

RESULTS FROM PILOT ASSESSMENT OF INFORMATION LITERACY IN ENGLISH 102 SPRING 2010

Summary

A pilot study of the Information Literacy Core Competency was conducted in 5 sections of English 102 during the Spring 2010 semester. A total of 72 students were assessed. The assessment tool used was the Information Literacy rubric (see Appendix A) developed by the Information Literacy Subcommittee of the Learning Outcomes Assessment Committee (LOAC). The skills assessed on the Information Literacy Rubric were:

1. Project rests on a framed research question
2. Sources located, searched, and selected for this project are within the proper scope
3. Project reflects student efforts to evaluate sources critically
4. Final product shows evidence of accomplishing the objectives of the research project
5. Sources were used ethically and appropriately and facilitate tracing to original information

(A sixth skill, self-assessment, was not assessed by every instructor, so results are not available for that skill.)

The skills are drawn from the Association of College Research Libraries. Students were assessed on four competency levels, Beginning, Developing, Competent, and Accomplished. Students were considered at or above competency level if they were assessed as being at the Competent or Accomplished level.

Several results are presented in this report.

- The number of students at each competency level for each skill
- The percentage of students above and below competency for each skill
- Number of students in each competency level overall
- Percentage of students above and below competency overall
- Mean and median scores for students for each skill and for overall competency scores
- Individual student scores on each skill
- Individual student overall competency scores
- The number of students at each competency level by skill for each class section

These results are displayed on the accompanying tables, graphs, and appendices. Findings show:

Results

For Skill 1, “**Project rests on a framed research question,**” 28 students (39 %) were considered Accomplished, 29 students (40%) were Competent, 14 students (19%) were Developing, and 1 student (1%) were on a Beginning level. Therefore, 79 % of students were at or above competency level. (See Figures 1 and 2).

Figure 1

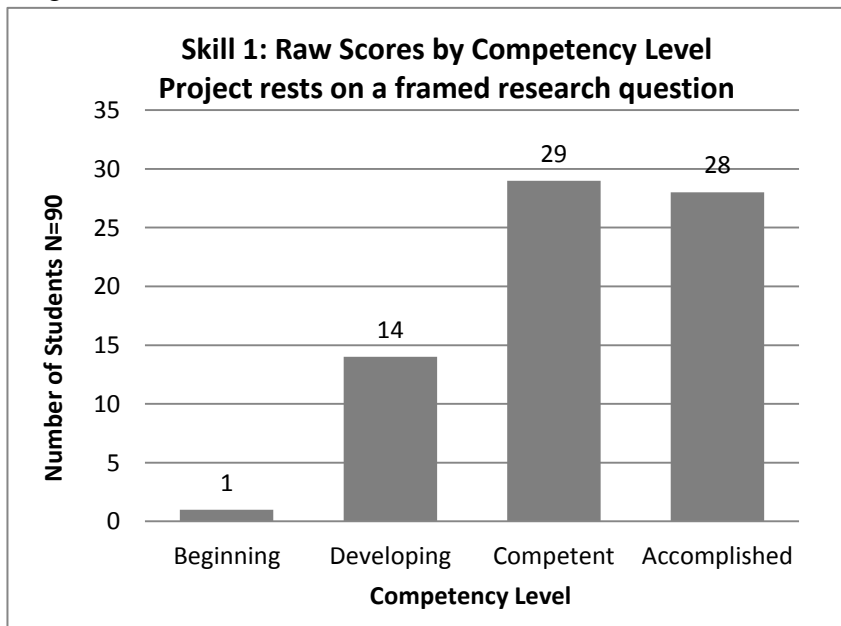
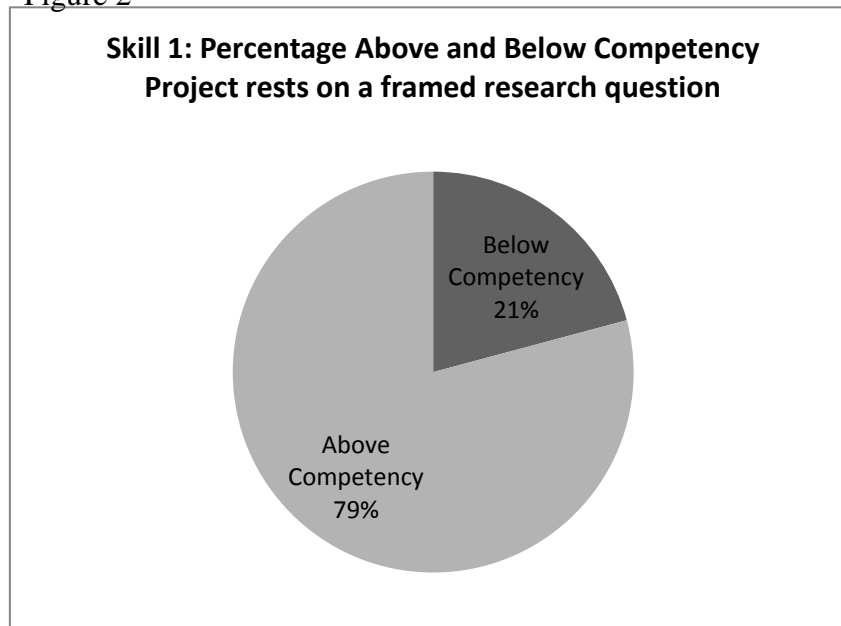


Figure 2



On Skill 2, “Sources located, searched, and selected for this project are within the proper scope,” XX students (XX %) were considered Accomplished, XX students (XX %) were Competent, XX (XX %) were Developing, and XX (XX %) were considered Beginning. From this skill, XX % of students were at or above competency level. (See Figures 3 and 4).

