“Let’s be Direct about Assessment:”
Making the Leap from Indirect Data to Direct Evidence of Student Learning

Henri Mondschein, M.L.S., Ed.D.
mondsche@callutheran.edu
California Lutheran University
May 23, 2012
Henri Mondschein, M.L.S., Ed.D.
Manager, Information Literacy
Pearson Library/ISS Dept.
60 W. Olsen Road #5100
Thousand Oaks, CA 91360
p 805.493.3012  f 805.493.3842
Email: mondsche@callutheran.edu
Objectives

- Explain the difference between indirect and direct (authentic) assessment
- Construct a curriculum map
- Apply ACRL standards & learning outcomes
- Create a “quick write” exercise to assess learning
“The systematic collection of data and information across courses, programs and the institution, as an integral part of teaching and learning used to help both, and an essential component of a college’s mission.”

Morante, 2003
Indirect vs. Direct Assessment

Student Perceptions of learning
- Self-assessments
- Focus groups
- Graduation rates

Products of Student Learning
- Portfolios
- Signature assignments
- Capstone projects
Direct Assessment: Quick Write

Quick write
- Problem-solving exercise
- Newly-acquired skills
- 10 minutes
- Blackboard, SurveyMonkey, Qualtrics
- ACRL standard(s)/ SLOs
- Scoring rubric
- Scores gauge success of IL sessions
Planning for Direct Assessment

Outcomes
- What do you want students to do?

Curriculum
- What do the students need to know?

Pedagogy
- What is the learning activity?
  - How will the students demonstrate the learning?

Assessment
- How will I know how the students performed?

Criteria
- Find three scholarly articles on topic
  - How to use Academic Search Premier
  - Short intro to database
  - Teams researching topics
  - Team debriefings
  - Presentations
  - Worksheet
  - Citations
  - Quick writes
  - Scoring rubric

Adapted from Kenney (2008)
IL Assessment at CLU

Program Reviews

- Department chairs
- Subject liaisons

Curriculum Maps/Collection Development

- Integrate IL into courses
- Library resources

Assessment

- Quick writes/quizzes
- SLO data for Educational Effectiveness Department
IL Assessment Tool Kit

- Student learning outcomes (SLOs)/Competencies
- Curriculum maps
- Assessment instruments
- Scoring rubrics
Creating the Curriculum Map

Courses
- Identify key courses for integrating information literacy

Competencies
- Determine IL competencies for each course

SLOs
- Align ACRL standards/campus SLOs with competencies

Instruction
- Review syllabi & course assignments
- Create lesson plans

Assessment
- Create quick writes, quizzes, exercises & scoring rubrics
# Curriculum Map: Graduate Psychology Program

## Information Literacy Curriculum Map

### Graduate Psychology Department

<table>
<thead>
<tr>
<th>Learning Outcome 1 (LO1)</th>
<th>Learning Outcome 2 (LO2)</th>
<th>Learning Outcome 3 (LO3)</th>
<th>Learning Outcome 4 (LO4)</th>
<th>Learning Outcome 5 (LO5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student determines the nature and extent of the information needed.</td>
<td>The information literate student accesses needed information effectively and efficiently.</td>
<td>The information literate student evaluates information and its sources critically and integrates selected information into his or her knowledge base and value system.</td>
<td>The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>The information literate student understands the nature and extent of the information needed.</td>
</tr>
</tbody>
</table>

