

Learning Goal: Information Literacy

Date: Spring 2011

What was assessed: 40 student work products from NSG 327 (out-of-class papers)

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

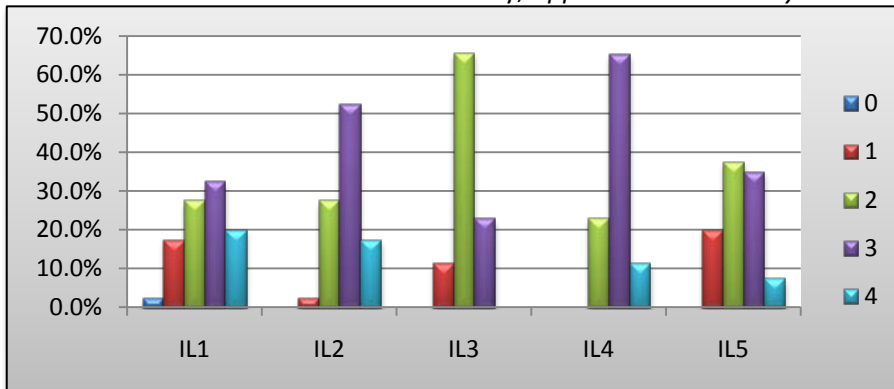
Results:

This was the first pilot study for the Information Literacy rubric to assess upper-division student work.

Information Literacy Score Results

	0	Benchmark	Milestones		Capstone	Blank
	1	2	3	4	Blank	
IL1 Extent of Info. Needed	1 (2.5%)	7 (17.5%)	11 (27.5%)	13 (32.5%)	8 (20.0%)	0 (0.0%)
IL2 Access Needed Info.	0 (0%)	1 (2.5%)	11 (27.5%)	21 (52.5%)	7 (17.5%)	0 (0%)
IL3 Evaluate Info. & Sources	0 (0%)	4 (10.0%)	23 (57.5%)	8 (20.0%)	0 (0%)	5 (12.5%)
IL4 Use Info. for a Purpose	0 (0%)	0 (0%)	6 (15.0%)	17 (42.5%)	3 (7.5%)	14 (35.0%)
IL5 Access and Use Ethically & Legally	0 (0%)	8 (20.0%)	15 (37.5%)	14 (35.0%)	3 (7.5%)	0 (0.0%)

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



Strength:

IL4 Use Information Effectively

Weakness:

IL1 Determine Extent of Information Needed

Other findings:

- Total hours completed was correlated with IL4 (.503**), and UNCW hours completed was correlated with IL1 (.334*), IL2 (.328*), and IL4 (.400*)

Discussion:

The percentage of students scoring “3” or higher is higher in this 300-level course (compared to lower-division courses assessed during the same semester) for all dimensions except IL3 and IL5. Possible explanations for this are the limitations of the assignment (students only had to select a single article for the assignment) and the unfamiliarity of the content with regards to the scorers.

Recommendations:

Levels of expected performance at the basic studies, or lower division, level should be developed for the rubric. Additional exposure to the content of and rationale for the UNCW Learning Goals should be provided to increase faculty ownership and awareness of these Goals.