Figure 3

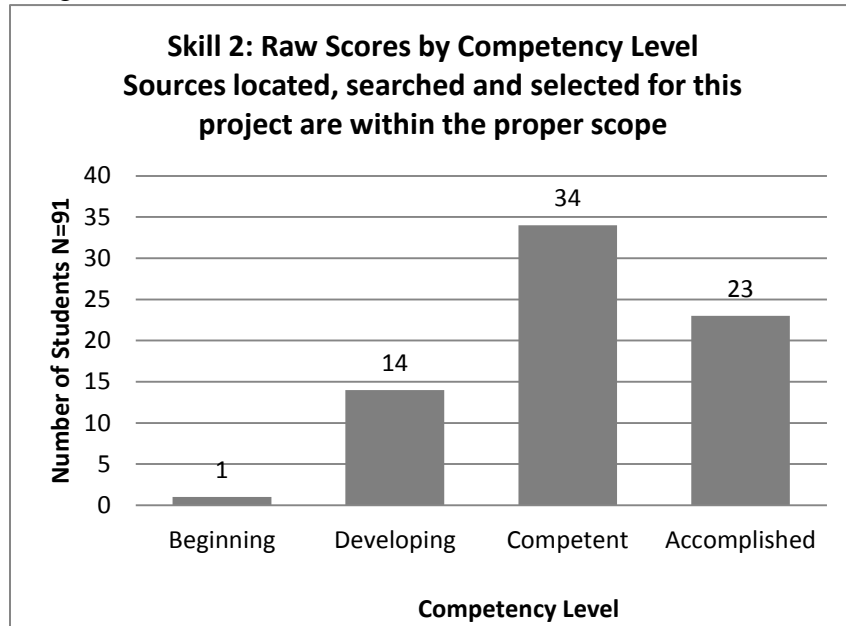
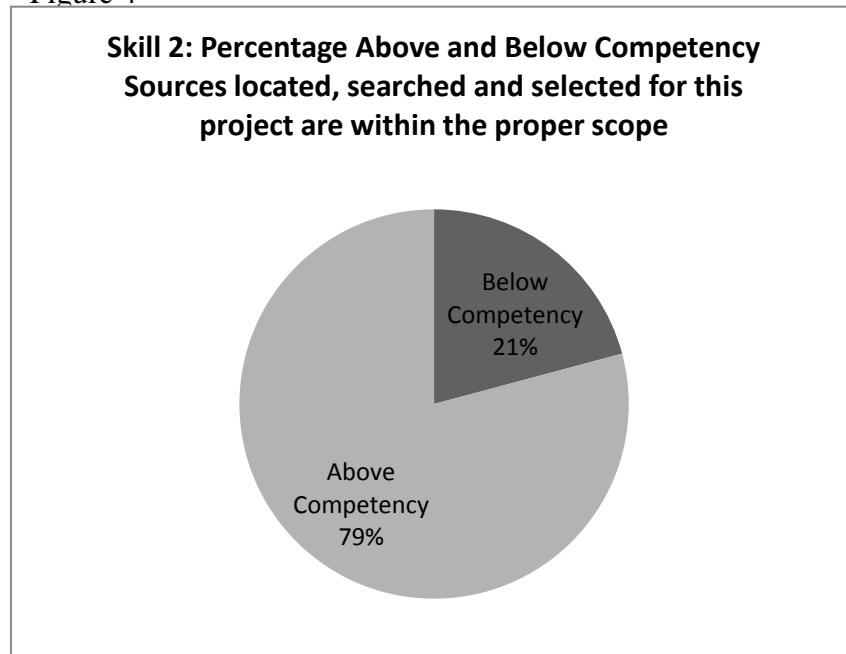


Figure 4



There were XX students (XX %) considered Accomplished, XX (XX %) were Competent, XX (XX %) were Developing, and XX (XX %) were Beginning for Skill 3, “**Project reflects student efforts to evaluate sources critically.**” On this skill, XX% of students were assessed as at or above competent. (See Figures 5 and 6).

