Information Literacy Competency

ASSESSMENT BRIEF UPDATE

2015 TO 2018

Updated annually by Faculty Senate AOAC, General Education Coordinator, CAE, and Planning, Assessment, & Analysis
FOUNDATIONS FOR LIFELONG LEARNING

Students will think, speak, and write clearly. This is evidenced by:

d) the ability to find appropriate sources of information, evaluate that information, and integrate that information into a final product.

CONNECTIONS & EXPLORATION (through First Year Inquiry Seminar- UNIV 103). UNIV 103 Criteria:

6. Strengthens students’ information literacy.
### How is Information Literacy Assessed?

In the general education program, Information Literacy is assessed by both direct and indirect evidence.

<table>
<thead>
<tr>
<th>Measures</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Literacy Rubric</strong></td>
<td>160 student artifacts scored</td>
<td>109 student artifacts scored</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lower division courses</strong></td>
<td>ESCI 222, HIST 105, SOWK 102, UNIV 103</td>
<td></td>
<td>ENGL 110, UNIV 103</td>
<td></td>
</tr>
<tr>
<td><strong>Upper division courses</strong></td>
<td>BIOL 462, BIOL 467, ESCI 328, ESCI 443, HIST 406, SOWK 322, SOWK 431</td>
<td>Being collected</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Survey of Student Engagement</strong></td>
<td>not collected (IL Topic Module in spring 2015)</td>
<td>305 First-Years 395 Seniors</td>
<td>not collected</td>
<td>Being collected</td>
</tr>
<tr>
<td><strong>Senior Exit Survey</strong></td>
<td>815 seniors</td>
<td>933 seniors</td>
<td>848 seniors</td>
<td>Being collected</td>
</tr>
<tr>
<td><strong>Alumni Job Placement Survey (~1 yr out)</strong></td>
<td>750 alumni</td>
<td>622 alumni</td>
<td>689 alumni</td>
<td>To be collected fall 2019</td>
</tr>
<tr>
<td><strong>Internship Field Supervisor Feedback</strong></td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Comparison of Senior & Alumni *Perceptions* of Information Literacy

[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

**SENIORS AT GRADUATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3.13 (n=815)</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.14 (n=933)</td>
</tr>
<tr>
<td>2017-18</td>
<td>3.21 (n=848)</td>
</tr>
</tbody>
</table>

**ALUMNI 6 TO 10 MONTHS OUT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3.07 (n=750)</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.10 (n=622)</td>
</tr>
<tr>
<td>2017-18</td>
<td>3.15 (n=689)</td>
</tr>
</tbody>
</table>

Senior perceptions per Senior Exit Survey administered last two weeks before commencement.

Alumni perceptions per Alumni Job Placement Survey administered about six to ten months after commencement.
Student Performance per Information Literacy Rubric

(where 4=advanced; 3=Proficient; 2=Basic; 1=Minimal, 0=Not evident/Deficient)

I1. Defines Research Question/Thesis

<table>
<thead>
<tr>
<th>Course Level</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>2.29</td>
<td>2.42</td>
<td>2.75</td>
<td>3.01</td>
</tr>
</tbody>
</table>

I2. Identifies Relevant Information

<table>
<thead>
<tr>
<th>Course Level</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>1.93</td>
<td>2.58</td>
<td>2.97</td>
<td>3.02</td>
</tr>
</tbody>
</table>

I3. Uses Information Effectively

<table>
<thead>
<tr>
<th>Course Level</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>1.82</td>
<td>2.33</td>
<td>2.75</td>
<td>2.91</td>
</tr>
</tbody>
</table>

Overall Mean Scores by course level: 1XX=1.81, 2XX=2.51, 3XX=2.61, 4XX=2.94
EXECUTIVES identification of gaps in recent graduates’ preparedness on key learning outcomes. [National Survey]

Among business execs:

- Critical thinking/analytical reasoning
- Apply knowledge/skills to real world
- Communicate effectively in writing
- Self-motivated
- Communicate effectively orally
- Able to work independently
- Able to work effectively in teams
- Ethical judgment/decision-making
- Able to analyze/solve complex problems
- Find, organize, evaluate info: multiple sources
- Solve problems w/people of diff. backgrounds
- Able to innovate/be creative
- Able to work with numbers/stats
- Stay current on changing tech
- Proficiency in foreign language

![Survey Results Graph](AACU_Fulfilling_the_American_Dream_Liberal_Education_and_the_Future_of_Work_2018_Employers_Survey_Hart_Research)
HIRING MANAGERS also identify gaps in recent graduates’ preparedness on key learning outcomes. [National Survey]

Among hiring managers:

- Apply knowledge/skills to real world
- Self-motivated
- Communicate effectively orally
- Critical thinking/analytical reasoning
- Able to work independently
- Ethical judgment/decision-making
- Able to work effectively in teams
- Able to analyze/solve complex problems
- Communicate effectively in writing

Find, organize, evaluate info: multiple sources

Solve problems w/people of diff. backgrounds

Able to innovate/be creative

Stay current on changing tech

Able to work with numbers/stats

Proficiency in foreign language

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* 8-10 ratings on a 0-to-10 scale

In your small group, discuss the follow:

1) What does the evidence demonstrate?
   - Does the assessment evidence presented demonstrate added value? How?
   - Are students gaining skills as presented in these results?

2) Are you satisfied with results?
   - If so, what learning experiences contribute to the achievement of the competency?
   - If not, how might we make improvements to the learning experiences?

3) Share highlights of your discussion with the larger group.