General Education
Information Literacy General Education Assessment
2017-2018

Learning Outcome:

GELO 1.c: Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity and relevance of information from a variety of sources.

Outcome Measure:

WRI 110, WRI 116, and WRI 120: Using resources and information introduced in the Library Research instruction sessions, students completed a library assignment using four sources directly related to their research topics.

Criteria for Success:

Data reflect a random sample of students in each section of WRI 110 (College Composition) and WRI 116 (College Composition: Research). After mapping scores from the assignment rubric to the AAC&U Information Literacy VALUE rubric, criteria for success are an average score greater than 1.5 for each of the first two elements, an average score of 2 or greater on the third element, and an average score greater than .75 on the fifth element of the rubric. The fourth element ("Use Information Effectively to Accomplish a Specific Purpose") falls outside the scope of the assignment.

Aligned with DQP Learning Areas (highlight one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Information Literacy Value Rubric - Average Student Scores:

Course	Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally	Total
Library	Spring 2015	64	1.72	1.81	1.75	N/A	N/A	1.76
Library	Fall 2015	94	1.67	1.83	1.78	N/A	N/A	1.76
Library	Spring 2016	84	1.74	1.83	1.69	N/A	N/A	1.75
WRI110	Fall 2016	67	1.97	1.88	2.28	N/A	.75	1.72
WRI110	Spring 2017	52	2.00	1.96	2.38	N/A	.85	1.80
WRI110	Fall 2017	73	1.93	1.96	2.49	N/A	.84	1.80
WRI110	Spring 2018	54	1.96	2.00	2.48	N/A	.91	1.84
WRI116	Fall 2016	9	2.00	1.89	2.00	N/A	.72	1.65
WRI116	Spring 2017	19	1.95	1.89	2.42	N/A	.72	1.75
WRI116	Fall 2017	16	1.81	1.94	2.50	N/A	.91	1.79
WRI116	Spring 2018	18	2.00	2.00	2.44	N/A	.86	1.83

For Spring 2015, Fall 2015, and Spring 2016, an average score of 1.5 or higher for each of the first three elements constituted the criteria for success; the two remaining elements were deemed not applicable. For each of these semesters, data from the three relevant writing courses were aggregated. Beginning with Fall 2016, however, data were disaggregated by course.

Prior to FA16, the citation-related element ("Access and Use Information Ethically and Legally") of the rubric was deemed not applicable because the scope of the assignment necessitated a performance category below the benchmark (value of 1) threshold. In FA16, an additional scoring category (value of .5) was added to the rubric to reflect the parameters of the assignment and to address students' performance in citing research sources. This addition was necessary to provide a means for assessing the citation component of GELO 1.c.

Conclusions Drawn from Data:

Scores indicate that students are employing the information literacy principles introduced during the library's research seminars to interact with information at a level above the initial benchmark (*i.e.*, value of 1 for elements one through three; value of .5 for element five). At an introductory level, students articulate their areas of interest with sufficient clarity and identify the key concepts necessary for researching them effectively. They describe their search processes, which, though fairly simple, are appropriate for their needs. Students also evaluate their selected sources in regard to parameters such as relevance, credibility, currency, and, authority. Students are learning to locate the components required for citations and to apply the structures of MLA format to that information.

Citation challenges: Scores on the fifth element of the rubric, which relates to information use strategies, had suggested in previous semesters that students were less successful than anticipated at identifying the information necessary for citation and formatting it appropriately. In both FA17 and SP18, however, students in WRI 110 and WRI 116 exceeded the threshold considered the criterion for success. The SP17 revision of this portion of the assignment was designed to scaffold the citation process and has thus far been successful in equipping students to perform as hoped on this element.

Changes to be Made Based on Data:
Citation challenges: The improvement of scores on the fifth element of the rubric suggests that the assignment is sufficiently well structured to guide students through the identification of individual citation components and application of a standard citation format to these pieces of information. Accordingly, the SP17 revisions to the assignment will be retained for the foreseeable future.

Criteria for success: Students in WRI 110 and WRI 116 have exceeded the threshold for success on all elements of the rubric for the most recent two semesters. Prior to the generation of the FA18 assessment report, the librarians responsible for research instruction will evaluate whether the established thresholds for success continue to be appropriate or if more ambitious thresholds should be considered.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC
for more information, please contact value@aacu.org

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *****Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.