

Literature, Journalism, Writing, and Languages
Information Literacy General Education (GELO) Assessment
Fa2025 – Sp2026

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:

ENG 1010 and ENG 1016: Using resources and information introduced in the library research sessions, students completed a library assignment using four sources directly related to their research topics.

Criteria for Success:

Data reflects a random sample of students in each section of ENG 1010 (College Composition) and ENG 1016 (College Composition: Research). (Note: The course prefix changed in Fall 2024 from WRI to ENG). In Fall 2023, the assessment rubric was revised, so the rubric used for assessment and grading the Library Research Assignment are now the same. From Fall 2023 going forward, the criteria for success is a score of 3 for each of the four elements.

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	Accurately Cites Sources of Information
WRI 1010	Fall 2023	69	3.94	3.67	3.16	3.23
WRI 1010	Spring 2024	54	4.00	3.85	3.00	3.13
WRI 1016	Fall 2023	17	4.00	3.71	3.53	2.94
WRI 1016	Spring 2024	24	3.94	3.94	3.10	3.18
ENG 1010	Fall 2024	62	4.00	3.82	3.32	3.15
ENG 1010	Spring 2025	41	3.93	3.79	3.37	3.24
ENG 1010	Fall 2025	57	3.95	3.67	3.28	3.05
ENG 1010	Spring 2026	59	3.95	3.95	3.66	3.05
ENG 1016	Fall 2024	19	4.00	3.68	3.53	3.63
ENG 1016	Spring 2025	19	3.95	3.89	3.79	3.42
ENG 1016	Fall 2025	19	4.00	3.84	3.32	3.05
ENG 1016	Spring 2026	20	4.00	4.00	3.85	3.85

Conclusions Drawn from Data:

Scores for the Information Literacy GELO continue to indicate that students are employing the information literacy principles introduced during the library research sessions to interact with information at a level above the initial benchmark of a value of 2 on all elements. We met our criteria for success on all 4 elements in Fall 2024, Spring 2025, Fall 2025, and Spring 2026. Since the rubric was revised in Fall 2023, longitudinal data does not offer an accurate comparison prior to that semester. In Fall 2025, students in both ENG 1010 and ENG 1016 met the criteria for success for all four elements. In Fall 2025, students in both courses scored higher in element 1 (“Determine Extent of Information Needed”) than in Spring 2025 but scored slightly lower in the other three elements than in Spring 2025. Spring 2026 saw an improvement with students in both ENG 1010 and ENG 1016 either raising their scores or scoring the same as in Fall 2025.

Evaluation of Sources

Students in both ENG 1010 and ENG 1016 met the criteria for success for element 3 (“Evaluate Information and Sources”). In Fall 2025, scores on this element were the lowest in the last three semesters, though not significantly lower, with 3.28 for ENG 1010 and 3.32 for ENG 1016. The librarians have continued to focus on this element during library instruction sessions, since it holds the most value for them. In Spring 2026 scores improved compared to the previous semesters and were at their highest point since the rubric was updated in 2023.

Citations

In both Fall 2025 and Spring 2026 students in ENG 1010 and ENG 1016 met the criteria for success for element 4 (“Accurately Cites Sources of Information”). In Spring 2026, students in ENG 1016 saw improvement in their scores on this element (3.05 and 3.85, respectively), though students in ENG 1010 scored the same at 3.05 in both semesters of the 2025/2026 academic year. The score for ENG 1010 in Fall 2025 was the lowest and the score for ENG1016 was the second lowest, since the rubric was updated just prior Fall 2023. Students continue to increasingly rely on automatically generated citations, so librarians continue to demonstrate to students how to correct errors and emphasize the importance of doing this, since students seem to be reluctant to attempt correcting citations on their own. This may be related to the increasing prevalence and overreliance on generative AI to replace activities that require critical thinking.

