Information Literacy Assessment Report Fall 2015

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Goals

Information Literacy is a graduation requirement at UB. Upon graduating, student will be able to:

1. Create a thesis statement with an appropriate scope
2. Explain how to revise searches by thinking of broader, narrower and related terms
3. Employ multiple search strategies for revising and enhancing searches
4. Apply evaluation criteria to an information source.
5. Apply current ethical standards in the gathering, use, and dissemination of information
6. Incorporate outside information into their own arguments

This assessment looks at SLO 1 and 6 at two points in the curriculum: INFO 110: Introduction to Information Literacy and WRIT 300: Composition and Research.

Methodology

To assess SLO 1 and 6, we conducted direct measures using pre and post test questions, and assessing students' final papers as artifacts, using an information literacy rubric.

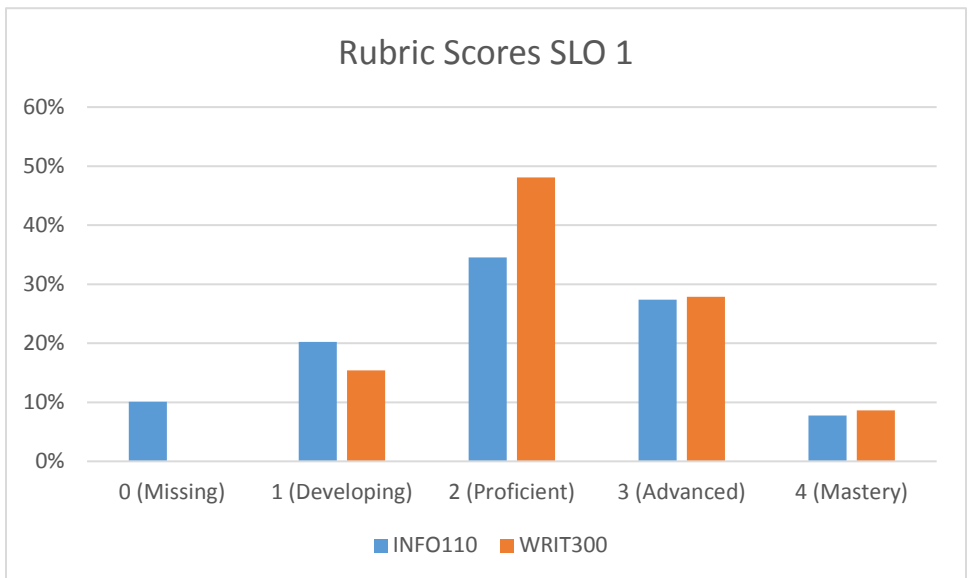In the pre and posts tests, SLO1 maps to Q1; SLO6 maps to Q5, Q9, Q11, Q12, and Q13.

In the IL rubric, SLO 1 maps to the category of position; SLO6 maps to the categories of use.

Data

SLO 1:

RUBRIC Position (INFO 110)

0 (Missing)	17
1 (Developing)	34
2 (Proficient)	58
3 (Advanced)	46
4 (Mastery)	13
1 and 2	61%
3 and 4	39%
Mean	2.02
Median	2
Mode	2
2014 Mean	1.98
2013 Mean	1.07

Rubric Scores SLO 1

RUBRIC Position (WRIT 300)

0 (Missing)	0
1 (Developing)	16
2 (Proficient)	50
3 (Advanced)	29
4 (Mastery)	9
1 and 2	63%
3 and 4	37%
Mean	2.3
Median	2
Mode	2
2014 Mean	2.52
2013 Mean	1.95

PRE POST TEST Q1 (INFO 110)

SLO1 Q1-2015	PRE	POST
INFO Responses	107	46
Percent Correct	42%	46%

PRE POST TEST Q1 (WRIT 300)

| SLO1 Q1-2015	PRE	POST
WRIT Responses	101	59
Percent Correct	39%	44%

PreQ1 /PostQ1

If you were assigned a 10-page research paper about drug treatment programs, the best research question would be:

   a. Where are methadone centers located in the United States?

   b. What are the most effective methods for drug treatment of teen mothers used at the Allegany County Addictions Services Joseph S Massie Unit?

   c. **What barriers exist when trying to implement an effective drug treatment program in the prison system? [correct]**

   d. What factors contribute to illicit drug abuse among teenagers?

