

# Information Literacy Assessment Report Fall 2014

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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

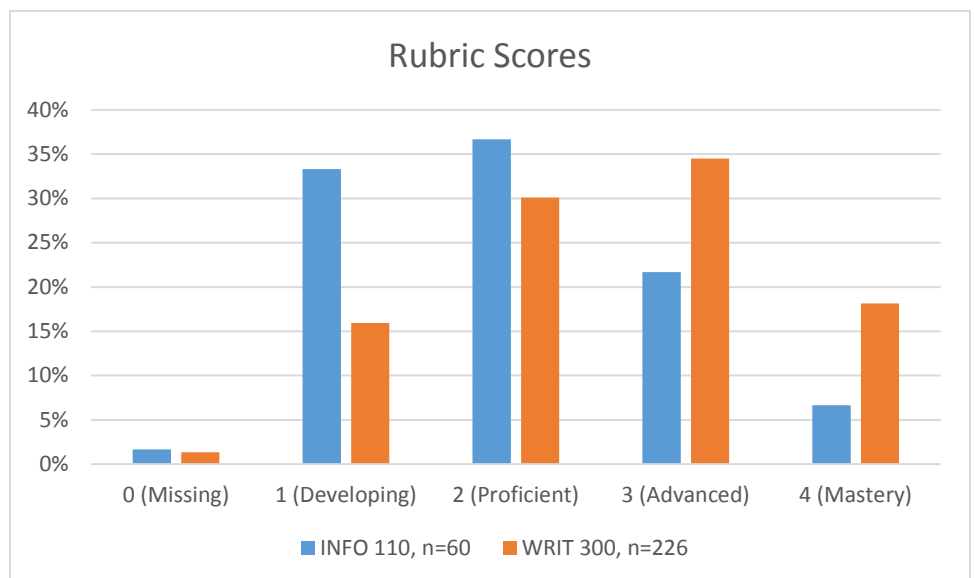
SLO 1:

RUBRIC Position (INFO 110)

0 (Missing)	1
1 (Developing)	20
2 (Proficient)	22
3 (Advanced)	13
4 (Mastery)	4
1 and 2	70%
3 and 4	28%
Mean	1.98
Median	2
Mode	2
2013 data	1.07

RUBRIC Position (WRIT 300)

0 (Missing)	3
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1 (Developing)	36
2 (Proficient)	68
3 (Advanced)	78
4 (Mastery)	41
1 and 2	46%
3 and 4	53%
Mean	2.52
Median	3
Mode	3
2013 data	1.95

SLO1 Q1-2014	PRE	POST
INFO Responses	90	63
Number Correct	33	19
Percent Correct	36.7%	30.2%

SLO1 Q1-2014	PRE	POST
WRIT Responses	230	94
Number Correct	99	36
Percent Correct	43.0%	38.3%

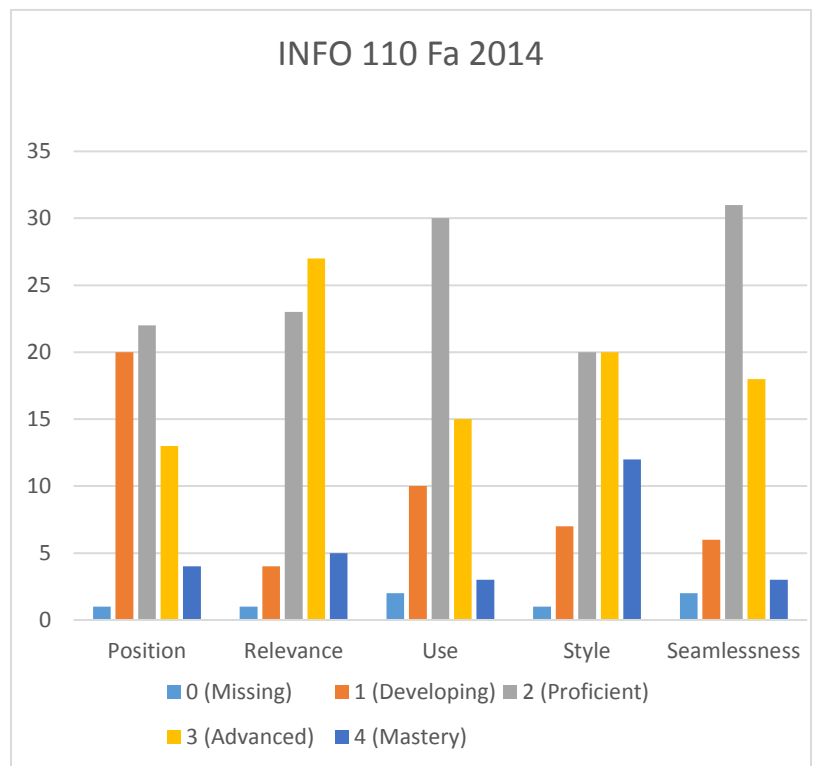
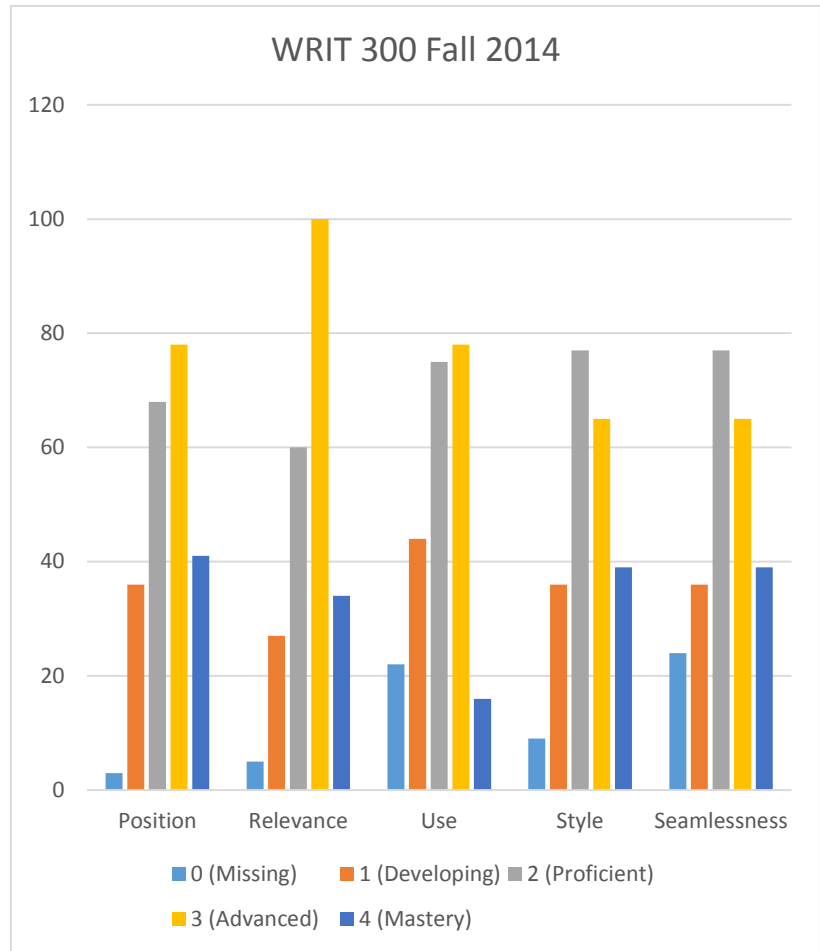
SLO 6:

