

Information Literacy Competency

Assessment Update, Draft
Spring 2015

Prepared by:

Faculty Senate Academic Outcomes Assessment Committee
Planning, Assessment & Analysis

How we assess the Information Literacy competency?

Indirect Evidence



Topical Module: Experiences with Information Literacy

Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

Millersville's Senior Exit Survey, 201314 to 201415

How much did your W courses emphasize the following:

evaluating and integrating appropriate sources into formal written work

-Select-

Direct Evidence

AACU Information Literacy VALUE Rubric

Millersville's Information Literacy Rubric

INFORMATION LITERACY VALUE RUBRIC
For more information, please contact value@aacu.org

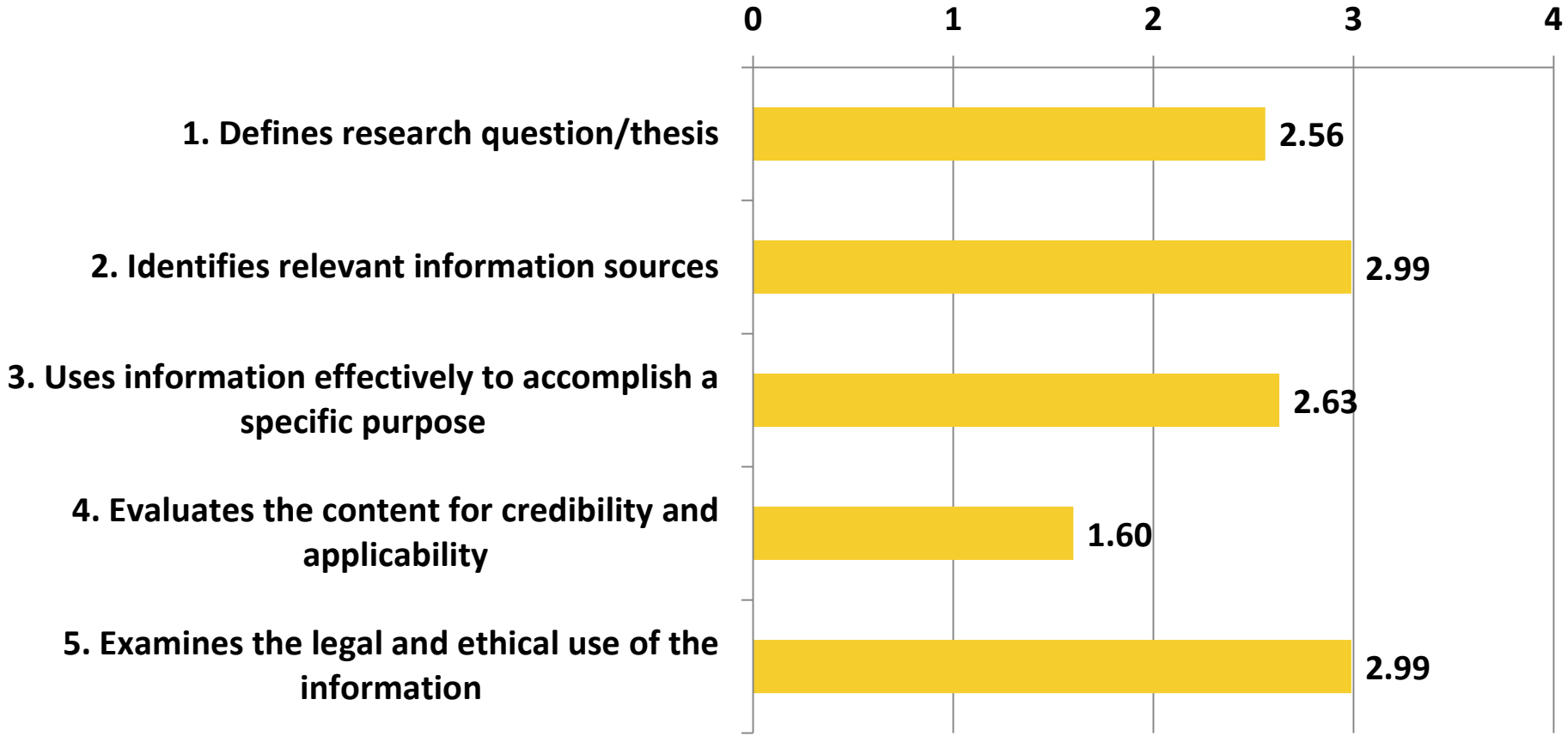
The ability to know when to use a number of resources to solve a problem is essential to success in the 21st century. Information literacy is the ability to know when to use a number of resources to solve a problem. Information literacy is the ability to know when to use a number of resources to solve a problem.

