Literature, Journalism, Writing, and Languages
Information Literacy Foundational Explorations (FELO) Assessment
Fa2022 – Sp2023

Learning Outcome:
FELO 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 1010 and WRI 1016: 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 1010 (College Composition) and WRI 1016 (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 1 on the fifth element of the rubric (from Fall 2016 to Spring 2022 an average score greater than .75 on the fifth element met the criteria for success). 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
WRI1010	Spring 2023	62	2.00	1.94	2.34	N/A	1.63
WRI1016	Spring 2023	20	2.00	2.00	2.75	N/A	1.30

Longitudinal Data Prior to Spring 2023 - *Criteria for Success:*
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.

Course	Semester	N	Determine Extent of Information Needed (4)	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
Library	Spring 2015	64	1.72	1.81	1.75	N/A	N/A
Library	Fall 2015	94	1.67	1.83	1.78	N/A	N/A
Library	Spring 2016	84	1.74	1.83	1.69	N/A	N/A
WRI 110	Fall 2016	67	1.97	1.88	2.28	N/A	.75
WRI 110	Spring 2017	52	2.00	1.96	2.38	N/A	.85
WRI 110	Fall 2017	73	1.93	1.96	2.49	N/A	.84
WRI 110	Spring 2018	54	1.96	2.00	2.48	N/A	.91
WRI 110	Fall 2018	66	1.97	1.98	2.61	N/A	.92
WRI 110	Spring 2019	42	1.98	2.00	2.57	N/A	.96
WRI 1010	Fall 2019	53	1.98	1.88	2.30	N/A	.88
WRI 1010	Spring 2020	55	2.00	1.98	2.50	N/A	.95
WRI 1010	Fall 2020	58	2.00	1.97	2.66	N/A	.93
WRI 1010	Spring 2021	53	1.96	1.98	2.42	N/A	.90
WRI 1010	Fall 2021	70	1.98	1.94	2.34	N/A	.91
WRI 1010	Spring 2022	62	2.00	1.97	2.45	N/A	.94
WRI 116	Fall 2016	9	2.00	1.89	2.00	N/A	.72
WRI 116	Spring 2017	19	1.95	1.89	2.42	N/A	.72
WRI 116	Fall 2017	16	1.81	1.94	2.50	N/A	.91
WRI 116	Spring 2018	18	2.00	2.00	2.44	N/A	.86
WRI 116	Fall 2018	18	2.00	2.00	2.28	N/A	1
WRI 116	Spring 2019	17	2.00	2.00	2.94	N/A	.97
WRI 1016	Fall 2019	18	2.00	1.94	2.83	N/A	.97
WRI 1016	Spring 2020	20	2.00	2.00	2.60	N/A	.89
WRI 1016	Fall 2020	19	2.00	1.95	2.47	N/A	.95
WRI 1016	Spring 2021	18	1.94	1.94	2.11	N/A	.89
WRI 1016	Fall 2021	17	2.00	1.88	2.53	N/A	.88
WRI 1016	Spring 2022	15	2.00	1.87	2.00	N/A	.97

In Spring 2023, the citation-related element ("Access and Use Information Ethically and Legally") of the rubric was revised once again because the new Assessment Management System (AMS) cannot accommodate a value below 1. Assessment data for Fall 2022 was not collected while the university implemented a new AMS.

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 FELO 1.c.

Conclusions Drawn from Data:

Scores for the Information Literacy FELO continue to indicate that students are employing the information literacy principles introduced during the library 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, from Fall 2016 to Spring 2022, and a value of 1 in Spring 2023 and after). The librarians updated the Library Research Assignment in Fall 2022 by eliminating the need for individual answers for the separate components of each citation, replacing it with a full citation requirement for each of the four citations; previously, students were instructed to create a full citation for one of the four sources of their choice.

In Spring 2023, scores for element one remained the same when compared to Spring 2022 for both WRI 1010 and WRI 1016. Scores dipped slightly for WRI 1010 for elements one and two, replicating the scores for these elements in Fall 2021. Scores for WRI 1016 rose for elements two and three during Spring 2023.

In Fall 2021, scores for the first element rose slightly for both WRI 1010 and WRI 1016, though there was a dip in scores in both courses for element two, Access Needed Information, with the largest dip in WRI 1016. In previous semesters librarians had been focused on increasing scores in WRI 1016 on the third element ("Evaluate Information and Sources"), and this focus may have shifted too much time away from the second element ("Access Needed Information"). In Fall 2021, for the last element ("Access and Use Information Ethically and Legally"), there was a slight increase in scores for WRI 1010 and a slight decrease in scores for WRI 1016, but the difference for both were negligible.