Over the last several years there have been several changes to the way students demonstrate their mastery of this element on the Library Research Assignment. In 2017, librarians added scaffolding to the assignment to aid students in their formatting of citations by breaking down each citation into its separate components; the assignment required filling a list of separate citation components for all four sources and completing only one fully formatted citation. In Fall 2022, the Library Research Assignment was further revised, to instead require four complete citations, for three reasons: to reflect recent changes in ways students create citations (reliance on automatically generated citations, opposed to creating citations from scratch), clearer delineation of what part of the research and information literacy curriculum falls under the purview of writing composition faculty and library faculty, and acknowledgement that discussing individual components of citations was using research session time better spent on other elements. The Library Research Assignment no longer requires students to list individual citation components, but does require students to format four complete citations, instead of just one. This allows for more room for error. Librarians intentionally try to consistently cover citations in both ENG 1010 and ENG 1016, despite a 10-minute shorter class period for ENG 1016. In the

2025/2026 academic year, it is possible the librarians have overcorrected for this in ENG 1016, while not giving enough time to citations in ENG 1010.

Changes to be Made Based on Data:

During research seminars one and two in both ENG 1010 and ENG 1016 classes, Instructional Services Librarians will remain focused on teaching students how to evaluate sources, which still warrants weighted importance as the online information ecosystem continues to evolve with an increased prevalence of disinformation, poor quality information and sources, and an overabundance of AI-created content. Though the librarians are not willing to give up class time spent on evaluation to focus on citations, the librarians have proposed scaffolding and reinforcing the information literacy concepts taught around evaluation and citations through our collaboration with Dr. Holland Prior, Director of the College Composition program, to increase scores around these two elements. As the Master of Arts in Writing program reaches its full iteration, more opportunities for reinforcement of these concepts are becoming available.

In the 2023/2024 and 2024/2025 academic years there was considerable variability in how the college composition curriculum was taught. In 2023/2024, this was due to the usually high number of new adjunct professors who were hired to teach while the MA in Writing program began its inaugural two-year cycle. And in 2024/2025 and Fall 2025 this was due to the high number of first-time instructors teaching ENG 1010 and ENG 1016 as part of the second year of their MA in Writing program. After librarians met with Dr. Prior during the summer of 2025 and gave a presentation to all second year MA in Writing students who teach most sections of ENG 1010 and ENG 1016, there was a marked improvement in how prepared each section of the courses has been when arriving for their library research sessions. Students in these sections come to their library research seminars with a solid research topic in mind, which is necessary for the library research seminars to be a success. In Fall 2025 and Spring 2026, there was also an improvement in classroom management and culture within this cohort, which created a better environment for librarians when teaching their two research sessions. The librarians will continue to work towards closer collaboration and a refined curriculum with faculty in the College Composition program on teaching these information literacy concepts.

Rubric Used

Library Research Assignment Rubric

Criteria	Ratings			Pts
Determines the Extent of Information Needed	4 pts Describes the research question or topic thoroughly. Identifies key concepts related to the question.	1 pts Has difficulty defining the scope of the research question or topic. Has difficulty determining key concepts or key concepts listed are insufficient to research the topic effectively.		4 pts
Accesses the Needed Information Effectively	4 pts Accesses information using effective and appropriate search strategies. Demonstrates ability to refine searches. All selected sources are relevant to the research topic.	3 pts Accesses information using adequate search strategies. Most sources are relevant to the research topic.	1 pts Accesses information randomly or using inadequate search strategies. Retrieves information that lacks relevance to the research topic.	4 pts
Evaluates Information and Its Sources Critically	4 pts Evaluates the authority/credibility of each selected source using several criteria, including: expertise of the author or creator; reliability of the publisher or sponsor; verifiability of claims; and currency. Each evaluation includes 3 reasons that are explained clearly.	2 pts Evaluates the authority/credibility of each source using basic criteria. Each evaluation includes at least two reasons that are explained clearly.	1 pts Evaluations are missing or do not clearly and correctly demonstrate the authority or credibility of the selected sources.	4 pts
Accurately Cites Sources of Information	4 pts Provides a complete citation for each source in the appropriate citation format. Citations meet format guidelines completely or mostly.	2 pts Provides a complete citation for each source, but some citations do not completely follow the chosen citation format.	1 pts Citations are incomplete or inaccurate.	4 pts

AAC&U INFORMATION LITERACY VALUE RUBRIC

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.