Information Literacy Assessment

Spring 2021

Method

Information Literacy was assessed by course instructors through the completion of rubrics on a sampling of their students' work. Thirteen courses were selected for the assessment using a stratified random sampling method to ensure that courses from each of the academic departments were represented (see Table 1). These courses were included in the sampling process based upon programs' course mapping to the Information Literacy General Education Goal. The 13 courses comprised 302 individual classes. Two students from each class of the selected courses were randomly chosen for assessment, for a total of 604 students.

Instructors were initially notified of their class's inclusion in the assessment with an email sent within the first month of the semester. This notice informed the instructors of the goal that was to be assessed, and that they would be asked to assess a sample of student work that demonstrated the skills represented in that goal. They were further asked to await specific instructions in an additional, forthcoming email notice. This initial email also contained a link to an informational video clip describing the general education assessment process and a copy of the rubric that would be used to assess their students.

The second notice was sent three weeks after the first notice from the Qualtrics online survey system. This email contained full assessment instructions and a link to an online survey. Also included in the email was the link to the informational video clip and the names of the students whom had been randomly selected from their class section.

 Reminder emails that contained the survey link were sent to faculty members whom had not yet responded approximately two weeks before the due date for submission, and again the week before the due date. The second reminder email was sent directly from the assessment@hacc.edu email account instead of through Qualtrics in an effort to avoid survey emails being diverted to spam email boxes. Submissions were due after final exams, on the same

day that final grades were to be submitted. At the close of the assessment, results were downloaded from the survey software for analysis.

The survey was developed in Qualtrics survey software. Upon clicking on the link in the email notices, instructors were taken into the online survey and presented first with an instruction page containing the text of the general education outcome and the details of the selected class section. The survey was then separated into two parts; one for each of the randomly selected students. Each section listed the name of the selected student and began with an item to indicate whether work from the student was available, with selection options to indicate why the work may be unavailable for assessment.

If student work was available for assessment, the survey continued on to the assessment rubric. The analytic rubric assessed students on four criteria; locate sources, evaluate sources, integrate sources, and credit citations. These criteria were rated on a four-point scale, ranging from 0, entry, to 3, advanced. The survey also included an option to mark any criterion as not applicable if the student work did not contain any elements that could be assessed for that criterion. After the completion of the rubric, instructors were asked to indicate if the assignment used for the assessment required critical thinking. This question was included in order to facilitate the separate analysis of the general education critical thinking goal. Finally, instructors were asked to describe the assignment that they had used to assess their students' information literacy. This question was included in order to assist instructors in selecting appropriate assignments for the assessment of information literacy in the future.

Table 1. Courses selected for assessment of information literacy

Course	Number of Classes
COMM 101	77
COMM 261	1
EDUC 220	2
ENGL 101	95
ENGL 102	81
ENGL 104	9
ENGL 106	14
ENGR 102	4
ENVS 201	3
PSYC 212	7
PSYC 213	6
WEB 101	2
WHP 101	1

Results

Information Literacy

Completed rubrics were submitted for 402 students (66.67%). Surveys could not be completed for 99 (16.42%) of the selected students because the students either dropped the course or did not turn in the assignment that was chosen for assessment. Artifacts from 10 students (1.66%) could not be assessed because the class section was cancelled or artifacts were not available for other reasons. The remaining incomplete surveys (92 (15.26%)) could not be accounted for. Rubric scores for the assessed students are shown in Table 2.

Table 2. Frequency table of rubric scores for all assessed students

Criteria	3- Advanced	2-Established	1- Developing	0- Entry	Mean (SD)
Locate sources	173(43.47%)	181(45.48%)	36(9.05%)	8(2.01%)	2.30(.7)
Evaluate sources	158(40.10%)	169(42.89%)	62(15.74%)	5(1.27%)	2.22(.7)
Integrate sources	139(36.20%)	169(44.01%)	67(17.45%)	9(2.34%)	2.14(.8)
Credit citations	148(38.34%)	167(43.26%)	60(15.54%)	11(2.85%)	2.17(.8)

   All three of the criteria for Information Literacy reached proficiency. Mean scores between the criteria showed little variability, with the mean for the "locate sources" criterion being the highest with a mean of 2.30 (0.7), and the mean for the "integrate sources" criterion being the lowest, with a mean of 2.14 (.8).

Critical Thinking

      In order to assess critical thinking within the Information Literacy goal, all student scores that were indicated to have been assessed using an assignment that required critical thinking were pulled from the sample and assessed separately. The Locate Sources, Evaluate Sources, and Integrate Sources criteria of the Information Literacy criteria were determined to require critical thinking at the 2 (established) and 3 (advanced) levels. Frequencies of scores for these criteria were evaluated at these levels. The criteria for successfully achieving the Critical Thinking goal was set at 70% of samples scoring at level 2 or 3. The instructors from 436

students indicated that their assessed assignment required critical thinking, which represented 72.19% of the sample. Of these, there were artifacts for submission from 346 students. Rubric scores from artifacts submitted for these students are shown below in Table 3.

Table 3. Rubric scores for assignments requiring critical thinking

Criteria	3- Advanced	2-Established	1- Developing	0- Entry	Mean (SD)
Locate sources	150(43.99%)	151(44.28%)	32(9.38%)	8(2.35%)	2.30(.7)
Evaluate sources	135(39.94%)	149(44.08%)	49(14.50%)	5(1.48%)	2.22(.7)
Integrate sources	121(37.00%)	140(42.81%)	58(17.74%)	8(2.45%)	2.14(.8)

All three Cultural Awareness criteria reached over 70% of samples scoring at levels 2 or 3, thus achieving proficiency for the Critical Thinking goal.