Notes on the Covid-19 Pandemic: In 2020, after Spring Break, the university moved coursework online due to Covid-19, and the remainder of our research seminars for WRI 1010 and WRI 1016 were conducted asynchronously online. In Fall 2020, all coursework was again online, but we changed our method of delivery to a synchronous model for all research seminars taught. The lower scores during Spring 2021 coincide with the switch from online instruction to a return to in-person instruction mid-way through the semester due to a step down of Covid-19 restrictions in San Diego County. This change from online to in-person instruction resulted in mix of instruction modalities used in the library research seminars, including all in-person, online synchronous, and hybrid with most students in-person and a few students online. In Spring 2021, all in-person and hybrid classes followed social distancing and masking requirements. Fall 2021 saw a return to in-person classes for most sections of WRI 1010 and WRI 1016, and while social distancing was eliminated, masking remained a requirement while indoors. Anecdotal evidence suggests many students missed one or both library research seminars due to a 10-day quarantine period required for any student who tested positive for Covid-19 or a modified quarantine period for any student exposed to someone with Covid-19. Additionally, many students reported feeling extra stress and anxiety due extenuating circumstances related to living through year-two of the pandemic, which may have resulted in a higher than usually number of students choosing to not complete their Library Research Assignment and may have resulted in some lower scores on completed assignments.

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. Scores for this element for WRI 1016 fell slightly in Fall 2019, but improved in Spring 2020. Scores on this third element of the rubric dipped for WRI 110 in Spring 2019 and continued to dip slightly in Fall 2019, but improved in Spring 2020. In Fall 2020, the WRI1010 score for this element was the highest it had ever been at 2.66, and in Spring 2021 scores on this element fell slightly. The greatest decrease in scores during Spring 2021 were from WRI 1016 students on this element. In Fall 2021, WRI 1010 scores fell slightly again for this element. Due to lower scores in Spring 2021 in WRI 1016, library faculty were conscientiously focusing on this element. This focus in WRI 1016 proved effective since there was an appreciable increase in scores in Fall 2021, but this focus may have resulted in less emphasis on the second element "Access Needed Information") in WRI 1016, which saw the largest dip in scores across all elements for both WRI 1010 and WRI 1016 during Fall 2021. The slight dip in scores for WRI 1010 for this element in Spring 2023 were not appreciable. Conversely, WRI 1016 saw a noticeable increase in scores, from 2.0 to 2.75 for this element. The recent changes to the Library Research Assignment allowed a shifted in class to less time spent on citations and more time spent on evaluating sources, which may account for this increase.

Access and Use Information Ethically

The rubric element on 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 integrating these components into a formatted citation. This component of the assignment requires focused attention to detail and a willingness to apply rigid guidelines to a standard citation. A slight decrease in WRI 116 scores for this category was evident in Spring 2019 and scores remained the same for WRI 1016 in Fall 2019, but the scores for both Spring 2019 and Fall 2019 were still higher than they were in Spring 2018. WRI 1010 scored lower in this element in Fall 2019 than in Spring 2019, but the decreases were not substantive, while Spring 2020 saw an increase. In Spring 2020, the drop in scores for WRI 1016 for this last element were not appreciable. In Fall 2020, the scores for WRI1016 for this element were higher than in Spring 2020, which shows our added focus on this topic with WRI 1016 had been effective. In Spring 2021, scores on this element for WRI1016 fell to the same level it had been in Spring 2020.

In Fall 2022, the Library Research Assignment was revised to reflect recent changes in ways students create citations. The prevalence and ready availability of automatically generated citations has been apparent in the increase in citations produced by students that were clearly copied, but not edited for accuracy by students. The librarians chose to remove the citation scaffolding added to the assignment in Spring 2017 to instead focus on editing already formatted citations for accuracy rather than identifying individual components in each citation. Because the new Assessment Management System

implemented in 2022/2023 could not accommodate a value below 1 for this element, the scores are not comparable to previous semesters. But WRI 1016 produced lower scores than WRI 1010 during Spring 2023 (1.30 and 1.63, respectively). As described in the previous section, WRI 1016 saw a noticeable increase in scores for element three ("Evaluating Information and its Sources Critically"), which suggests that a shift in focus to evaluating sources took time away from formatting citations.

Changes to be Made Based on Data:

In each category of evaluation, students in WRI 1010 and WRI 1016 continue to meet the criteria for success. The instructional services librarians have been in close conversation with Dr. Holland Prior, new Director of the College Composition program and Director of the Writing Center. Changes to these programs in the coming several years have opened opportunities for librarians and writing composition faculty to collaborate more closely on curriculum in support of the information literacy FELO 1.c. During Spring 2023, in two sections of WRI 1010 Dr. Prior and one of the instructional services librarians agreed to move instruction around finding encyclopedia articles through the Library's Credo Reference database to a writing composition session just prior to the two library research seminars. We thought this change would allow for more focus to be placed on the third element ("Evaluate Information and its Sources Critically") during the library research seminars, but in discussions afterwards realized we had instead reinforced the use of Credo too much and students were trying to use the resource in inappropriate way. Piloting this change demonstrated that students respond well to repetition, so going forward we will be more strategic about which concepts and resources we want to reinforce. Librarians will continue to work with Dr. Prior this coming academic year to strengthen our information literacy curriculum. The librarians will also work on updating the rubric to more closely align with recent changes to the Library Research Assignment and changes to the rubric necessitated by the adoption of the new AMS.

Rubric Used   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.