	Capacities	Milestones	Outcomes
Determine the Extent of Information Need	Identifies the scope of the research question or thesis. Identifies the types of information resources needed to address the question or thesis.	Defines the scope of the research question or thesis. Identifies the types of information resources needed to address the question or thesis.	Identifies the scope of the research question or thesis. Identifies the types of information resources needed to address the question or thesis.
Access the Needed Information	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.
Evaluate Information and Its Sources Carefully	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.
Use Information Effectively to accomplish a Specific Purpose	Integrates information into formal written work. Cites information sources appropriately.	Integrates information into formal written work. Cites information sources appropriately.	Integrates information into formal written work. Cites information sources appropriately.
Access and Use Information Ethically and Legally	Respects the privacy of information. Uses information sources ethically and legally.	Respects the privacy of information. Uses information sources ethically and legally.	Respects the privacy of information. Uses information sources ethically and legally.

Dimension	1	2	3	4
1. Define Research Question/Thesis	Defines and justifies the research question or thesis in the context of the assignment. Identifies the types of information resources needed to address the question or thesis.	Defines and justifies the research question or thesis in the context of the assignment. Identifies the types of information resources needed to address the question or thesis.	Defines and justifies the research question or thesis in the context of the assignment. Identifies the types of information resources needed to address the question or thesis.	Defines and justifies the research question or thesis in the context of the assignment. Identifies the types of information resources needed to address the question or thesis.
2. Identify Information Sources	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.	Locates information using effective search strategies and search engines. Evaluates search results for relevance and quality.
3. Evaluate Information and Its Sources Carefully	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.	Thoroughly researches and critically evaluates information sources. Identifies the strengths and weaknesses of information sources.
4. Use Information Effectively to accomplish a Specific Purpose	Integrates information into formal written work. Cites information sources appropriately.	Integrates information into formal written work. Cites information sources appropriately.	Integrates information into formal written work. Cites information sources appropriately.	Integrates information into formal written work. Cites information sources appropriately.
5. Access and Use Information Ethically and Legally	Respects the privacy of information. Uses information sources ethically and legally.	Respects the privacy of information. Uses information sources ethically and legally.	Respects the privacy of information. Uses information sources ethically and legally.	Respects the privacy of information. Uses information sources ethically and legally.

Millersville's Information Literacy Rubric (2013-14)