RUBRIC Use (INFO 110)

0 (Missing)	2
1 (Developing)	10
2 (Proficient)	30
3 (Advanced)	15
4 (Mastery)	3
1 and 2	67%
3 and 4	30%
Mean	2.12
Median	2
Mode	2
2013 data	1.52

RUBRIC Use (WRIT 300)

0 (Missing)	22
1 (Developing)	44
2 (Proficient)	75
3 (Advanced)	78
4 (Mastery)	16
1 and 2	51%
3 and 4	40%



Mean	2.08
Median	2
Mode	3
2013 data	1.85

INFO 110:

SLO6 Q5	PRE	POST
INFO Responses	90	63
Number Correct	75	50
Percent Correct	83.3%	79.4%
Q9	PRE	POST
Responses	89	62
Number Correct	74	53
Percent Correct	83.1%	85.5%
Q11	PRE	POST
Responses	89	62
Number Correct	88	54
Percent Correct	98.9%	87.1%
Q12	PRE	POST
Responses	89	62
Number Correct	66	43
Percent Correct	74.2%	69.4%
Q13	PRE	POST
Responses	89	62
Number Correct	53	36
Percent Correct	59.6%	58.1%

WRIT 300:

SLO6 Q5	PRE	POST
WRIT Responses	230	93
Number Correct	197	74
Percent Correct	85.7%	79.6%
Q9	PRE	POST
Responses	230	95
Number Correct	190	73
Percent Correct	82.6%	76.8%
Q11	PRE	POST
Responses	230	94
Number Correct	214	83
Percent Correct	93.0%	88.3%
Q12	PRE	POST
Responses	230	94
Number Correct	164	61
Percent Correct	71.3%	64.9%
Q13	PRE	POST
Responses	230	94
Number Correct	142	55
Percent Correct	61.7%	58.5%

## Recommendations

**For SLO 1:** Students have greatly improved last year in defining the scope of their information. The average score is close to a 2 (Proficient). Because INFO110 is a lower division course where the skills are introduced, we expect most students to be at a 1 or a 2. WRIT 300 Students should be at a 2 (proficient) since this is the course where the skills are practiced. Students have shown great improvement over 2013/14 data. While students seems 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.

I recommend re-evaluating the survey instrument. It has been difficult to set targets and get accurate data for the post-test because of the dismal response rate. Even with a high pre-test response rate, the numbers are much lower than acceptable.

**For SLO 6:** Consider re-evaluating how the SLO 6 is practiced in WRIT 300; 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. For the most part, students perform better on questions related to SLO 6 than SLO 1. I would recommend examining the survey instrument/ the implementation to get better data.

Students have greatly improved over last year. 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, although students greatly improved in the authentic assessments.

## Overall Recommendations

Consider how we teach assess SLO1, SLO2, SLO4 and SLO6 in Writing 300. Make the student learning outcomes explicit. One recommendation was to focus on discourse community searches for SLO1 and SLO2; focus on BEAM for SLO4 and SLO6. Potential artifacts for SLO1 and SLO2 include a topic brainstorming worksheet, in-class quiz, word cloud, and reflection ("What is the most important thing you learned about today's session?"). Potential artifacts for SLO4 and SLO6 include continuing to collect the final paper, create an evaluation or BEAM worksheet, or use a Google Docs spreadsheet to track student responses.