Figure 5

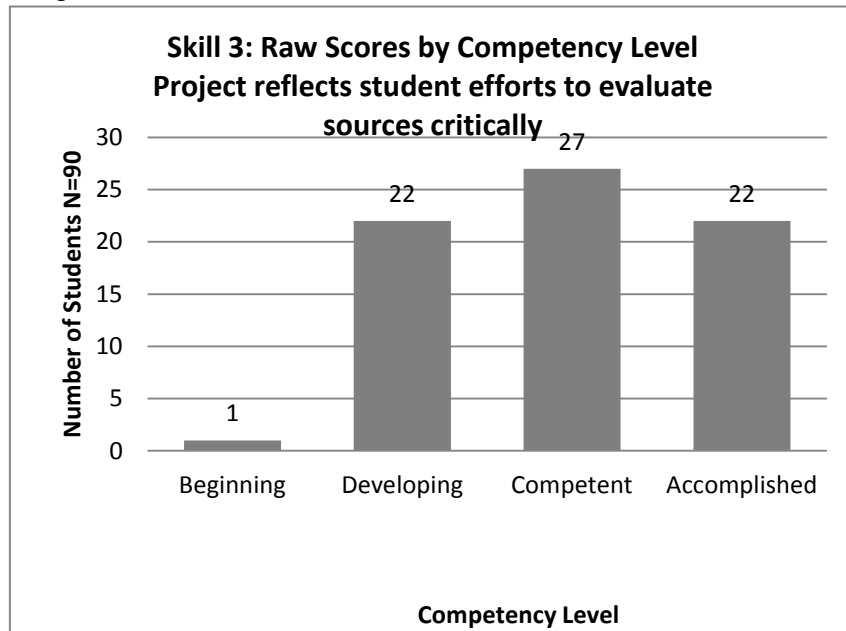
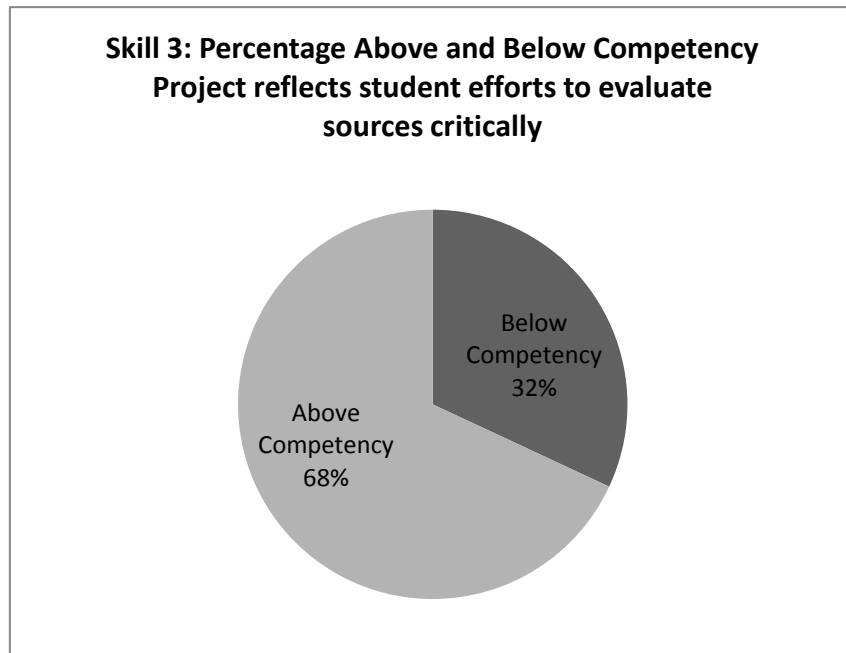


Figure 6



Next, for Skill 4, “**Final product shows evidence of accomplishing the objectives of the research project,**” XX students (XX %) were considered to be Accomplished, XX (XX %) students were Competent, XX (XX %) were Developing, XX (XX %) were on a Beginning level, for a total scoring of XX % at or above competency level. (See Figures 7 and 8).

Figure 7

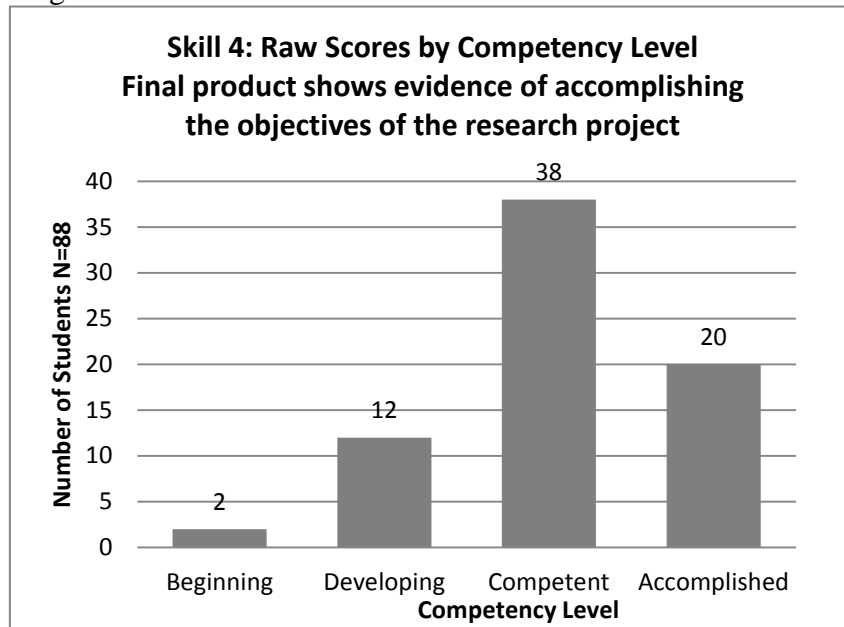
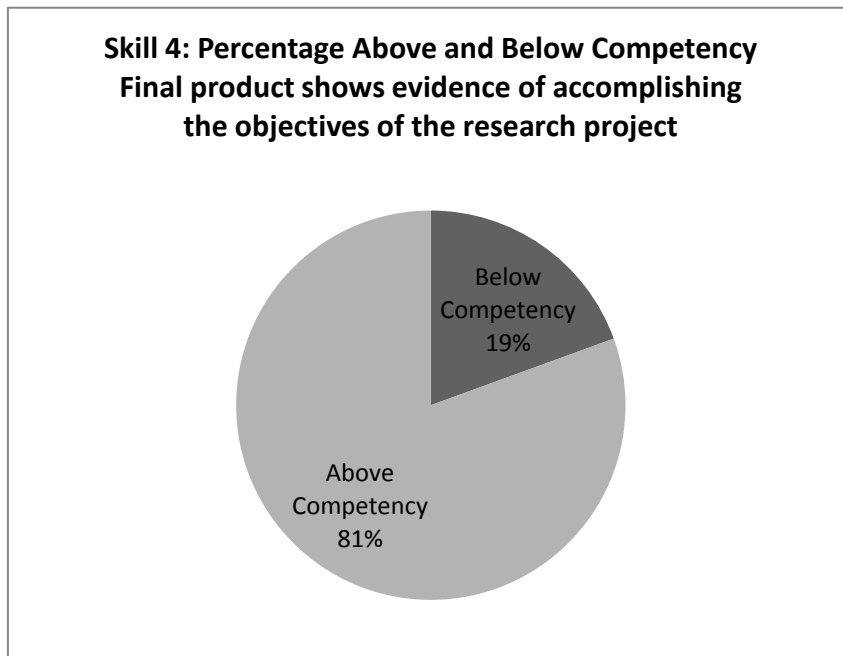


Figure 8



On Skill 5, “Sources were used ethically and appropriately and facilitate tracing to original information,” XX students (XX %) were assessed as being Accomplished, XX (XX %) were Competent, XX (XX %) were Developing, and XX (XX 4%) were assessed as Beginning. There were XX % of students assessed at or above competency level. (See Figures 9 and 10).

