

**General Education
Information Literacy General Education Assessment
2015-2016**

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:

WRI110, WRI116, and WRI120: Using tools and resources introduced in the Library Research instruction sessions, students created an annotated bibliography of four sources directly related to their research topic.

Criteria for Success:

Average score of 1.5 or higher for each element measured after mapping assignment grading rubric to Information Literacy Value Rubric. Note that this data is gathered by taking a random sample of the students in each section of WRI110, WRI116 and WRI120.

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
WRI 110	Spring 2015	64	1.72	1.81	1.75	N/A	N/A	1.76
	Fall 2015	94	1.67	1.83	1.78	N/A	N/A	1.76
	Spring 2016	84	1.74	1.83	1.69	N/A	N/A	1.75

Conclusions Drawn from Data:

Scores indicate that students are becoming familiar with the tools they will need for developing information literacy for the duration of their college education. At an introductory level, students are beginning to evaluate their use of various sources of information, and are demonstrating some level of discernment that information cannot be taken at face value and requires analysis regarding credibility and relevance.

Changes to be Made Based on Data:

The grading rubric that was used – and then mapped to the value rubric – will be reviewed over Summer 2016 to identify opportunities for more direct alignment between the two assessment tools.

Although the relevant learning outcome and the assignment both address citation of sources, the value rubric used for assessment did not. An additional rubric to assess citation will be created for use in Fall 2016.

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.