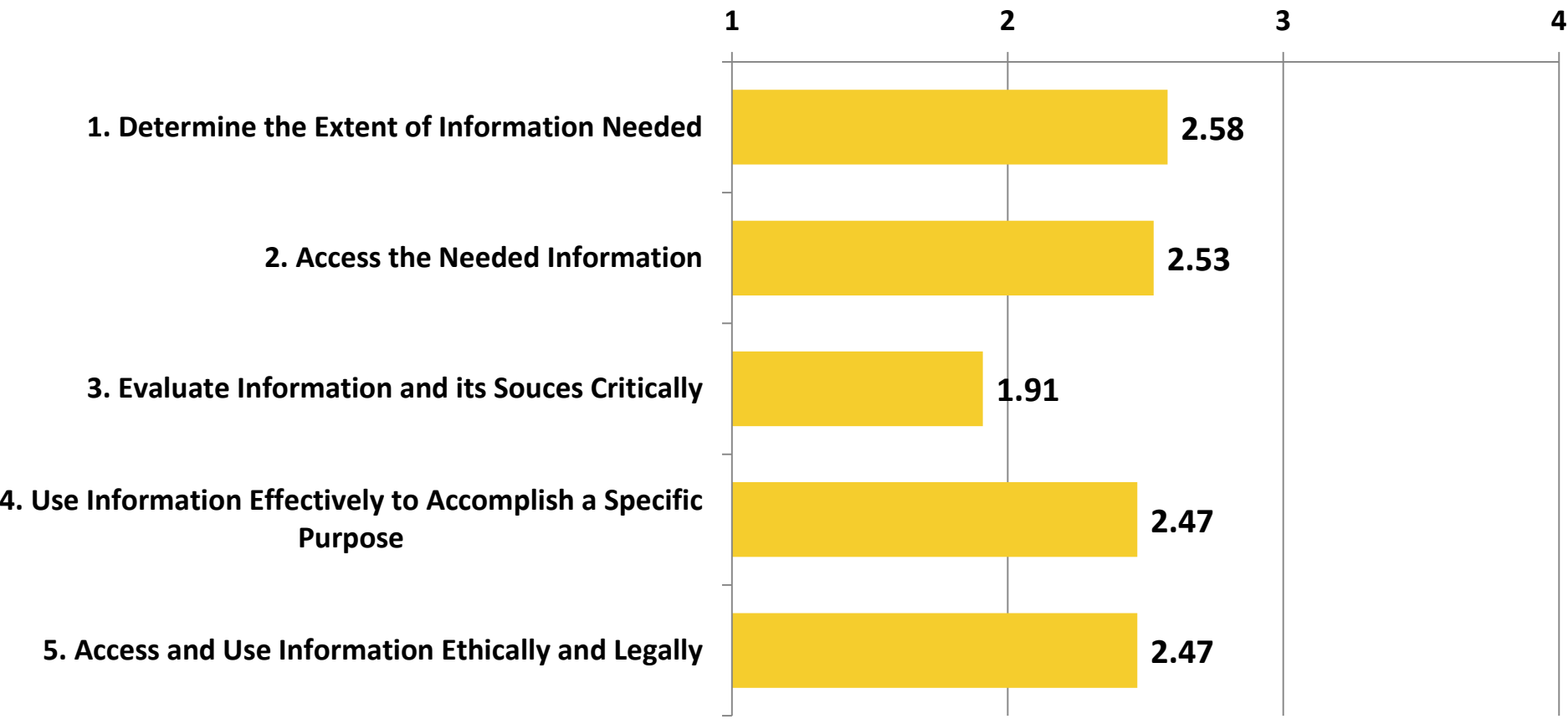
Overall score: 2.55



AACU Information Literacy Rubric (Fall 2012)

Overall score: 2.00

1=Benchmark, 2 & 3=Milestone, 4=Capstone



AACU Information Literacy Rubric (Fall 2012)

By Course Level

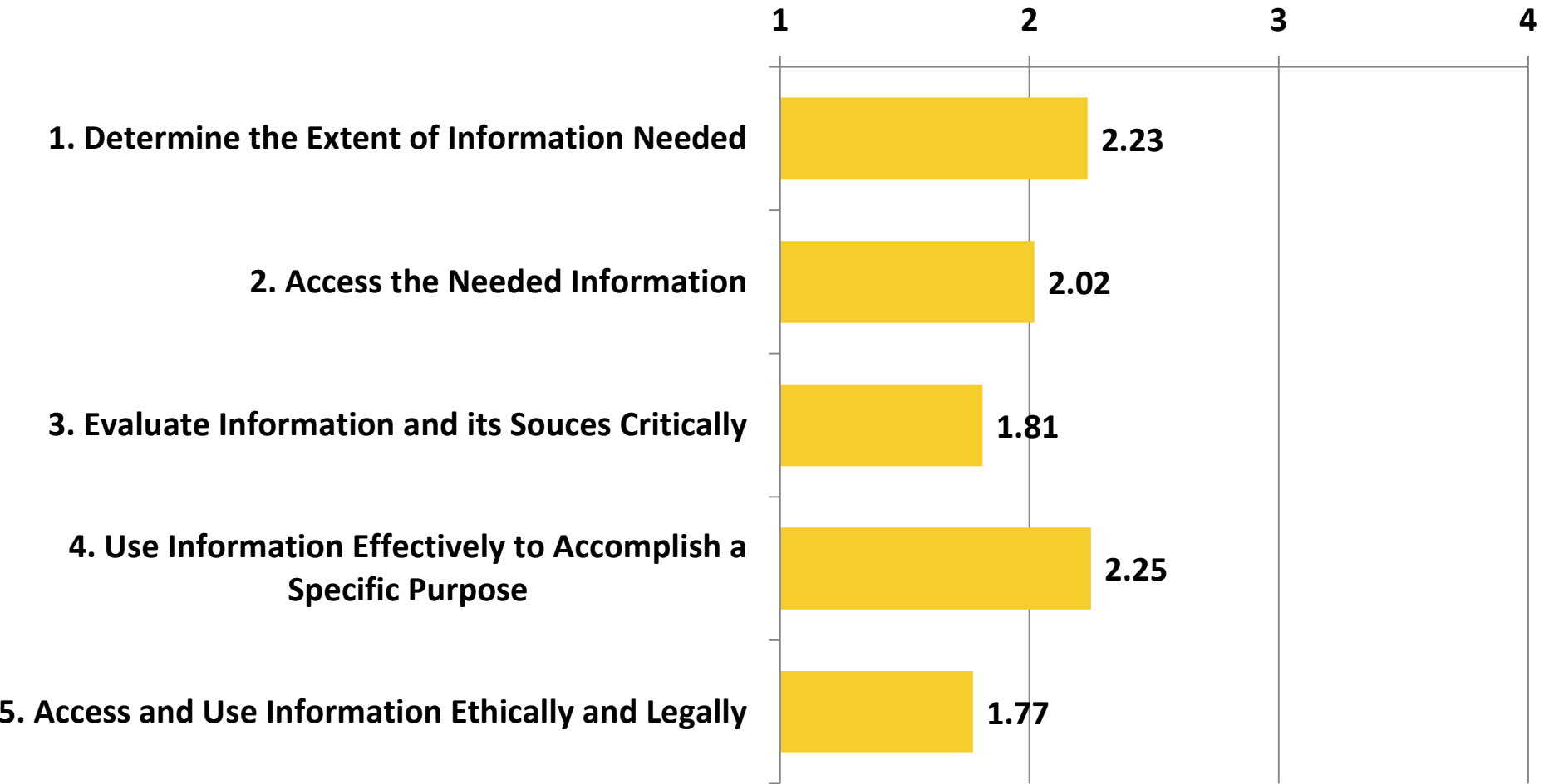
	Course Level			
	100	200	300	400
Determine	n/a	2.6	2.4	2.7
Access	n/a	2.3	2.4	2.8
Evaluate	n/a	1.5	1.6	2.3
Use Effectively	n/a	2.4	2.6	2.5
Ethically	n/a	2.5	2.3	2.6
Overall	n/a	2.3	2.3	2.6