Figure 9

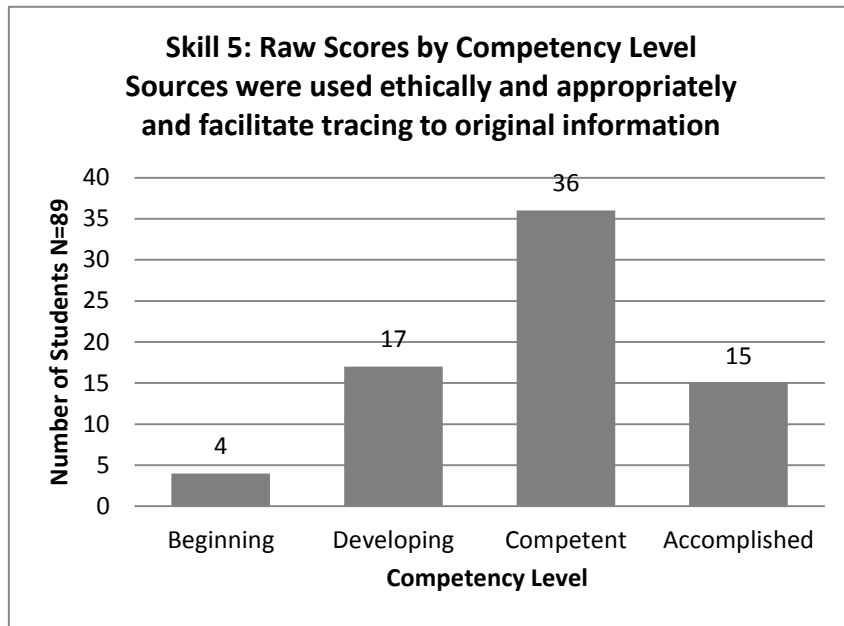
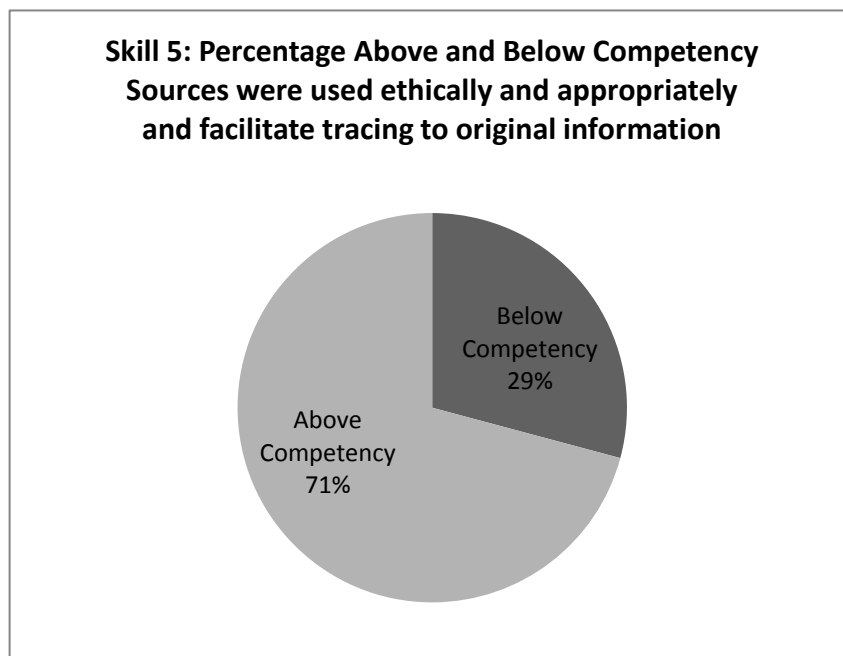


Figure 10



The findings show that overall, _____ students are performing above competency in each skill for Information Literacy. (See Figures 13 and 14). The highest percentages of students are above competency on Skill X “,” while the least amount of students were above competency for Skill X “” However, Skill 5 had the least amount of students assessed as being Accomplished.

