General Education Assessment: Spring 2014
Information Literacy

Introduction
The Information Literacy rubric at CCP is based on guidelines from the Association of College and Research Libraries (ACRL) and focuses primarily on a student's written research project. There are six major skill areas that students should have developed by the time that they graduate:

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

Each outcome is comprised of several components; these can be seen in the full rubric (Appendix A).

Methods
In Spring 2014, three students were randomly selected from each faculty member teaching English 102. In total 157 students were selected. Emails were sent to these students informing them of their selection. Faculty received emails asking them to participate in a survey version of the rubric. Students were evaluated on a Likert Scale from 1 (Beginning) to 4 (Accomplished). There were 93 responses, 72 of which were usable. Two types of comparisons were performed: the averages for students in each SLO and percent of students ranked as at least Competent (3) in each SLO. These were compared to a similar survey which was conducted in 2009.[1]

Results
On each of the outcomes, more than half of students assessed were ranked as competent. However, these averages were lower than the previous assessment in all but one category (final project accomplishes objectives). Students were less likely to be successful, in aggregate, with resting their project on a framed research question (Question) and with evaluating sources critically (Critical) than with the other outcomes—all of which were above 60%.

Averages for all outcomes hovered around competent, ranging from 2.7 (Question) to 3.1 (Final). These results were quite close to the previous assessment.

There is a second assessment that is still ongoing; students have been invited to take the SAILS, so that a comparison could made on that instrument as well. Additional completions are needed for results to be valid, and it is anticipated that that report will be complete by the end of summer.

Indirect Evidence
Although the Community College Survey of Student Engagement (used in other Gen Ed assessments as an indirect measure) does not have a question directly relating to information literacy, CCP students do rate their education experiences higher in two areas that seem related to the goals of information literacy (learning effectively on your own and thinking clearly and analytically) than their peers at comparable institutions. Scores had also increased in both of those areas between the 2009 and the

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[1] http://path.ccp.edu/IWAC/AAE.web/GenEdDocs/Information%20Literacy/Information%20Literacy%20PilotAssessment%20results%20Narrative%20rev.%206-14-10.pdf

2013 administrations. Finally, those two areas had the highest mean scores among the eight broad learning areas measured by CCSSE (3.11 and 3.05 (out of 4.00), respectively).[2]

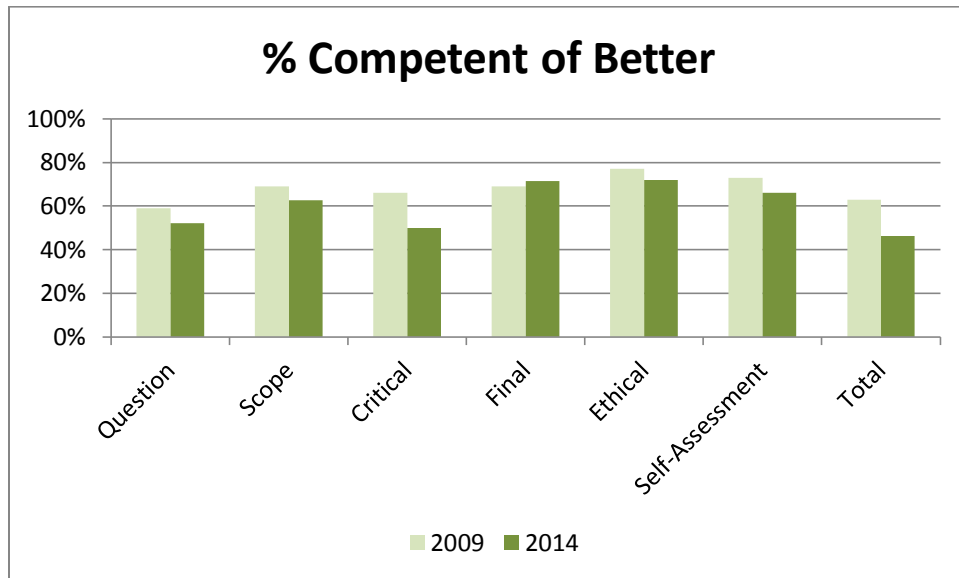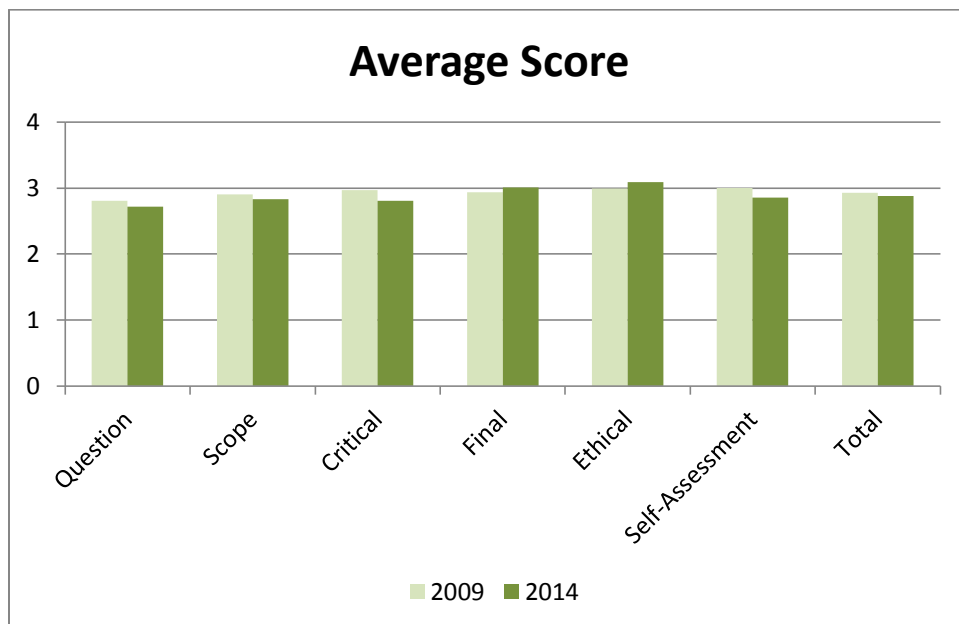Figure 1. Percent of Students ranked "Competent" (3) or Higher