Number of Courses Used at Each Course Level within Information Literacy				
	100	200	300	400
# of courses	0	1	1	1
		(PSYC 2XX)	(COMM 3XX)	(ECON 4XX)

AACU Information Literacy Rubric (2010)

Overall score: 2.02

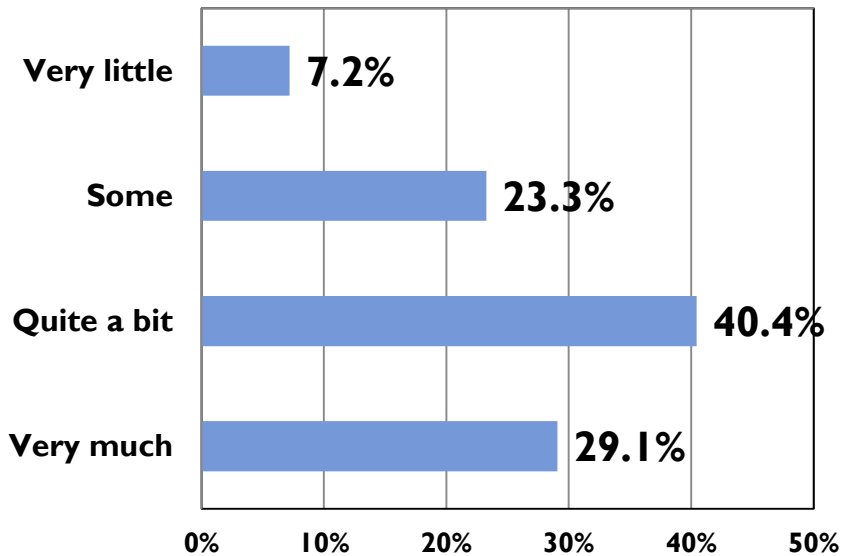
1=Benchmark, 2 & 3=Milestone, 4=Capstone



How much did your W courses emphasize evaluating and integrating appropriate sources into formal written work?