Figure 13

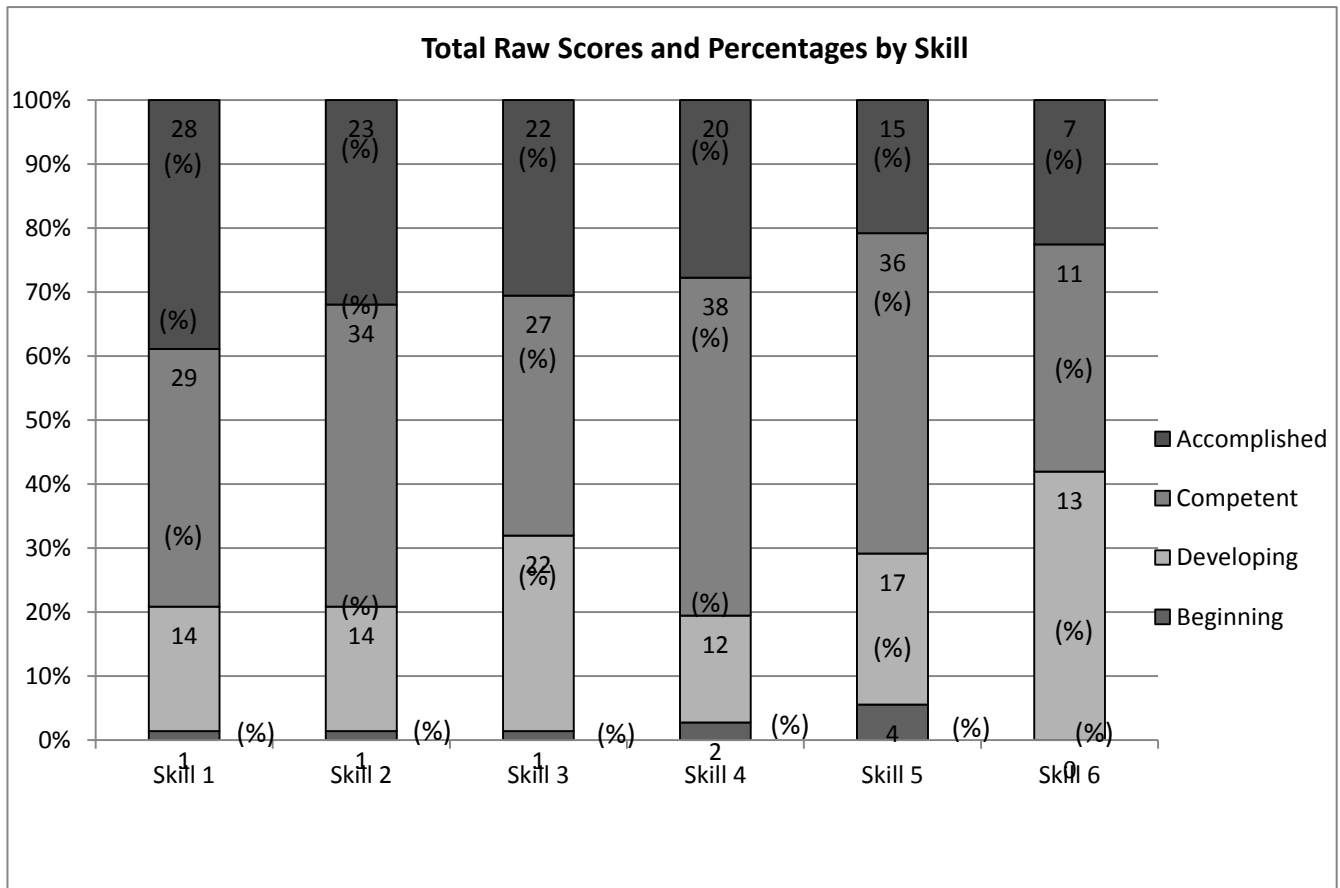
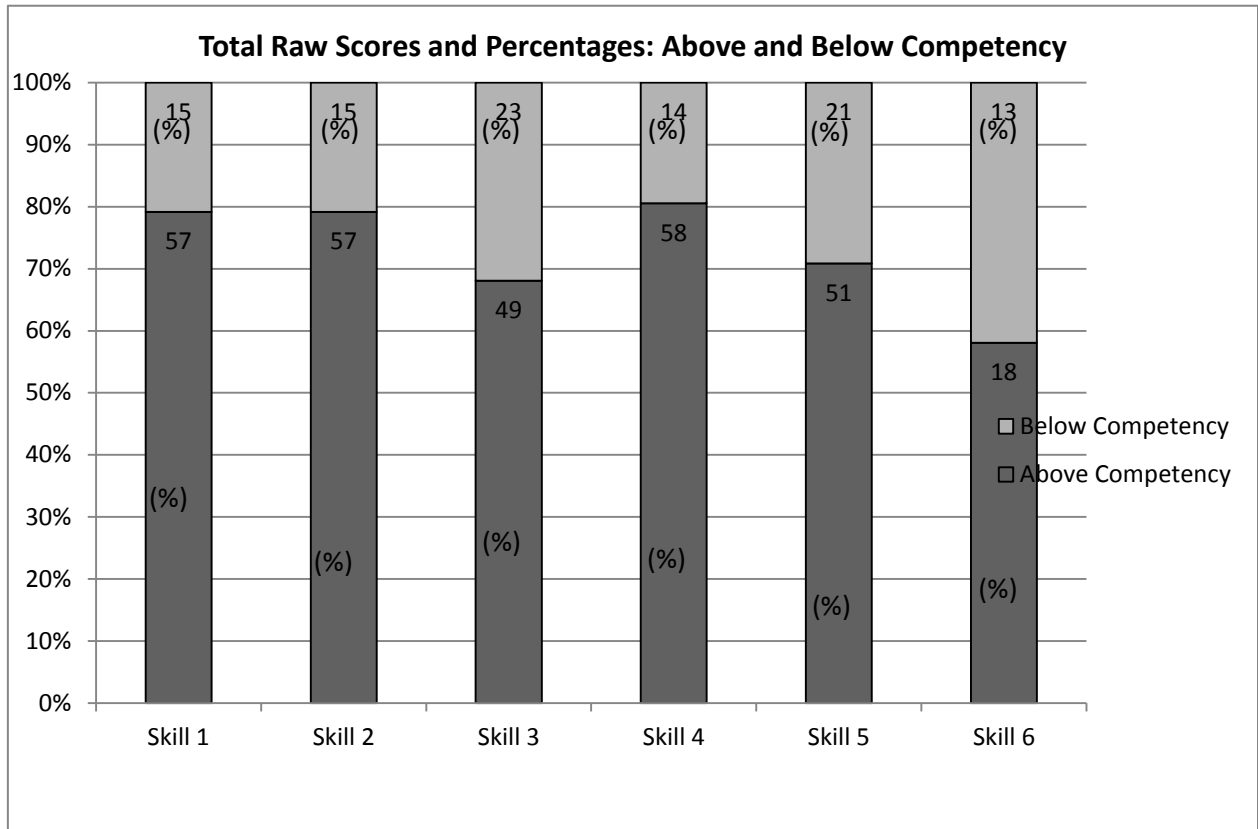


Figure 14



The table in Appendix B shows individual students scores on each skill, as well as their overall competency. Appendix B also shows mean competency levels for each skill and median competency scores for each skill.

