



# Assessing Business Presentations using the ACRL Framework

Kimberly Lace Fama, Reference Librarian

“Measure what you value instead of valuing only what you can measure.”  
– Andy Hargreaves

## OBJECTIVES

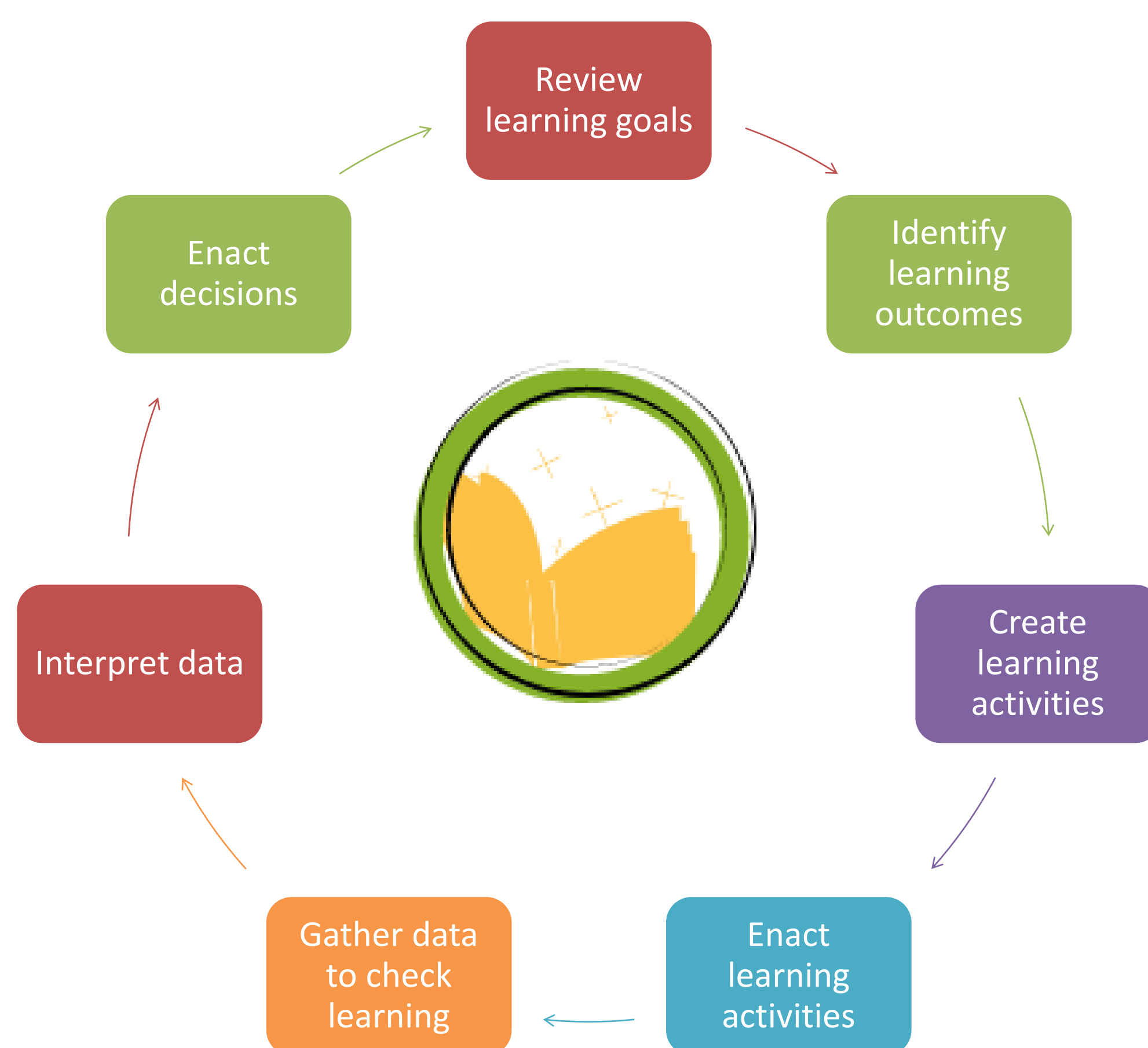
Measure student success in achieving the research objectives of the integrative course.

Identify information literacy skills that require more attention.

Pinpoint instructional areas that can be improved.

