

Appendix D. -- Evaluation Framework, with Examples

Objective and Related Evaluation Questions	Data to Measure or to Answer Question	Methods and Tools or Assessments	Source(s)	Person Responsible	Time
<i>Implementation Objective: to assess integration of IL into a course</i>					
Q1a What concepts, skills, behaviors, learning outcomes were integrated?	Q1a List of course learning objectives; outline of skills and competencies taught Ranking or rating of above to expected and ACRL (or other) standard	Content analysis, comparison to expected skills, etc. Course syllabi Class assignments and exams Interviews with instructors and/or TA Observation	Instructor(s) Campus coordinator	Campus coordinator	New and previous course materials within first two months Observation during term
Q1b Will IL integration continue for the next course offering? What are reasons for reply	Q1b yes/no/maybe (#/%, if >1) List reasons	Written question or interview with instructor	Instructor(s) Campus coordinator	Campus coordinator	Interviews post course
Q2 How are IL concepts and skills taught?	Description of teaching strategies, activities, and assignments related to Q1	Content analysis of course syllabus, assignments, exercises, and exams Interview Observation	Instructor(s)	Campus coordinator	Course materials within first two months and/or ongoing Observe during term Interview post course
Q3 To what extent (if at all) have the course content, teaching, or resources changed?	Q3 Comparison of pre and post course content, activities, strategies: list of new, number of new, description of new	Content analysis of current and previous course syllabi, assignments and exams Interview with instructor and/or TA	Instructor(s)	Campus coordinator	End of term

Objective and Related Evaluation Questions	Data to Measure or to Answer Question	Methods and Tools or Assessments	Source(s)	Person Responsible	Time
<p><i>Outcomes Objective: to determine whether the integration of IL into a course improves student learning (based on learning objectives)</i> <i>Students can distinguish between scholarly journals and popular magazines. Students can locate articles in scholarly journals.</i></p>					
<p>Q1 How has students' knowledge of scholarly journals changed? (specify knowledge, e.g., can identify/list characteristics)</p>	<p>Mean differences on knowledge questions Mean differences on ratings of students' identification of sources in brief report Mean differences in ratings of students' perceived knowledge Comparison of students perceived and actual (test or class papers) knowledge</p>	<p>Pre and post test knowledge questions, e.g., identify characteristics Pre and post activity, e.g., students provided with articles to identify from scholarly journal or popular magazine Post course question on perceived learning of characteristics of scholarly journals and popular magazines</p>	<p>Students Instructor Librarian</p>	<p>Instructor Campus coordinator Librarian</p>	<p>Beginning of course End of course During course</p>
<p>Q2 Do students locate scholarly journals: by searching appropriate databases for topic and using keywords and Boolean operators?</p>	<p>Rating of students' database selections Rating of students' search strategy</p>	<p>List of selected databases Logs Research strategy worksheets Reflective essay</p>	<p>Students Instructor Librarian</p>	<p>Instructor Campus coordinator Librarian</p>	<p>Beginning of course End of course During course</p>

Judgments about data, e.g., how many of skills or mean rating denote success could be another column, but judgments may be made any time before data are collected.