Each competency level was assigned a number, Beginning=1, Developing=2, Competent=3, and Accomplished=4. The average and median competency score was calculated for each skill on the Information Literacy Rubric as well as an overall score for all students. For Skill 1 **“Project rests on a framed research question,”** the average score was a XX, with a median of XX. The average score for Skill 2, **“Sources located, searched, and selected for this project are within the proper scope,”** was XX with a median score of XX. For Skill 3, **“Project reflects student efforts to evaluate sources critically,”** the average score was XX with a median score of XX. For Skill 4, **“Final product shows evidence of accomplishing the objectives of the research project,”** the average was a XX, with a median of XX. Skill 5, **“Sources were used ethically and appropriately and facilitate tracing to original information”** had an average score of XX and a median of XX. For Skill 6, **“Self-assessment,”** XX was the average score with a corresponding median of XX. For all students, there was an average score of XX for all competencies with a median score of XX. All average and median scores correspond to a skill level of ____ on the Information Literacy Rubric.

Overall Information Literacy competency scores were calculated by averaging competency levels across skills for each student. A student was considered at a Beginning level with an average score of 1-1.66, Developing students scored between 1.67 and 2.66, students rated as Competent scored between 2.67 and 3.66, while Accomplished students had a competency score of 3.67-4.00. Out of the XX students, XX % were considered Accomplished, XX % were considered Competent, XX % were rated as Developing, and XX % were on a

Beginning level, for all competencies combined. (See Figure 15). Overall, XX % of students were at or above competency level in Information Literacy, while the remaining XX% of students were below competency level. (See Figure 16).

Figure 15

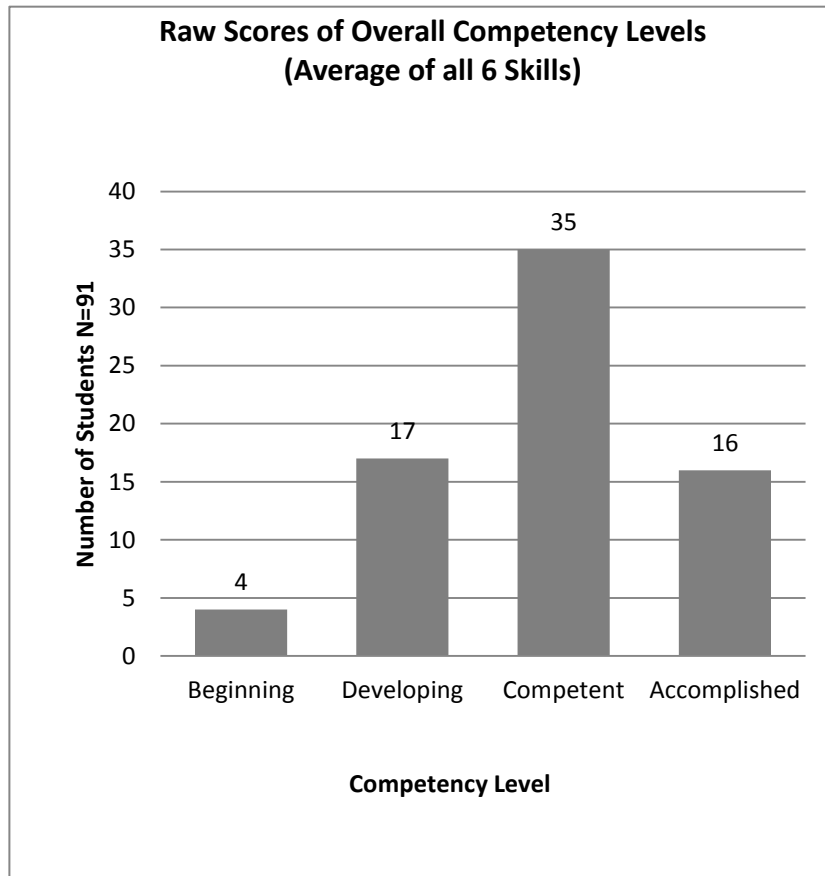
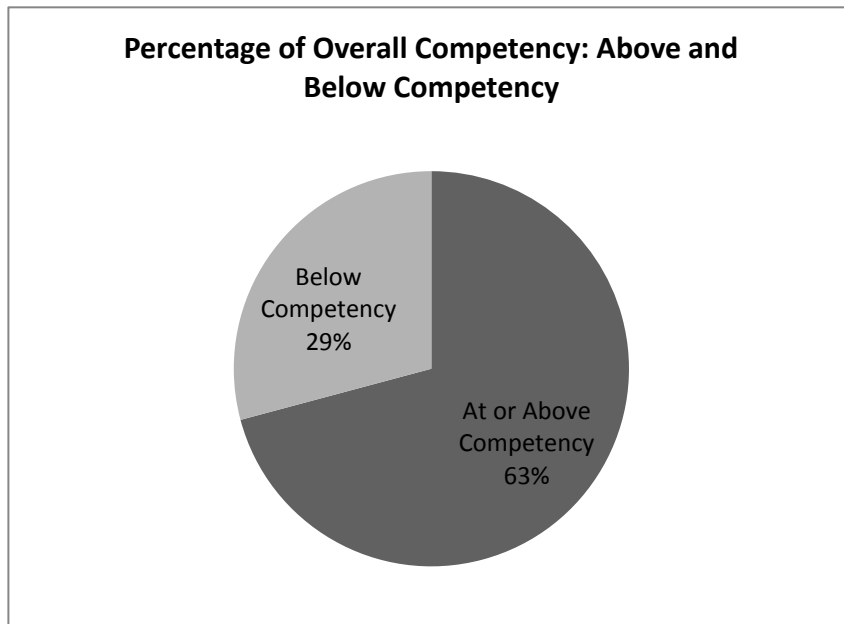


