

## Learning Goal: Information Literacy

**Date:** Fall 2015/Spring 2016

**What was assessed:** 108 work products from one lower-division course (EVSL 195) and 68 from six upper-division courses (EDN 334, ARH 476, INT 490, RTH 459, SOC 490, and SWK 321).

**How it was assessed:** by six faculty members using the AAC&U VALUE rubric

### Results: Lower Division

Lower-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
IL 1 Determine Extent of Information Needed	75.0%	22.5%
IL 2 Access Needed Information	90.0%	17.5%
IL 3 Evaluate Information Critically	40.0%	2.5%
IL 4 Use Information Effectively	80.0%	12.5%
IL 5 Use Information Ethically and Legally	62.5%	15.0%

#### Summary:

- All work products were group papers.
- There were no level-four scores for any dimension and no level-one scores for dimensions IL 1 through IL 4.
- For all dimensions except IL 3, over 50% of work products were scored two or above.
- With the exception of dimension IL 3 paired with IL 1, IL 2, and IL 4, the scores from all rubric dimensions were significantly correlated.

### Results: Upper Division

Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
IL 1 Determine Extent of Information Needed	86.8%	42.6%
IL 2 Access Needed Information	94.1%	45.6%
IL 3 Evaluate Information Critically	78.6%	21.4%
IL 4 Use Information Effectively	82.4%	44.1%
IL 5 Use Information Ethically and Legally	85.3%	47.1%

#### Summary:

- IL 3 Evaluate Information Critically was not applicable for two assignments from upper-division courses.
- There were no level-one scores for dimensions IL 1 Determine the Extent of Information Needed through IL 4 Use Information Effectively.
- IL 5 Use Information Ethically and Legally was the only dimension with any zero scores and it was also the only dimension with any level-four scores.
- Scores from all dimensions were correlated at the 0.01 level of significance.

### Analysis Across Course Levels:

There was no significant difference in scores between upper- and lower-division work. For the work products completed by only one student, there was a statistically significant difference between the mean scores of male vs. female students for IL3 with work from males scored higher than work from females. There were no statistically significant differences between the means, medians, and score distributions of ethnicity groups or honors vs. non-honors students. Total hours completed was significantly positively correlated with IL 1, IL 2, IL 3, and IL 5. ACT scores were significantly positively correlated with IL 5, SAT Verbal scores were significantly positively correlated with IL 1 and IL 5, and SAT Math scores were significantly positively correlated with IL 5. The percentages of work products scored at or above two and three were higher in upper division courses for all dimensions.

For additional discussion of these findings, see the 2016 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.