NELIG 2007 Annual Conference
Demystifying Assessment: Evaluating Student Learning
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Birks, J., & Hunt, F. (2003). *Hands-on information literacy activities*. New York: Neal-Schuman Publishers.
Example of an *Information Literacy Pre-assessment* is contained in the CD-ROM or see pg. 21-22.

Erwin, T. D. (1991). *Assessing student learning and development : A guide to the principles, goals, and methods of determining college outcomes*. San Francisco: Jossey-Bass.
A primer on higher education assessment.

Ettinger, D. (2004). Self-assessment - how information literate are you? In C. A. Germian, & D. Bernnard (Eds.), *Empowering students II: Teaching information literacy concepts with hands-on and minds-on activities* (Supplemental Disk contains assessment). Pittsburg, PA: Library Instruction Publications.
Self-reflective exercises based on ALA information literacy standards. Two versions: simplified version has 15 questions in which students rate themselves on Human Likert Scale; advanced version includes 21 additional questions.

Foster, A. (2007). Information navigation 101. *The Chronicle of Higher Education, 53*(27), March 7, 2007.
Section on *Measuring Students* refers to ETS ICT assessment (Initial implementation in 2006 found "48% percent of test takers could not identify the objectivity of a Web site."). Also refers to other Universities that have designed their own tests to measure IL.

Grassian, E. S., & Kaplowitz, J. R. (2001). *Information literacy instruction : Theory and practice*. New York: Neal-Schuman.
Chapter 12 (pages 265-288) *Assessing, Evaluating and Revising ILI Programs* is a useful starting point for those learning assessment basics.

Hernon, P., & Dugan, R. (2004). *Outcomes assessment in higher education: Views and perspectives.* Libraries Unlimited: Westport, Conn.

Hernon, P., & Dugan, R. E. (2002). *An action plan for outcomes assessment in your library*. Chicago: American Library Association.
This book is packed with examples of various assessment case studies. Chapter 4, *Information Literacy Assessment Efforts of Some Academic Libraries,* gives examples of approaches and plans. Chapter 8, *Evidence Demonstrating the Achievement of Outcomes* contains numerous standard and some more creative approaches for data collection.

Hernon, P., Dugan, R. E., & Schwartz, C. (2006). *Revisiting outcomes assessment in higher education*. Westport, Conn.: Libraries Unlimited.

Iannuzzi, P. Mangrum, C. T. & Strichart, S. S. (1999). *Teaching information literacy skills*. Boston: Allyn and Bacon.

Merz, L. H., Mark, B. L., & ACRL College Library Information Packet Committee. (2002). *Assessment in college library instruction programs*. Chicago: Association of College and Research Libraries.

Nelson, William Neal, & Fernekes, Robert W. (2002). *Standards and assessment for academic libraries : A workbook*. Chicago: Association of College and Research Libraries.

Nicol, D. J., & Milligan, C. (2006). Rethinking technology-supported assessment in terms of the seven principles of good feedback practice. In C. Bryan, & K. Clegg (Eds.), *Innovative assessment in higher education* (pp. 64-77). London: Taylor and Francis Group. http://tltt.strath.ac.uk/REAP/public/Resources/Nicol_Milligan_150905.pdf

Citation Analysis Bibliography

Ackerson, L. G., and V. E. Young. (1994). Evaluating the impact of library instruction methods on the quality of student research. *Research Strategies 12*(3), 132-144.

Carlson, J. (2006). An examination of undergraduate student citation behavior. *Journal of Academic Librarianship, 32*(1), 14-22. http://dx.doi.org/10.1016/j.acalib.2005.10.001
Using data collected from 583 student research paper bibliographies, this study analyzes the impact of class year, academic discipline of the course, and level of the course on the type and mean number of sources cited by undergraduates. All three variables had significant impact on student citation behavior. Additional analysis pinpoints which variable was most likely to cause the observed effects [Author].

Davis, P. M. (January 2002). The effect of the web on undergraduate citation behavior: A 2000 update. *College & Research Libraries, 63*(1), 53-60 from http://people.cornell.edu/pages/pmd8/bigger_not_better.pdf
This paper provides a 2000 update to the 1996-1999 citation analysis of undergraduate term papers by Philip Davis and Suzanne Cohen. The total number of bibliographic citations continued to grow in 2000 from a median of 10 in 1996 to 13 in 2000. The growth however is entirely explained by the addition of traditionally non-scholarly materials (Web and newspaper citations). A significant improvement in the accuracy of Internet citations was found when term papers were submitted electronically. In 2000, the first year of electronic submissions, 65% of the citations pointed directly to the cited document, up from 55% in 1999. Internet citations aged six months in both 1999 and 2000 bibliographies were still irretrievable anywhere on the Internet 16% of the time. If we are to see more scholarly citations in term papers, professors must provide clear expectations in their class assignments. Students should be required to submit an electronic copy of their paper so that Internet citations can be scrutinized for accuracy and plagiarism [Author].

Davis, P. M., & Cohen, S. A. (2001). The effect of the web on undergraduate citation behavior 1996-1999. *Journal of the American Society for Information Science and Technology, 52*(4), 309-314. http://people.cornell.edu/pages/pmd8/52.4davis.pdf
A citation analysis of undergraduate term papers in microeconomics revealed a significant decrease in the frequency of scholarly resources cited between 1996 and 1999. Book citations decreased from 30% to 19%, newspaper citations increased from 7% to 19%, and Web citations increased from 9% to 21%. Web citations checked in 2000 revealed that only 18% of URLs cited in 1996 led to the correct Internet document. For 1999 bibliographies, only 55% of URLs led to the correct document. The authors recommend (1) setting stricter guidelines for acceptable citations in course assignments; (2) creating and maintaining scholarly portals for authoritative Web sites with a commitment to long-term access; and (3) continuing to instruct students how to critically evaluate resources [Author].