Figure 16



Interpretation and Recommendations

Appendix A

Rubric for Information Literacy

Information Literacy Skill	Beginning	Developing	Competent	Accomplished
<p>Project rests on a framed research question (ACRL 1.1–1.4)</p>	<ul style="list-style-type: none"> • Student did not formulate focused research question • Student had an unclear idea of breadth and depth of topic and information needed 	<ul style="list-style-type: none"> • Student formulated a basic research question • Student had basic idea of breadth and depth of topic and information needed 	<ul style="list-style-type: none"> • Student formulated a focused research question which demonstrated a clear understanding of topic • Student had a clear idea of breadth and depth of topic and information needed 	<ul style="list-style-type: none"> • Student formulated a fully-developed research question which showed an excellent understanding of topic • Student had a well-developed idea of breadth and depth of topic and information needed, and modified the topic accordingly
<p>Sources located, searched and selected for this project are within the proper scope (ACRL 1.2; 2.2)</p>	<ul style="list-style-type: none"> • Student had an unclear understanding of appropriate keywords • Student used inappropriate tools and unclear search strategy to find information • Student identified few or no relevant information sources 	<ul style="list-style-type: none"> • Student had a basic understanding of appropriate keywords • Student used a few appropriate search tools and had a basic search strategy • Student found a limited number or limited variety of relevant sources 	<ul style="list-style-type: none"> • Student had a clear understanding of appropriate keywords • Student used search tools effectively and had a clear and focused search strategy • Student found a variety of information sources that directly fill the information need 	<ul style="list-style-type: none"> • Student had excellent understanding of appropriate keywords • Student used multiple search strategies to find the best sources for the topic • Student’s source selection exceeded expectations and the required number of sources
<p>Project reflects student efforts to evaluate sources critically (ACRL 3.1– 3.7)</p>	<ul style="list-style-type: none"> • Student showed no effort to judge credibility, relevance, accuracy, or timeliness of information • Student uncritically accepted all information found • Student made no effort to use diverse sources or formats • Information used did not match criteria specified for project 	<ul style="list-style-type: none"> • Student showed some effort to judge credibility, relevance, accuracy, or timeliness of information • Student made limited judgments about what to keep and what to discard • Student made some effort to use diverse sources and/or formats • Information used somewhat matched criteria specified for project 	<ul style="list-style-type: none"> • Student evaluated the information for credibility, relevance, accuracy, and timeliness • Student made generally good judgments about what to keep and what to discard • Student compared diverse and appropriate sources and formats • Information used matched criteria specified for project 	<ul style="list-style-type: none"> • Student thoroughly evaluated the information for credibility, relevance, accuracy, timeliness, bias, and context • Student made thoughtful judgments about what to keep and what to discard • Student compared a wide variety of diverse and appropriate sources/ formats • Information used exceeded criteria specified for project

Information Literacy Skill	Beginning	Developing	Competent	Accomplished
<p>Final product shows evidence of accomplishing the objectives of research project</p> <p>(ACRL 4.1—4.3)</p>	<ul style="list-style-type: none"> Student showed no evidence of grasping information literacy concepts or skills Student did not integrate new knowledge into existing knowledge base Student did not successfully communicate ideas to others Student did not accomplish objectives of research project <input type="checkbox"/>	<ul style="list-style-type: none"> Information used reflects grasp of most of information literacy concepts and skills Student integrated some new knowledge into existing knowledge base Student communicated limited ideas to others Student met minimum expectations for research project <input type="checkbox"/>	<ul style="list-style-type: none"> Information used suggests ability to find and evaluate information from a variety of sources Student integrated significant new knowledge into existing knowledge base Student effectively communicated ideas to others Student effectively accomplished all the objectives of the research project <input type="checkbox"/>	<ul style="list-style-type: none"> Information used suggests excellent command of finding and evaluating information from a variety of sources Student extensively integrated new knowledge into existing knowledge base Student showed excellent ability and effort to communicate ideas to others Student exceeded all the objectives of the research project <input type="checkbox"/>
<p>Sources were used ethically and appropriately and facilitate tracing to original information</p> <p>(ACRL 5.1—5-3)</p>	<ul style="list-style-type: none"> Student provided inadequate, incorrect, or no citation for others' ideas Student work reflects lack of awareness of what plagiarism means Student did not create a workable bibliography or works cited page <input type="checkbox"/>	<ul style="list-style-type: none"> Student cited information with mistakes regarding proper format Student work shows acceptable understanding of plagiarism rules Student created a bibliography or works cited page that contained just a few sources <input type="checkbox"/>	<ul style="list-style-type: none"> Student created a bibliography or works cited page using appropriate citation style Student created a bibliography or works cited page containing required number of sources. Student showed thorough understanding of plagiarism and strategies for avoiding plagiarism, and recognizes examples of plagiarism <input type="checkbox"/>	<ul style="list-style-type: none"> Student created a meticulous bibliography or works cited page using appropriate citation style Student showed excellent understanding of plagiarism and strategies for avoiding plagiarism, and recognizes examples of plagiarism Student created a bibliography or works cited page exceeding the required number of sources. <input type="checkbox"/>
<p>Self-Assessment</p>	<ul style="list-style-type: none"> Student was unable to identify major strengths and weaknesses in work Student did not seek and/or resisted instructor feedback on work <input type="checkbox"/>	<ul style="list-style-type: none"> Student attempted to identify strengths and weaknesses in work Student did not resist instructor feedback to improve work <input type="checkbox"/>	<ul style="list-style-type: none"> Student identified strengths and weaknesses in work Student sought instructor assistance when needed to improve work <input type="checkbox"/>	<ul style="list-style-type: none"> Student self-identified strengths and weaknesses and made efforts to improve Student used instructor feedback to increase self awareness, improve overall research methods, and enhance student learning <input type="checkbox"/>

