General Education
Information Literacy General Education Assessment
2016-2017

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 (WRI 120 not offered in AY2016-2017): 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 drawn from each section of WRI 110 (College Composition) and WRI 116 (College Composition: Research) in Fall 2016 and Spring 2017. 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 of the VALUE rubric ("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
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

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 (WRI 110, WRI 116, and WRI 120) 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 requirements of the assignment necessitated a performance category below the benchmark (value of 1) threshold to appropriately reflect the assignment parameters. In FA16, an additional scoring category (value of .5) was added to the rubric to reflect those parameters 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. Although students' citation skills fall slightly below the level identified as the criterion for success in the category of information use, they are learning to locate the components required for citations and are attempting to apply the structures of MLA format to that information.

Evaluation of sources: Scores on the third element of the rubric ("Evaluate Information and Its Sources Critically") were higher in SP17 than in previous semesters. Prior to FA16, the scope and format of the assignment limited possible scores in this category to the benchmark (value of 1) or the first milestone (value of 2). Revision of the assignment for FA16 directly asked students to reflect on issues of authority, which allowed some submissions to achieve the second milestone (value of 3) for this element of the Information Literacy rubric. Expanding the range of possible scores on this element allows for a wider distribution of scores and permits a richer understanding of students' differing abilities to articulate the quality of potential research sources. Even when taking the FA16 revision of the scoring for this item into account, student scores continued to improve.

Citation challenges: Scores on the fifth element of the rubric, which relates to information use strategies, suggest that students are less successful than anticipated at identifying the information necessary for citation and formatting it appropriately. Students in WRI 110 exceeded the criterion for success in this category in SP17, but students in WRI 116 continued to score below the desired threshold. This component of the assignment requires detail orientation and a willingness to apply the guidelines of a standard citation format, suggesting that WRI 116 students as a group are less conscientious about the details of citation than necessary to demonstrate appropriate levels of proficiency for this aspect of information literacy. For SP17, the assignment was revised to scaffold the citation process. Rather than generating complete citations for each source based on sample citations, students were guided to identify specified citation components before being required to integrate these components into a formatted citation. This approach was effective with WRI 110 students, but less so with students in WRI 116.

Changes to be Made Based on Data:
Citation challenges: The improvement of scores on the fifth element of the rubric for the WRI 110 students 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 assignment will remain unchanged for FA17. Instead of adjusting the assignment, library faculty will more clearly articulate the practical value of appropriately applying a standard citation format for students in WRI 116 with the goal of demonstrating the usefulness of this competency.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

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.