Updated: 7/28/2016

SLO 6:

RUBRIC Use (INFO 110)

0 (Missing)	16
1 (Developing)	16
2 (Proficient)	66
3 (Advanced)	63
4 (Mastery)	7
1 and 2	54%
3 and 4	46%
Mean	2.2
Median	2
Mode	2
2014 Mean	2.12
2013 Mean	1.52
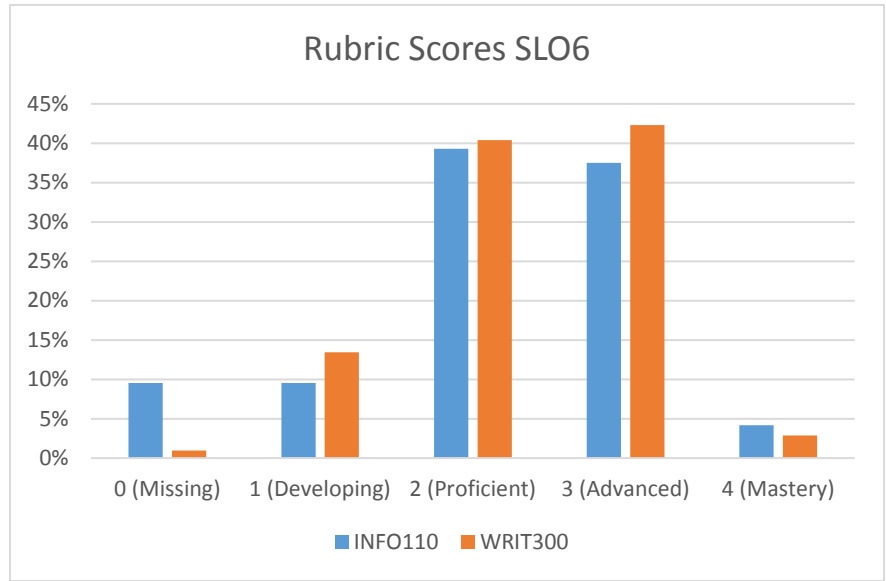
RUBRIC Use (WRIT 300)

0 (Missing)	1
1 (Developing)	14
2 (Proficient)	42
3 (Advanced)	44
4 (Mastery)	3
1 and 2	54%
3 and 4	46%
Mean	2.3
Median	3
Mode	2
2014 Mean	2.08
2013 Mean	1.85
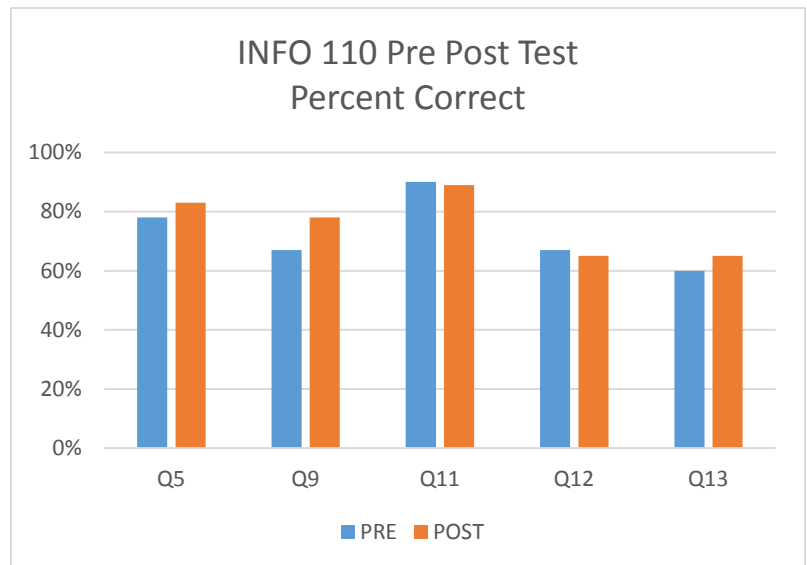
INFO 110:

INFO Responses	PRE	POST
n=	107	46
Percent Correct	PRE	POST
Q5	78%	83%
Q9	67%	78%
Q11	90%	89%
Q12	67%	65%
Q13	60%	65%

Rubric Scores SLO6

INFO 110 Pre Post Test Percent Correct

Updated: 7/28/2016

WRIT 300:

WRIT Responses	PRE	POST
n=	101	59
Percent Correct	PRE	POST
Q5	83%	83%
Q9	78%	83%
Q11	92%	92%
Q12	68%	64%
Q13	64%	66%