## WHAT WAS THE PROCESS?

- Information Literacy Instruction Assessment Cycle (Oakleaf, 2009)



- Create learning activities
  - Business case consultations
  - Embedded learning sessions
  - Secondary research instruction
- Enact learning activities (1.5 years)
- Gather data to check learning**
  - Inspired by a Matrix from an article by Fiegen, Cherry and Watson (2002)

Table II Matrix and link to syllabus description as seen on the Web (BUS 302: business environments)

Objective	Instrument and method	Information literacy standard	Performance indicator	Outcomes
Objective 4: be able to apply the concepts, models and principles to actual cases	Business Week articles <sup>1</sup> ; write one paragraph summary and a one paragraph analysis of how the article relates to Porter's and/or Griffin's models	S3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	S3. P1: The information literate student summarizes the main ideas to be extracted from the information gathered	S3. P1. 1a.: Reads the text and selects main ideas  S3. P1. 1b.: Restates textual concepts in his/her own words and selects data accurately

## HOW WAS THE "MATRIX" CREATED?

### Mapped Components

- Course Learning Objectives (MBA Business Strategy Integration Fundamentals)
- Framework for Information Literacy for Higher Education
- Presentation Evaluation Form

Course Learning Objectives	Frame	Knowledge Practice	Learning Outcomes
Development of project scope, work plan, both secondary and primary secondary, analysis, conclusions, recommendations.	Research as inquiry	Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigation.  Draw reasonable conclusions based on the analysis and interpretation of information.	Students are able to identify the client problem and break it down into manageable research questions that will facilitate their analysis.  Students will formulate evidence-based conclusions based on their primary and secondary research efforts.
Depth of analysis	Information creation as a process	Articulate the traditional and emerging process of information creation and dissemination in a particular discipline.  Develop in their own creation process and understanding that their choice impact the purposes for which the information product will be used on the message it conveys.	1 2 3 4 5 6 7 8 9 10 Students will use a variety of business publications and resources to understand the capabilities and constraints of the information creation process.  Students will learn the best resources to use for the various segments of their presentation, which will provide targeted support to their business ideas.
Strength of idea(s) to grow business	Scholarship as conversation  Information has value	Critically evaluate contributions made by others in participatory information environments.  Give credit to the original ideas of others through proper attribution and citation.	1 2 3 4 5 6 7 8 9 10 Students will refer to business concepts, ideas and theories, and incorporate these as a part of their recommendation in creating the business model.  Students are able to cite sources in their presentation such as data, graphs and publications.
Support for recommendations			1 2 3 4 5 6 7 8 9 10

### ! Take into consideration

- New ACRL Framework
- Presentation as the ONLY form of assessment

## GATHER DATA TO CHECK LEARNING

Frame	Team 6	Team 9	Team 8	Team 10	Team 7	Rank
Research as inquiry	8	6	9	10	6	2
Information creation as a process	8	4	10	8	5	1
Scholarship as conversation Information has value	2	3	3	7	2	3
/30	18	13	22	25	13	

Teams 6, 8 and 10 have approached a librarian for case consultations.

## INTERPRET DATA

- Students who took advantage of the consultations scored better.
- Students were generally familiar with the wide range of business resources and are able to use it appropriately.
- There were some challenges in citing and referring to business concepts that support their recommendations.

## ENACT DECISIONS

- Emphasize: importance of citation and provide increased support to PT MBA students.
- Consensus: work with other librarians in improving the measuring tool.
- Norming process: invite business librarians to rate presentations and review scores to identify patterns of consistencies and inconsistencies.

## REFERENCES

Association of College and Research Libraries. (2015). Framework for Information Literacy for Higher Education. Retrieved from [http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework_ILHE.pdf)

Fiegen, A., Cherry, B., Watson, K. (2002). Reflections on collaboration: learning outcomes and information literacy assessment in the business curriculum. *Reference Services Review*, 30(4), 307-318. <https://doi.org/10.1108/00907320210451295>

Holmes, C., Oakleaf, M. (2013). The Official (and unofficial) rules for norming rubrics successfully. *Journal of Academic Librarianship*, 39(6), 599-602. Retrieved from <http://www.meganoakleaf.info/normingrubrics.pdf>

Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation*, 65(4), 539-560. <https://doi.org/10.1108/00220410910970249>

### Acknowledgement

I would like to thank Professor Ann Stone for inviting me to the Business Model project presentations of the Part Time MBA students.

I would also like to thank the support from Christina Sylka and my colleagues at the David Lam Library and Canaccord Learning Commons.