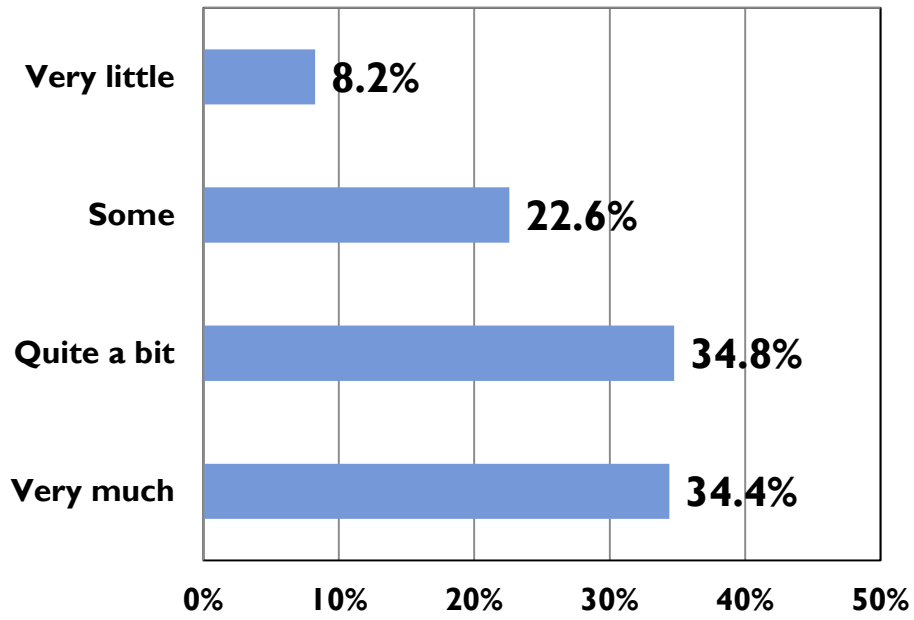
Senior Exit Survey

Fall '13 & Spring '14 Combined



(n=721 graduating seniors)

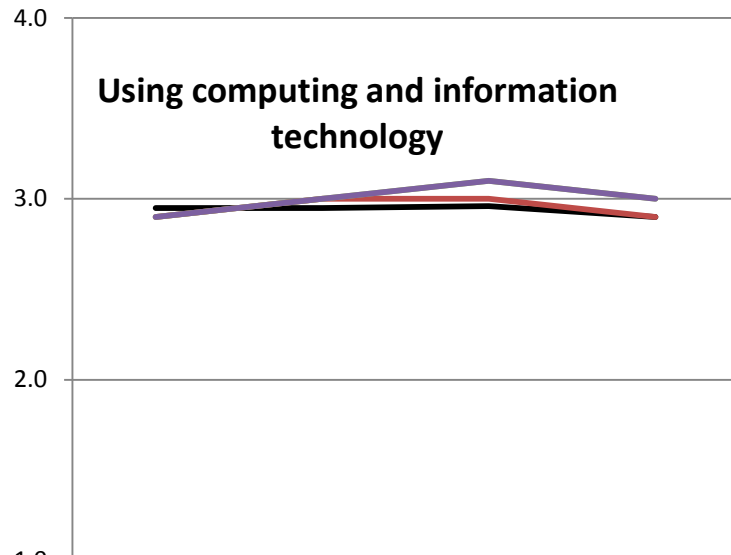
Fall '14 Only



(n=277 graduating seniors)

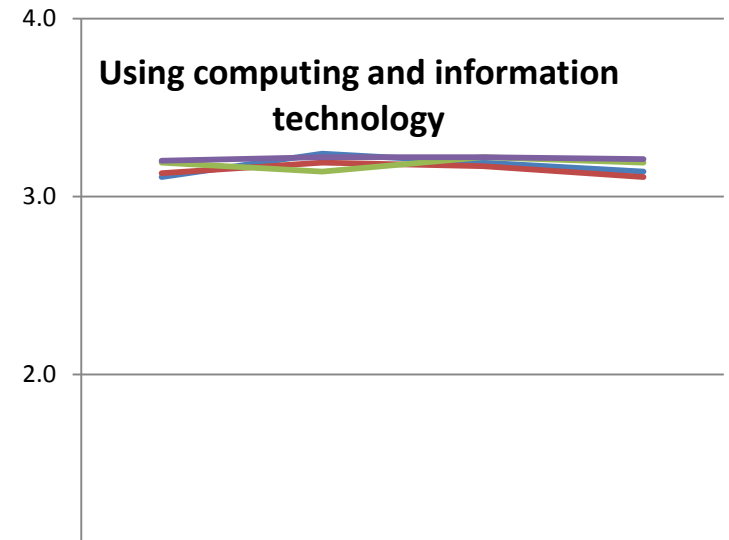
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

NSSE



	2007	2008	2010	2012
— MU	3.0	3.0	3.0	2.9
— PASSHE	2.9	3.0	3.0	2.9
— Master's	2.9	3.0	3.1	3.0
— NSSE All	2.9	3.0	3.1	3.0

Freshmen



	2007	2008	2010	2012
— MU	3.1	3.2	3.2	3.1
— PASSHE	3.1	3.2	3.2	3.1
— Master's	3.2	3.1	3.2	3.2
— NSSE All	3.2	3.2	3.2	3.2

Seniors