% Competent of Better

Figure 2. Average Score on each SLO

Average Score

[2]https://my.ccp.edu/render.UserLayoutRootNode.uP?uP_tparam=utf&utf=%2fcp%2fip%2flogin%3fsys%3dsctssb%26url%3dhttp://www.ccp.edu/VPFIN-PL/ir/index.HTM

Prior Assessments

In Spring 2009, 175 students in ENGL 101 and 102 took the SAILS exam. Student scores were compared to a national set of peers. CCP students performed about the same as the institution-type benchmark on the following SAILS Skill Sets: Documenting Sources; Understanding Economic, Legal, and Social Issues. Students performed worse than the institution-type benchmark on the following SAILS Skill Sets: Developing a Research Strategy; Selecting Finding Tools; Searching; Using Finding Tool Features; Retrieving Sources; Evaluating Sources.

In Fall 2009 a pilot was conducted in five sections of English 102 (91 students) using the Info Lit Rubric (attached). There were some problems with distribution of the assessment rubric, so not all students were assessed using the same, final version of the rubric. Student competency across the skills ranged from 59% (project rests on a framed research question) to 76% (sources were ethically and appropriately). 63% of students were deemed competent across all six skills.

A second pilot was conducted in five sections of English 102 (72 students) during Spring 2010 using the same rubric as in Fall 2009. Competency ranged from 81% (final product shows evidence or accomplishing the objectives of the research project) to 68% (student evaluates sources critically). Overall, 71% of students were deemed competent across all areas. (Skill 6, Self Assessment, was not assessed).

Conclusions and Recommendations
- Students are performing around the competent level in all areas and at least half of students are evaluated as competent by their faculty.
- Despite changes to ENGL 102, outcomes have not changed since the 2009 survey (which was used on an admittedly small group). Additional evidence from the SAILS may assist in determining particular areas for growth.

  1. In earlier assessments there was some discussion as to the wisdom in resting a student's general education competency within the context of a single course, particularly one take (relatively) early in the student's academic career. Future assessments may want to examine a broader range of courses that require extensive research (e.g. research methods courses in PSYC).

  2. Continued focus on the various outcomes within Information Literacy (particularly framing questions and critically analyzing sources) is needed within research based courses if the College hopes to raise student competency. Perhaps maps connecting assignments to particular outcomes would assist in identifying areas for additional focus within the course context.