WRIT 300 Pre Post Test Percent Correct
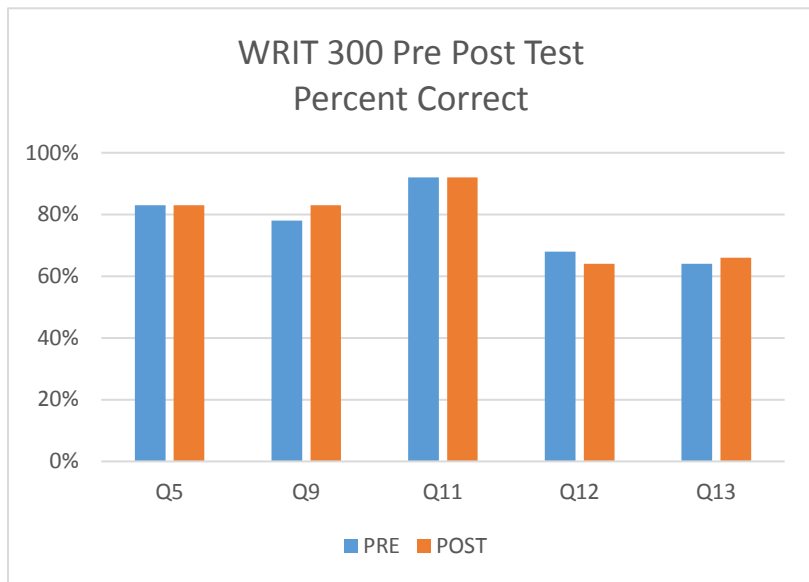
Recommendations

For SLO 1: Because INFO110 is a lower division course where the skills are introduced, we expect most students to be at a 1 or a 2 for the student learning outcome "Create a thesis statement with an appropriate scope." Since 2013, we've seen improvement in the mean scores, moving up from 1.07 to 2.02. This might be because the artifacts we collect but a stronger emphasis on thesis statements, or that we've given more class time to developing strong position statements. WRIT 300 Students should be at a 2 (proficient) since this is the course where the skills are practiced. Students are slightly above proficient, with a mean score of 2.3.

While students in both INFO 110 and WRIT 300 seem to be more successful at creating a thesis statement with an appropriate scope in the authentic assessments, they are less successful at identifying an appropriate thesis from a list of options. The correct response to the question (option c) was selected more often than any of the other responses, only 46% and 44% of students selected that answer in the post-test.

In the future, we will be using authentic artifacts rather than the pre and post test for numerous reasons: poor response rate, low validity of the instrument, difficulty to isolate particular improvements in SLO1. Additionally, we recommend that good research questions and thesis statements are modeled and practice during class time before a summative assessment.

For SLO 6: This past year, we made a stronger attempt at approaching SLO 6 "incorporating outside information into their own arguments" in WRIT 300 using the BEAM model. Students are meeting acceptable target achievement, but not at the ideal target achievement. Again, the post-test response rate makes it difficult to draw accurate conclusions about student levels, especially in a pre-post test comparison.

Students in both INFO 110 and WRIT 300 have higher mean scores on their final papers than students last year. This might be due to the approach in teaching the BEAM model, but also might be due to increased emphasis on summarizing and paraphrasing information.

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Because INFO 110 is a lower division course where these skills are introduced, we anticipate most to be at a level 1 or 2. The average score this year was above a 2. WRIT 300 Students should be at a 2 (proficient) since this is the course where the skills are practiced. Students have shown improvement over 2013/14 data, after which we implemented the BEAM model to talk about different ways to use a source.

Students seem to be able to identify correct ways to incorporate outside information into their own arguments on the post-test, similarly to how they perform in authentic assessment. Again, response rates makes it difficult to draw accurate conclusions, and not much improvement has been shown over last year in the post-test data.

Overall Recommendations

We should emphasize collecting class artifacts instead of using pre and post-tests outside of course content to do direct assessment. This includes using artifacts explicitly created in WRIT 300 to demonstrate student understanding of information literacy outcomes. In order to move students toward the ideal targets, we recommend INFO 110 students have in-class time and assignments specifically geared towards identifying and creating thesis statements, so that they have practice and feedback before submitting their final papers. Similarly, we need continue in-class work and assignments that break down strategies for incorporating outside sources into their work. In WRIT 300, we need to focus the information literacy module on better practicing these specific outcomes so that students are more proficient in their final course products. Because the information literacy module is limited, we recommend working with WRIT 300 faculty to scaffold assignments throughout the course, and have librarians provide feedback for information literacy-related work.