sources Describe the specific process you used to gather a range of sources. Include details about the search engines, databases, keywords, key sources and any other search strategies you may have used that demonstrate the thoroughness of your search.</p>
<p>3. Evaluating Sources Describe how you went about evaluating the gathered sources to decide which ones to include in your paper. Include details about how you evaluated the relevance and credibility of the sources you gathered (e.g., how did you evaluate the author's expertise, reliability of the source).</p>