### Graduate (950 Level Courses)

**LO1** The information literate student determines the nature and extent of the information needed.

**Outcomes Included:**
- Identifies and articulates a topic of interest.
- Determines with psychology faculty whether research, diagnostics, practice guidelines, statistics, or other types of information are needed.
- Understands basic research methods and scholarly communication patterns in psychology necessary to access relevant resources.
- Knowledge about psychology research including research design, data analysis, and interpretation. Example: Distinguishes between an empirical study and a literature review.
- Understand the role of peer review in journal articles. Example: Understands the difference between a peer-reviewed article and an article selected by an editor.
- Understands the expanding role of the Web in scholarly communication for selecting appropriate Web sources.
- Selects the most appropriate sources for accessing needed information.
- Identifies and selects appropriate sources for locating relevant books.
- Identifies and selects appropriate article databases. Recognizes the difference between discipline-specific databases and aggregate databases when using library resources. Example: Identifies databases with significant content for psychology, such as PsycINFO™ and MedlinePlus™.
- Incorporates relevant Web searches and government sources into scholarly research. Examples: Use Google Scholar™ and PubMed™.
- Knows and complies with local, state, provincial, and federal laws and institutional rules on access to information resources.
- Consults additional resources with cross-cultural, international, or interdisciplinary content when appropriate.
- Constructs and implements effectively-designed search strategies.
- Uses appropriate psychological terminology for selecting search strategies.
Direct Assessment: Quick Write

Quick Write

Problem-solving exercise

Scoring rubric

10 minutes

ACRL standards SLOs

BB Qualtics Survey Monkey
Quick Write: Graduate Psychology Course

Quick Write
Researching Domestic Violence in PsychINFO

Graduate Psychology Class

Objective: Find a relevant scholarly article on domestic violence

Information literacy learning outcomes

ACRL Standard 1/LO1: The information literate student determines the nature and extent of the information needed.

ACRL Standard 2/LO2: The information literate student accesses needed information effectively and efficiently.

ACRL Standard 5/LO5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Task: Find a Relevant Treatment Article

You are a psychology intern and will be working with a client who is the victim of domestic violence. Before you meet with your client, you want to gather current information on key issues concerning victims of domestic violence and psychotherapy approaches. Use the items below to guide your research. Include APA style references for all information that you collect.

1. Find a current scholarly article that discusses the latest treatment, counseling or psychotherapy approaches for working with victims of domestic violence. This can be an article on a specific therapy modality or approach or one that covers more than one approach.

2. Explain the search strategy you used and why you decided to use this article.

3. Provide an APA reference for your article.
# Quick Write Scoring Rubric

**Psychology Quick Write Grading Rubric**

**Topic:** Review Article on Domestic Violence Treatment/Therapy Approaches

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Information (QI)</td>
<td>Information clearly relates to domestic violence treatment/therapy approaches. Article is clearly a review article.</td>
<td>Information clearly relates to domestic violence treatment/therapy approaches. The article is not a review article.</td>
<td>Information is about domestic violence but not about treatment/therapy approaches. The article is not a review article.</td>
<td>Information has little or nothing to do with the main topic of domestic violence treatment/therapy approaches.</td>
</tr>
<tr>
<td>ACRL Standard(s):</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources (S)</td>
<td>All sources are accurately formatted in APA 6th edition style with no errors</td>
<td>All sources are documented in APA 6th edition style, but capitalization is incorrect.</td>
<td>All sources are documented in APA 6th edition style but includes more than one error (e.g., capitalization is incorrect, author name is not APA style).</td>
<td>Sources are not properly documented using APA 6th edition style. Includes 3 or more errors.</td>
</tr>
<tr>
<td>ACRL Standard(s):</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Description (RD)</td>
<td>Clear description of databases searched and search strategy. Describes using online thesaurus and at least one delimiter (e.g., uses Age Groups or Methodology categories in PsycINFO to limit search)</td>
<td>Clear description of databases searched and search strategy. Describes online thesaurus but not delimiter (e.g., Age Groups or Methodology categories in PsycINFO to limit search).</td>
<td>Some description of databases searched and search strategy. Describes use of keywords. No mention of using online thesaurus or delimiters (e.g., uses Age Groups or Methodology categories in PsycINFO to limit search).</td>
<td>Cursory description of search strategy. Mentions database but not search strategy. No mention of using online thesaurus or delimiters.</td>
</tr>
<tr>
<td>ACRL Standard(s):</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example**