Davis, P. M. (2003). Effect of the web on undergraduate citation behavior: Guiding student scholarship in a networked age. *portal: Libraries and the Academy, 3*(1), 41-51. http://muse.jhu.edu/journals/portal_libraries_and_the_academy/
Provides results of a longitudinal study tracking research behavior of a multi-college undergraduate course in microeconomics from 1996 to 2001. Student term paper bibliographies grew between 1996 and 2000 but included fewer scholarly resources. In 2001, students tended to cite scholarly sources when the professor provided clear and enforceable guidelines in his class assignment. Accuracy and persistency of cited Web documents also increased [Author].

Dykeman, A., & King, B. (Winter 1983). Term paper analysis: A proposal for evaluating bibliographic instruction. *Research Strategies 1*(1), 14-21.

Gratch, B. (Fall 1985). Toward a methodology for evaluation research paper bibliographies. *Research Strategies 3*(4), 170-177.
Identifies specific criteria and processes employed in four research studies that evaluated student bibliographies. Assumptions that influence choice of research methodology, bibliography criteria, and procedures are discussed, and recommendations are offered for sample selection, formulation of study's hypothesis, and criteria and procedures for rating bibliographies [Abstract from ERIC].

Hovde, K. (2000). Check the citation: Library instruction and student paper bibliographies. *Research Strategies, 17*(1), 3-9. http://dx.doi.org/10.1016/S0734-3310(00)00019-7
Investigates the potential value of bibliometric analysis of freshman English research paper bibliographies to assess student behavior in terms of skills and resources addressed in library instruction sessions. Suggests that students' bibliographies provide a flexible, time-efficient assessment method for the documentation of student library use [Abstract from ERIC].

King, D. N., & Ory, J. C. (1981). Effects of library instruction on student research: A case study. *Research Libraries, 42*(1), 31-41.
Concludes that evaluations of library instruction based on library use present a useful picture of the impact of instruction within the context of program objectives. Yet to be found, however, is a methodology that will express the role student motivation and maturation play in the development of effective library skills [Abstract from ERIC].

Kohl, D. F., & Wilson, L. A. (Winter 1986). Effectiveness of course-integrated bibliographic instruction in improving coursework. *RQ, 27*(2), 206-211.
Term paper bibliographies were examined and rated by a librarian and a writing instructor. Students receiving bibliographic instruction in classes that taught a cognitive strategy for using library resources did a better job of accessing and using library resources than those whose instruction emphasized specific tools and resources [Authors].

Malone, D., & Videon, C. (1997). Assessing undergraduate use of electronic resources: A quantitative analysis of works cited. *Research Strategies, 15*(3), 152-158. http://dx.doi.org/10.1016/S0734-3310(97)90035-5
An analysis of 291 student bibliographies submitted for courses at 10 undergraduate institutions revealed that only 7% of 2,355 citations were for electronic sources and that 89% of the students did not know how to cite electronic resources. No relationship was found between instruction in electronic resources and increased use [Abbreviated from Authors].

Mohler, B. (2005). Citation analysis as an assessment tool. *Science and Technology Libraries, 25*(4), 57-64.

Robinson, A. M., & Schlegl, K. (2004). Student bibliographies improve when professors provide enforceable guidelines for citations. *portal: Libraries and the Academy, 4*(2), 275-290. http://muse.jhu.edu/login?uri=/journals/portal_libraries_and_the_academy
Authors used bibliometric analysis to test the efficacy of in-class library instruction in relation to the quality of student term paper bibliographies and grades. Findings include: instruction alone has limited effect; instruction combined with academic penalties tied to the use of a minimum of scholarly sources has positive and significant effects; electronic citations are less scholarly, but not necessarily less valid than print citations; and papers with longer bibliographies tend to receive higher grades irrespective of the kinds of citations. The paper concludes that since academic penalties are important to the success of in-class librarian instruction, librarians should work closely with professors to design class assignments; the provision of minimal guidelines is preferable to banning Internet citations. [Abbreviated from Authors].

Sharma, S. (2007). From chaos to clarity: Using the research portfolio to teach and assess information literacy skills. *Journal of Academic Librarianship, 33*(1), 127-135. http://dx.doi.org/10.1016/j.acalib.2006.08.014
This case study reports on the use of Web-based research portfolios in an information literacy course. It offers a model

for teaching research skills in a structured and incremental way that can promote student centered learning and facilitate authentic assessment. [Abbreviated from Authors].

Ursin, L., Blakesley Lindsay, E., & Johnson, C. M. (2004). Assessing library instruction in the freshman seminar: A citation analysis study. *Reference Services Review, 32*(3), 284-292. http://emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/2400320308.html

This study involved analyzing the frequency with which Washington State University Freshman Seminar students used items from librarian-constructed resource guides. In addition, the researchers evaluated the quality of Web sites used in the freshman seminar final projects. Regardless of the information format and special treatment to place resource guide items at their fingertips, students largely did not use the librarian-recommended resources. Citation analysis of the student Web sites exhibited a broad spectrum of quality levels and raised key questions about Web site evaluation. Ideas for improving student resource selection are discussed [Authors].

Young, V. E., & Ackerson, L. G. (1995). Evaluation of student research paper bibliographies: Refining evaluation criteria. *Research Strategies, 13*(2), 80-93.

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