Information Literacy Assessment Report Fall 2016

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Student Learning Outcomes

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

In fall of 2016, we assessed SLO 4 at two points in the curriculum: INFO 110: Introduction to Information Literacy and WRIT 300: Composition and Research. Additionally, we assessed SLO 5 in INFO 110: Introduction to Information Literacy.

Methodology

To assess SLO 4 and 5, we conducted direct measures assessing students' work as artifacts, using an information literacy rubric. There were two readers for each artifact, and no reader assessed artifacts in their own classes. For INFO 110, we assessed every student artifact; in WRIT 300, because of the large number of artifacts, we randomly selected half using a randomly assigned numbers.

Data

SLO 4: Apply evaluation criteria to an information source.

INFO 110

0 (Missing)	0	0%
1 (Developing)	11	13%
2 (Proficient)	29	34%
3 (Advanced)	33	38%
4 (Mastery)	13	15%
1 and 2	40	47%
3 and 4	46	53%
Mean	2.56	
Median	3	
Mode	3	
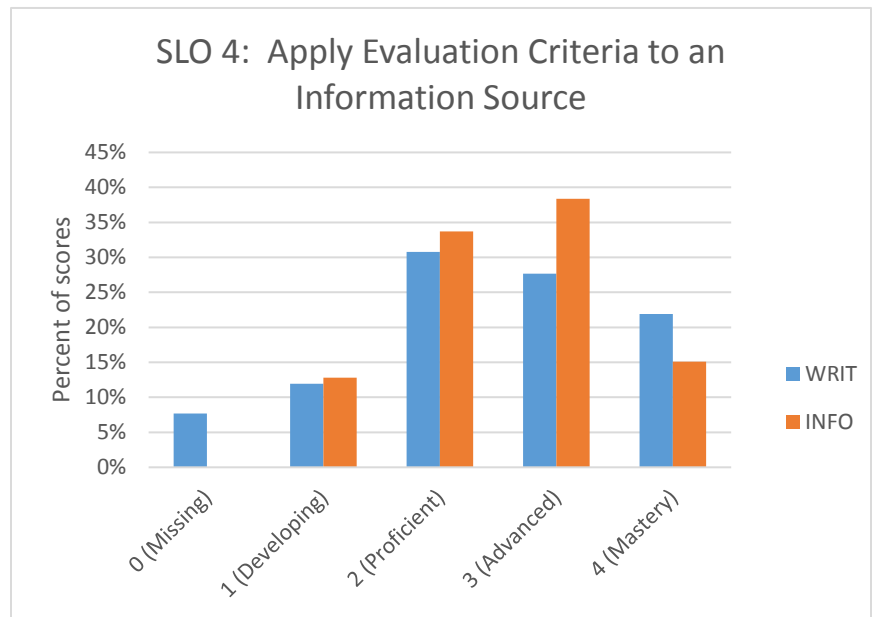
WRIT 300

0 (Missing)	20	8%
1 (Developing)	31	12%
2 (Proficient)	80	31%
3 (Advanced)	72	28%
4 (Mastery)	57	22%
1 and 2	111	43%
3 and 4	129	50%
Mean	2.44	
Median	2	
Mode	2	

SLO 4: Apply Evaluation Criteria to an Information Source

SLO 5: Apply current ethical standards in the gathering, use, or dissemination of information

INFO 110

0 (Missing)	10	11%
1 (Developing)	15	16%
2 (Proficient)	36	39%
3 (Advanced)	22	24%
4 (Mastery)	9	10%
1 and 2	51	55%
3 and 4	31	34%
Mean	2.05	
Median	2	
Mode	2	

Recommendations

For SLO 4:
Target goal: INFO 110, 2; WRIT 300, 3
Ideal goal: INFO 110, 2.5; WRIT 300, 3.5
Actual number: INFO 110, 2.56; WRIT 300, 2.44

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 "Apply evaluation criteria to an information source." Our target goal for INFO 110 is a mean of 2, and we would ideally like them to be a 2.5, since this is a foundational course where students are introduced broadly to evaluating information in a variety of contexts. Students in INFO 110 are above even the ideal target. This may be due to the fact we have an entire units dedicated to evaluating information, and these concepts are reinforced throughout the semester. We recommend providing students more examples of classifying sources in order to model proper source evaluation. 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 2.44. This number is lower than in the 110 class. Part of this may be because students are evaluating information in a particular genre. We are all teaching using the BEAM model, but have discussed ways to improve students' understanding and application of that model when evaluating sources. We also have been trying different techniques to model and have student practice source evaluation in an online class.