Courses
PSYC 561 Research Synthesis & Eval Kaplan 30 Students
PSYC 510 Psychopathology Bancroft 17 Students

<table>
<thead>
<tr>
<th>Students</th>
<th>Proficiency</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=27</td>
<td>Quality of Information (QI)</td>
<td>3.4</td>
</tr>
<tr>
<td>N=25</td>
<td>Sources (S)</td>
<td>5.8</td>
</tr>
<tr>
<td>N=23</td>
<td>Research Description (RD)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Quick Write using Qualtrics

You are a psychology intern and will be working with a client who is the victim of domestic violence. Before you meet with your client, you want to gather current information on key issues concerning victims of domestic violence and psychotherapy approaches. Use the items below to guide your research.

1. Find a current study that discusses the effectiveness of counseling or psychotherapy approaches for working with victims of domestic violence. This can be an article on a specific therapy modality or approach or one that covers more than one approach. Paste the title of the article below.

2. Explain the search strategy you used and why this was the most relevant article you retrieved.

3. Provide an APA reference for your article.
**Quick Write Responses & Scores**

Explain the search strategy you used and why this was the most relevant article you retrieved.

1. I searched "domestic violence" and "treatment" and "therapy approaches".

2. I went to the Psych Resources and to PsychInfo to search for the article and this was one of the first articles that came up and it seemed relevant and interesting.

3. I typed in domestic violence and therapy, because typing everything was to narrow. After I found the article I clicked on the "cites" tab and it gave me the APA citation.

4. I went to PsychInfo and used key search terms such as domestic violence and therapy. I then chose the article that I felt represented the topic well and selected "cite" and then copy and pasted the APA one.

---

**Thesaurus**

1. I searched "domestic violence" and "treatment" as the subjects, selecting peer-reviewed and a current time frame (2000-2010). I then looked at a few abstracts, and I chose this article because it described in its abstract the evaluation of therapy techniques for reducing domestic violence.

**Domestic violence, treatment and approaches.** Gave an overview of treatments of domestic violence to help lead to more articles on the topic.

**PsychInfo**

1. search domestic violence AND treatment
2. Select Peer Review
3. Select Literature review

1. I first used the Thesaurus to confirm the term "Domestic Violence" was the best to search. I searched "domestic violence AND treatment". The search revealed a variety of articles and I sifted through them until I found one that addressed both the treatment and a specific therapeutic approach.

2. I first went to Psych Info database and conducted a new search there. I knew I wanted to search domestic violence so I used that as my main "subject" search and also inputted the word treatment as another subject. I narrowed down my searches to peer reviewed and assured that the methodology was under "literature review." I went ahead to look at the articles and see which would be more helpful for me knowing how to effectively treat a domestic violence case. I wanted a full text article and so I made sure that there was a link for the PDF of a full text. I also used the 350 search to see if different articles were offered in full text.

3. I felt this article provided a good background to domestic violence and would be helpful information when working with a domestic violence case. Clinical implications are highlighted in this article, and I feel would be effective in therapeutic work.

4. I specified the literature review, typed domestic violence in the search criteria, as well as, treatment. I then scanned the titles and read a few abstracts before deciding on the best option.

5. I copied the subject and technique requested

6. I looked for bilingual ed in eric, adjusting the publication dates and looking specifically for elementary students.

7. I copied and pasted the subject from the question above and then pasted it into Ebsco. After clicking the article, I went to the right hand menu were it says cite, clicked it, and copied and pasted the APA style citation.

---

**Used key words**

1. I went to Psych Info and searched for domestic violence and treatment and found this article 5th down on the list. I think this article is great in explaining some of the treatment and therapy approaches in the issue of domestic violence.
Some Considerations

- Quick writes & quizzes are snapshots
- Assess students over time
- Create quick writes/quiz items bank
- Embed quiz items in course exams
- Focus on 1-2 SLOs
Assessment can be Exciting!


Rubric Assessment of Information Literacy Skills (RAILS)  http:www.railsontrack.info.