

Learning Goal: Information Literacy

Date: Fall 2011

What was assessed: 224 student work products from UNI 101 (out-of-class assignment given after librarian presentation)

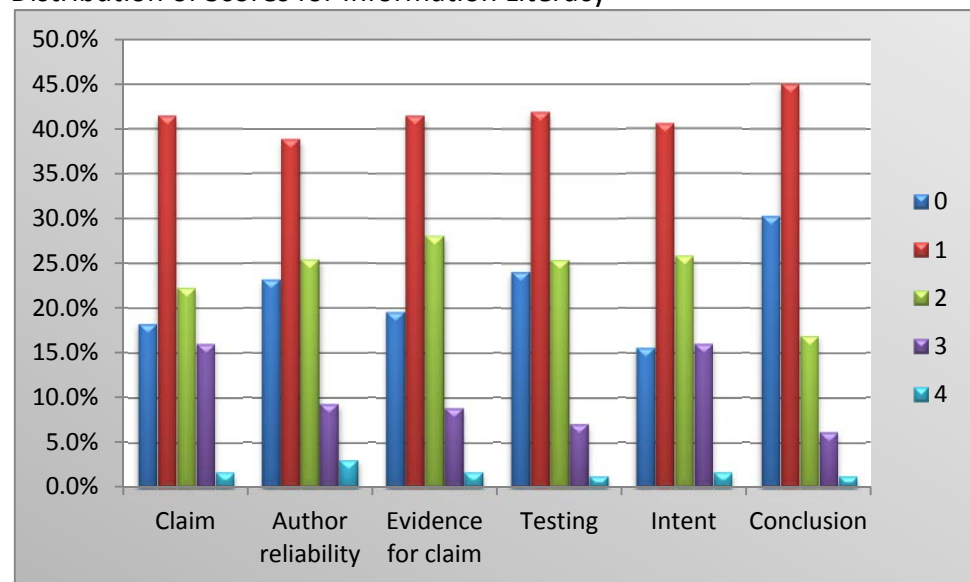
How it was assessed: UNCW librarian-developed rubric, by 5 faculty librarian scorers

Results:

Information Literacy Score Results

	0	1	2	3	4
Claim	41 (18.3%)	93 (41.5%)	50 (22.3%)	36 (16.1%)	4 (1.8%)
Author's reliability	52 (23.2%)	87 (38.8%)	57 (25.4%)	21 (9.4%)	7 (3.1%)
Evidence for claim	44 (19.6%)	93 (41.5%)	63 (28.1%)	20 (8.9%)	4 (1.8%)
Testing	54 (24.1%)	94 (42.0%)	57 (25.4%)	16 (7.1%)	3 (1.3%)
Intent	35 (15.6%)	91 (40.6%)	58 (25.9%)	36 (16.1%)	4 (1.8%)
Conclusion	68 (30.4%)	101 (45.1%)	38 (17.0%)	14 (6.3%)	3 (1.3%)

Distribution of Scores for Information Literacy



Strength:

Intent

Weakness:

Conclusion

Other findings:

The percent of students scoring at or above a level 2 were: 40%, 38%, 39%, 34%, 44%, and 25%, respectively going down the dimensions.

Discussion:

This assignment looked in detail at the Information Literacy dimension IN3 Evaluate Information and Sources, and scores were broken down for articles from academic journals, popular sources, and websites. Results given in this summary are an aggregation of all types of sources. Students were unable to successfully draw a final conclusion about the source's credibility. Students also scored low in the "Testing" dimension for websites. Given that many websites do not provide detailed information on methodology it follows that students would likely have a difficult time identifying a way to "test" the information provided in these sources.

Recommendations:

The CRITIC assignment needs several changes. Students typically answered questions briefly (e.g. Q: "Can you find a way to test the claim?" A: "Yes") making it difficult to score. Questions need to be rewritten to encourage elaboration and critical thinking. The assignment and rubric need to align more effectively in all dimensions. Library instruction should focus on distinctions between types of sources; specifically with respect to credibility. On the campus level, faculty should be aware that first year students have little experience with scholarly sources and have difficulty in evaluation information.