Appendix B

Individual Student Scores by Skill Level and Overall Competency Scores

Student	Information Literacy Skills					Self-assessment	Overall*
	Project rests on a framed research question	Sources located, searched and selected for this project are within the proper scope	Project reflects student efforts to evaluate sources critically	Final product shows evidence of accomplishing the objectives of the research project	Sources were used ethically and appropriately and facilitate tracing to original information		
Student 1	2	2	3	2	2		2.20
Student 2	2	2	2	1	1		1.60
Student 3	1	1	2	2	1		1.40
Student 4	2	2	3	2	2		2.20
Student 5	3	4	4	3	2		3.20
Student 6	2	4	4	3	2		3.00
Student 7	2	4	4	3	2		3.00
Student 8	4	4	4	4	4		4.00
Student 9	4	4	4	4	4		4.00
Student 10	2	2	2	1	1		1.60
Student 11	4	4	4	3	2		3.40
Student 12	4	4	4	4	4		4.00
Student 13	4	4	4	4	4		4.00
Student 14	4	4	4	4	4		4.00
Student 15	4	4	4	4	4		4.00
Student 16	4	4	4	4	4		4.00
Student 17	4	4	4	4	4		4.00
Student 18	4	4	4	4	4		4.00
Student 19	4	4	4	4	4		4.00
Student 20	3	3	3	2	3		2.80
Student 21	3	3	2	2	3		2.60
Student 22	3	3	3	3	3		3.00
Student 23	3	3	3	3	3		3.00
Student 24	2	2	2	2	3		2.20
Student 25	2	2	2	2	3		2.20
Student 26	4	4	4	4	3		3.80
Student 27	2	2	2	2	2		2.00

Note: Each competency score was assigned a number: Beginning=1, Developing=2, Competent=3, and Accomplished=4.

Note: Student scores were averaged across skill levels for Overall Competency Scores

Student	Project rests on a framed research question	Sources located, searched and selected for this project are within the proper scope	Project reflects student efforts to evaluate sources critically	Final product shows evidence of accomplishing the objectives of the research project	Sources were used ethically and appropriately and facilitate tracing to original information	Self-assessment	Overall*
Student 28	2	2	2	2	2	2	2.00
Student 29	4	4	4	4	4	4	4.00
Student 30	4	4	4	4	4	4	4.00
Student 31							#DIV/0!
Student 32							#DIV/0!
Student 33							#DIV/0!
Student 34							#DIV/0!
Student 35							#DIV/0!
Student 36							#DIV/0!
Student 37							#DIV/0!
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Student 52							#DIV/0!
Student 53							#DIV/0!
Student 54							#DIV/0!
Student 55							#DIV/0!
Student 56							#DIV/0!

Note: Each competency score was assigned a number: Beginning=1, Developing=2, Competent=3, and Accomplished=4.

Note: Student scores were averaged across skill levels for Overall Competency Scores

Appendix C: Section by Section Results

Section by Section Results: Section 1

Section 1 N=27	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question	1	8	6	15
Sources located, searched and selected for this project are within the proper scope	1	8	4	17
Project reflects student efforts to evaluate sources critically	0	8	5	17
Final product shows evidence of accomplishing the objectives of the research project	2	7	8	13
Sources were used ethically and appropriately and facilitate tracing to original information	3	8	7	12
Self-assessment	N/A	N/A	N/A	N/A

Note: Based on English 102 papers from Spring 2010

Section by Section Results: Section 2

Section 2 N=	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question				
Sources located, searched and selected for this project are within the proper scope				
Project reflects student efforts to evaluate sources critically				
Final product shows evidence of accomplishing the objectives of the research project				
Sources were used ethically and appropriately and facilitate tracing to original information				
Self-assessment				

Note:

Section by Section Results: Section 3

Section 3 N=	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question				
Sources located, searched and selected for this project are within the proper scope				
Project reflects student efforts to evaluate sources critically				
Final product shows evidence of accomplishing the objectives of the research project				
Sources were used ethically and appropriately and facilitate tracing to original information				
Self-assessment				

Section by Section Results: Section 4

Section 4 N=	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question				
Sources located, searched and selected for this project are within the proper scope				
Project reflects student efforts to evaluate sources critically				
Final product shows evidence of accomplishing the objectives of the research project				
Sources were used ethically and appropriately and facilitate tracing to original information				
Self-assessment				

Note.

Section by Section Results: Section 5

Section 5 N=	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question				
Sources located, searched and selected for this project are within the proper scope				
Project reflects student efforts to evaluate sources critically				
Final product shows evidence of accomplishing the objectives of the research project				
Sources were used ethically and appropriately and facilitate tracing to original information				
Self-assessment				