Literature, Journalism, Writing, and Languages
Information Literacy General Education (GELO) Assessment
Fa2023 – Sp2024

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:
Data reflect a random sample of students in each section of WRI 1010 (College Composition) and WRI 1016 (College Composition: Research). In Fall 2023, the assessment rubric was revised, so the rubric used for assessment and grading the Library Research Assignment are the same. The revised rubric is still modeled after the AAC&U rubric used in previous academic years (both the current rubric and the AAC&U rubric are included below). On the rubric, the name of the first three elements are the same as in previous versions of the rubric and the name of the last element was changed from "Access and Use Information Ethically and Legally" to "Accurately Cites Sources of Information." From Fall 2023 going forward, the criteria for success is a score of 3 for each of the four elements.

In Spring 2023 and prior, scores were mapped from the assignment rubric to the AAC&U Information Literacy VALUE rubric. In Spring 2023, due to a transition to a new Assessment Management System (AMS), Portfolium, which cannot accommodate a value below 1, all scores with decimals were rounded up and the description of the fifth element on the rubric was revised (this last element is now the fourth). In Spring 2023 only, a value of 2 was given if "students created mostly complete and accurate citations for source material" and a value of 1 was given if "students created incomplete or inaccurate citations for source material." For elements one through three, in Spring 2023 and prior, criteria for success were an average score of 1.5 or greater for each of the first two elements, an average score of 2 or greater on the third element; the fourth element ("Use Information Effectively to Accomplish a Specific Purpose") fell outside the scope of the assignment. On the fifth element on citations ("Access and Use Information Ethically and Legally" / "Accurately Cites Sources of Information"), in Spring 2023 only, criteria for success was an average score of 1 or greater, and, in Spring 2022 and prior, criteria for success was an average score .75 or greater. Assessment data for Fall 2022 was not collected while the university implemented a new AMS.

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

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

Criteria for success was 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") fell 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 1010	Spring 2023	62	2.00	1.94	2.34	N/A	1.63
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

Course	Semester	N	Determine Extent of Information Needed (4)	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
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
WRI 1016	Spring 2023	20	2.00	2.00	2.75	N/A	1.30

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 seminars to interact with information at a level above the initial benchmark (i.e., in Fall 2023, a value of 2 on all elements; in Spring 2023 and prior, a value of 1 for elements one through three; for element five on citations, Fall 2016 to Spring 2022, a value of .5, and in Spring 2023 a value of 1). We met our criteria for success on all 4 elements in Spring 2024. In Fall 2023 we met our benchmark for all elements and met our criteria for success for all but the last element in WRI 1016. Since the rubric was revised in Fall 2023, longitudinal data does not offer an accurate comparison.

Evaluation of Sources

In Fall 2023 and Spring 2024, students in both WRI 1010 and WRI 1016 met the criteria for success for element three ("Evaluate Information and Sources"), though students in WRI 1010 scored slightly lower in Fall 2023 and Spring 2024 with scores of 3.16 and 3.00, respectively, than those in WRI 1016 who scored 3.53 and 3.10. The Instructional Services Librarians place the greatest importance on this element and over the last several years have gradually increased their focus on this element in both research seminars one and two. Successfully evaluating information and sources for quality and trustworthiness scores high on Bloom's taxonomy and requires the most complex set of information literacy attitudes and dispositions. Both WRI 1010 and WRI 1016 scores dipped moderately in this element between the fall and spring semesters.

Citations

Students in WRI 1010 and WRI 1016 both met the benchmark for the last element on citations ("Accurately Cites Sources of Information"). Students in WRI 1010 scored slightly lower in Spring 2024 than Fall 2023, and students in WRI 1010 scored slightly higher. The changes in scores were not appreciable. 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 component 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 now 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. Though longitudinal data is not currently helpful, comparisons can be made between WRI 1010 and WRI 1016. Students in WRI 1010 and WRI 1016 produced almost identical scores in Spring 2024 with 3.13 and 3.18, respectively with WRI 1016 scoring marginally higher. In Fall 2023, WRI 1016 scored lower than WRI 1010. Class sessions for WRI 1016 are typically 10 minutes shorter than sessions for WRI 1010, which may account for some of the difference in scores in Fall 2023 and may demonstrate that the librarians are more consistent covering citations in both WRI 1016 and WRI 1010, despite the difference in class length.

Changes to be Made Based on Data:
During research seminars one and two in both WRI 1010 and WRI 1016 classes, Instructional Services Librarians will continue to focus on evaluating information and sources, which continues to warrant weighted importance as the online information ecosystem continues to evolve with an increased prevalence of misinformation, poor quality information and sources, and an over-reliance on AI. Though the librarians are not willing to give up class time spent on evaluation to focus on citations, particularly in WRI 1016 with its already-tight schedule, the librarians will propose 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 opportunity for reinforcement of these concepts will become available. Due to the larger number than usual of new adjunct professors who taught during Fall 2023 and Spring 2024 there was considerable variability in how the college composition curriculum was taught depending. Some sections came to their library research seminars better prepared than others. The librarians will continue to point students to helpful resources for formatting citations and will continue to encourage students to visit the Research Help Desk, which is an extension of our teaching, for citation help.

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.