

**General Education
Information Literacy General Education Assessment
2018-2019**

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
WRI 110	Fall 2018	66	1.97	1.98	2.61	N/A	.92	1.87
WRI 110	Spring 2019	42	1.98	2.00	2.57	N/A	.96	1.88
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
WRI 116	Fall 2018	18	2.00	2.00	2.28	N/A	1	1.82
WRI 116	Spring 2019	17	2.00	2.00	2.94	N/A	.97	1.98

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 Fall 2016, 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 Fall 2016, 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. Due to a change in library personnel, a new library faculty member is responsible for teaching and grading library research assignments for approximately one third of all library instruction sessions with WRI 110 and WRI116. The consistency of scores between Spring 2018 and Fall 2018 suggests that our teaching and grading standard did not suffer with this change in personnel.

Evaluation of sources: Prior to Fall 2016, 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 Fall 2016 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. For WRI 116 students, scores for this element dipped slightly in Spring 2018 and Fall 2018 compared to Fall 2017. Accordingly, it was determined that WRI 116 scores regarding evaluation of information sources could be improved and that library faculty would focus in Spring 2019 on more articulately demonstrating to WRI 116 students how to evaluate sources for relevance, credibility, currency, and authority. The increase in students’ scores in this category from Fall 2018 to Spring 2019 indicates that this additional focus produced its desired result in students’ abilities to evaluate potential sources effectively. Scores on this third element of the rubric dipped slightly for WRI 110 in Spring 2019, but the decrease is too small to be significant.

Access and Use Information Ethically: Within the scope of this signature assignment the rubric element regarding ethical use of information is expressed in students' facility at identifying, recording, and formatting appropriate citation information for the sources they locate. In Spring 2017, the assignment was revised to scaffold the citation process. Rather than generating complete citations for each source based on sample citations, students identified the 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. 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 were less conscientious about the details of citation than necessary to demonstrate appropriate levels of proficiency for this aspect of information literacy. Particular attention to this concept has improved WRI 116 scores in this category over time. A slight decrease in WRI 116 scores for this category was evident in Spring 2019, but the decrease was negligible.

Changes to be Made Based on Data:

In each category of evaluation, students in WRI 110 and WRI 116 continue to demonstrate proficiency above the threshold level in their performance across the categories associated with information literacy. Slight decreases in the scores of WRI 110 students on evaluation of sources and of WRI 116 students on access and ethical use of information do not warrant instructional changes at this time; however, close attention to the trajectory of these scores will be paid at the conclusion of Fall 2019. If the fluctuation in scores becomes meaningful, appropriate action will be determined and pursued.

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*	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.)
<small>*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013</small>				
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.