For SLO 5:
Target goal: INFO 110, 2
Ideal goal: INFO 110, 2.5
Actual number: INFO 110, 2.05

In INFO 110 we ask students to consider specific ethical issues related to information literacy: copyright, plagiarism, privacy, technological dependency, etc. While students appeared to "Correctly describe ethical standards" per the developing column, they struggle

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to appropriately apply ethical standards to a situation. While we do not expect INFO 110 students to be a mastery level, our ideal goal would like to see the mean score of students comfortably between proficient and advanced. We found no correlation between students that did well with source evaluation and those that did well in ethical standards application. We recommend using ethical case studies throughout the semester using current events and having student build arguments to understand appropriate applications of ethical standards.

Overall Recommendations

In WRIT 300, improving our signature lesson plan and activity that allows students to understand the BEAM model, practice, and apply it could help improve scores. Because many of the WRIT 300 courses are taught online, modifying the activity for online learning may improve student learning.

In INFO 110, continuing to reinforce evaluation strategies throughout the semester will benefit students' ability to apply evaluation criteria to a given source. Mimicking our successful strategies with source evaluation for using ethical standards may improve student learning. We are also working with IDIS 101 to introduce students to academic integrity policies as an additional place that skill is being taught.

Information Literacy Student Learning Outcomes Rubric

If a student omits or does not accomplish work even at the "developing" level, they should be given a score of zero for that particular row.

SLO		Developing = 1	Proficient = 2	Advanced = 3	Mastery = 4
1	The student can create a thesis statement with an appropriate scope.	Thesis or research question present but parts are too broad or poorly defined	Thesis or research question is defined	Completely defines the appropriate scope of the research question or thesis. Attempts to situate it within a larger conversation.	Effectively defines the appropriate scope of the research question or thesis and situates it within a larger conversation surrounding the topic
2	The student can explain how to revise searches by thinking of broader, narrower and related terms.	Lists narrower, broader, or related terms to a topic.	Revises a search using narrower, broader or related terms.	Revises a search using reasonable narrower, broader or related terms for the topic.	Appropriately revises a search using narrower, broader or related terms that demonstrates comprehension of the topic.
3	The student employs multiple search strategies for revising and enhancing searches.	Accesses information during exploratory searches.	Searches for information using keyword searching, and basic search limiters/filters; can navigate a resource to find needed information.	Accesses information using a variety of search strategies, including Boolean. Demonstrates ability to effectively navigate one specific source.	Accesses information using effective, well designed search strategies; Can translate navigation of one resource to multiple, different resources.
4	The student can apply evaluation criteria to an information source.	Evaluates information using criteria but applies criteria inappropriately.	Evaluates information using criteria and applies criteria appropriately, but contains no or faulty evidence-based reasoning.	Evaluates information using multiple criteria appropriately and attempts evidence-based reasoning.	Evaluates information using multiple criteria with evidence-based reasoning to come to conclusion about the appropriateness of the source.
5	The student can apply current ethical standards in the gathering, use or dissemination of information.	Sources are minimally acknowledged or are acknowledged without a recognizable style; Or, Correctly describes ethical standards (such as academic integrity guidelines, privacy or copyright laws, and research best practices).	Sources are acknowledged inconsistently in a recognizable style; Or, applies ethical standards to a given or created situation	Sources are consistently acknowledged in a recognizable citation style with a few errors; Or, appropriately applies ethical standards to a given or created situation	Sources are consistently acknowledged in an appropriate style with few to no errors; Or, applies appropriate ethical standards to a given or created situation in a sophisticated manner.
6	The student incorporates outside information into their own arguments.	Sources are attempted to be used as support or evidence, but attempt is ineffective. The information is fragmented and/or used inappropriately.	Sources are inconsistently used as support or evidence. Information is organized and synthesis is attempted.	Sources are used at consistently appropriate times for support or evidence. The information is organized and synthesized.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth