



Learning Goal: Information Literacy

Date: Fall 2012 and Spring 2013

What was assessed: 69 work products from three assignments in PSY 105 and SED 372

How it was assessed: Information Literacy VALUE rubric (AAC&U)

Results:

Information Literacy results, lower division courses

Lower-Division Courses		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IL1 Determine Extent of Information Needed	78.3%	35.1%
IL2 Access Needed Information	75.6%	35.1%
IL3 Evaluate Information and Sources	75.1%	43.8%
IL4 Use Information Effectively	78.4%	51.4%
IL5 Access and Use Information Ethically	75.6%	51.3%

Summary:

- For the lower-division courses, the benchmark achievement is defined as rubric score level two.
- A majority of work products from the lower-division courses were scored at the benchmark level or better.

Results:

Information Literacy results, upper division courses

Upper-Division Courses		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IL1 Determine Extent of Information Needed	90.6%	40.6%
IL2 Access Needed Information	90.7%	6.3%
IL3 Evaluate Information and Sources	84.4%	18.8%
IL4 Use Information Effectively	100.0%	43.7%
IL5 Access and Use Information Ethically	90.6%	40.6%

Summary:

- For the upper-division courses, while there is no benchmark, a score of three suggests that the students in a 300-level course are poised to be able to reach the graduating senior benchmark of four with additional opportunities to practice.
- For no dimension did a majority of work products score at the level three for upper-division courses.
- Dimensions IL1, IL4, and IL5 showed the highest percentage of work products scoring a three or above, around 40%.
- IL3 had a much lower percentage of work products at these levels, with just under 20% of papers scoring a level three or better.
- L2 was the dimension with the most need for improvement, with fewer than 10% of work products scoring a three or better.