  3. Information Literacy should be evaluated again in three years.

Information Literacy Rubric

Information Literacy Skill	Beginning	Developing	Competent	Accomplished
Project rests on a framed research question	Student did not formulate focused research question	Student formulated a basic research question	Student formulated a focused research question which demonstrated a clear understanding of topic	Student formulated a fully developed research question that showed an excellent understanding of topic
(ACRL 1.1--1.4)	Student had an unclear idea of breadth and depth of topic and information needed	Student had basic idea of breadth and depth of topic and information needed	Student had a clear idea of breadth and depth of topic and information needed	Student had a well-developed idea of breadth and depth of topic and information needed, and modified the topic accordingly
Sources located, searched and selected for this project are within the proper scope	Student had an unclear understanding of appropriate keywords	Student had a basic understanding of appropriate keywords	Student had a clear understanding of appropriate keywords	Student had excellent understanding of appropriate keywords
(ACRL 1.2; 2.2)	Student used inappropriate tools and unclear search strategy to find information	Student used a few appropriate search tools and had a basic search strategy	Student used search tools effectively and had a clear and focused search strategy	Student used multiple search strategies to find the best sources for the topic
	Student identified few or no relevant information sources	Student found a limited number or limited variety of relevant source	Student found a variety of information sources that directly fill the information need	Student's source selection exceeded expectations and the required number of sources
Project reflects student efforts to evaluate sources critically	Student showed no effort to judge credibility, relevance, accuracy or timeliness of information	Student showed some effort to judge credibility, relevance, accuracy or timeliness of information	Student evaluated the information for credibility, relevance, accuracy and timeliness	Student thoroughly evaluated the information for credibility, relevance, accuracy, timeliness, bias and context
(ACRL 3.1-- 3.7)	Student uncritically accepted all information found	Student made limited judgments about what to keep and what to discard	Student made generally good judgments about what to keep and what to discard	Student made thoughtful judgments about what to keep and what to discard
	Student made no effort to use diverse sources or formats	Student made some effort to use diverse sources and/or formats	Student compared diverse and appropriate sources and formats	Student compared a wide variety of diverse and appropriate sources/ formats
	Information used did not match criteria specified for project	Information used somewhat matched criteria specified for project	Information used matched criteria specified for project	Information used exceeded criteria specified for project

Final product shows evidence of accomplishing the objectives of research project	Student showed no evidence of grasping information literacy concepts or skills	Information used reflects grasp of most of information literacy concepts and skills	Information used suggests ability to find and evaluate information from a variety of sources	Information used suggests excellent command of finding and evaluating information from a variety of sources
(ACRL 4.1—4.3)	Student did not integrate new knowledge into existing knowledge base	Student integrated some new knowledge into existing knowledge base	Student integrated significant new knowledge into existing knowledge base	Student extensively integrated new knowledge into existing knowledge base
	Student did not successfully communicate ideas to others	Student communicated limited ideas to others	Student effectively communicated ideas to others	Student showed excellent ability and effort to communicate ideas to others
	Student did not accomplish objectives of research project	Student met minimum expectations for research project	Student effectively accomplished all the objectives of the research project	Student exceeded all the objectives of the research project
Sources were used ethically and appropriately and facilitate tracing to original information	Student provided inadequate, incorrect or no citation for others' ideas	Student cited information with mistakes regarding proper format	Student created a bibliography or works cited page using appropriate citation style	Student created a meticulous bibliography or works cited page using appropriate citation style
(ACRL 5.1—5-3)	Student work reflects lack of awareness of what plagiarism means	Student work shows acceptable understanding of plagiarism rules	Student created a bibliography or works cited page containing required number of sources	Student showed excellent understanding of plagiarism and strategies for avoiding plagiarism and recognizes examples of plagiarism
	Student did not create a workable bibliography or works cited page	Student created a bibliography or works cited page that contained just a few sources	Student showed thorough understanding of plagiarism, strategies for avoiding plagiarism and recognizes examples of plagiarism	Student created a bibliography or works cited page exceeding the required number of sources.
Self-Assessment	Student was unable to identify major strengths and weaknesses in work	Student attempted to identify strengths and weaknesses in work	Student identified strengths and weaknesses in work	Student self-identified strengths and weaknesses and made efforts to improve
	Student did not seek and/or resisted instructor feedback on work	Student did not resist instructor feedback to improve work	Student sought instructor assistance when needed to improve work	Student used instructor feedback to increase self-awareness, improve overall research methods and enhance student learning