

## Learning Goal: Information Literacy

**Date:** Spring 2011

**What was assessed:** 100 student work products from ENG 201 (out-of-class papers)

**How it was assessed:** AAC&U Information Literacy VALUE rubric, by eleven faculty scorers

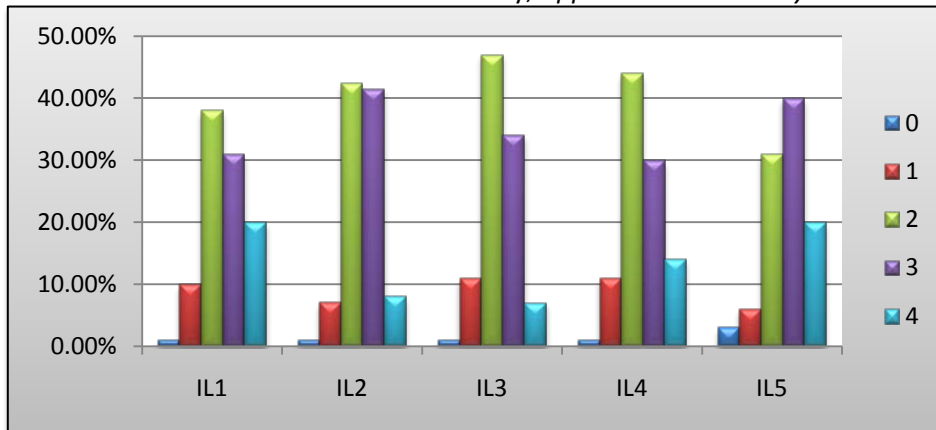
**Results:**

*This was the first pilot study for the Information Literacy rubric.*

Information Literacy Score Results

	0	Benchmark	Milestones		Capstone	Blank
		1	2	3	4	
IL1 Extent of Info. Needed	1 (1.0%)	10 (10.0%)	38 (38.0%)	31 (31.0%)	20 (20.0%)	0 (0.0%)
IL2 Access Needed Info.	1 (1.0%)	7 (7.0%)	42 (42.0%)	41 (41.0%)	8 (8.0%)	1 (1.0%)
IL3 Evaluate Info. & Sources	1 (1.0%)	11 (11.0%)	47 (47.0%)	34 (34.0%)	7 (7.0%)	0 (0.0%)
IL4 Use Info. for a Purpose	1 (1.0%)	11 (11.0%)	44 (44.0%)	30 (30.0%)	14 (14.0%)	0 (0.0%)
IL5 Access and Use Ethically & Legally	3 (3.0%)	6 (6.0%)	31 (31.0%)	40 (40.0%)	20 (20.0%)	0 (0.0%)

Distribution of Scores for Information Literacy, *Applicable Scores Only*



**Strength:**

IL5 Access and Use Information Ethically

**Weakness:**

IL3 Evaluate Information and Sources

**Other findings:**

- Significant difference between the means, medians, and score distributions of transfer vs. freshman-start students for IL3, with scores for transfer students higher
- Transfer hours and total hours showed a number of statistically significant correlations: UNCW hours with IL2 and IL5; transfer hours with IL2; and total hours with IL3 and IL5

**Discussion:**

The percentage of students scoring a “2” or above is lower for 300- vs. 200-level courses for IL1, IL3, and IL5. The percentage of students scoring “3” or higher is higher in the 300-level course for all dimensions except IL3 and IL5. Transfer students taking ENG 201 scored significantly higher than freshman starters on IL3. There were also findings that scores on IL3 and IL5 decreased as UNCW hours increased.

**Recommendations:**

Develop a central information site for faculty regarding the UNCW learning goals. Emphasize desirability of including relevant learning outcomes on syllabi. Work to define achievement levels across undergraduate experience.