

General Education Assessment of Information Literacy

Assessment Report June 27, 2019

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Background and Methods:

On June 5, 2019, Library faculty and the Director of the Writing Program conducted an assessment of Information Literacy learning. Assessment scorers included Grace Kaletski-Maisel, Debbi Dinkins, Barbara Costello, Jean Wald, Jennifer Corbin, Hunter Murphy, Laura Kirkland, Kelly Larson, and Megan O'Neill.

We used samples drawn from the cohort writing study currently being conducted to identify whether and where information literacy gains happened in these important courses. The Writing cohort study tracks students randomly selected from Fall 2016 FSEM (n=60) through to their JSEM experience (n=42) and will culminate in their senior research writing in AY 19-20. The Information Literacy assessment sought to identify gains in information literacy in a cohort study from FSEM 2016 to JSEM 2018.

Information Literacy assessment history:

Stetson University administered the SAILS test (Standardized Assessment of Information Literacy Skills) to ENGL 101 students in 2013. At that time, student results indicated that 14.02% of the samples reached or exceeded "proficiency" and 85.9% of the samples were not proficient as measured by the SAILS standards. In a comparison between Stetson students and students at Hamline University, 14.89% of Hamline students scored "proficient." This was an assessment conducted at the diagnostic/formative level and was intended as a baseline study.

A follow up assessment of information literacy was conducted on JSEM essays, but as a result of personnel changes, no formal record of those results can be found.

Results:

The questions we asked of the data were:

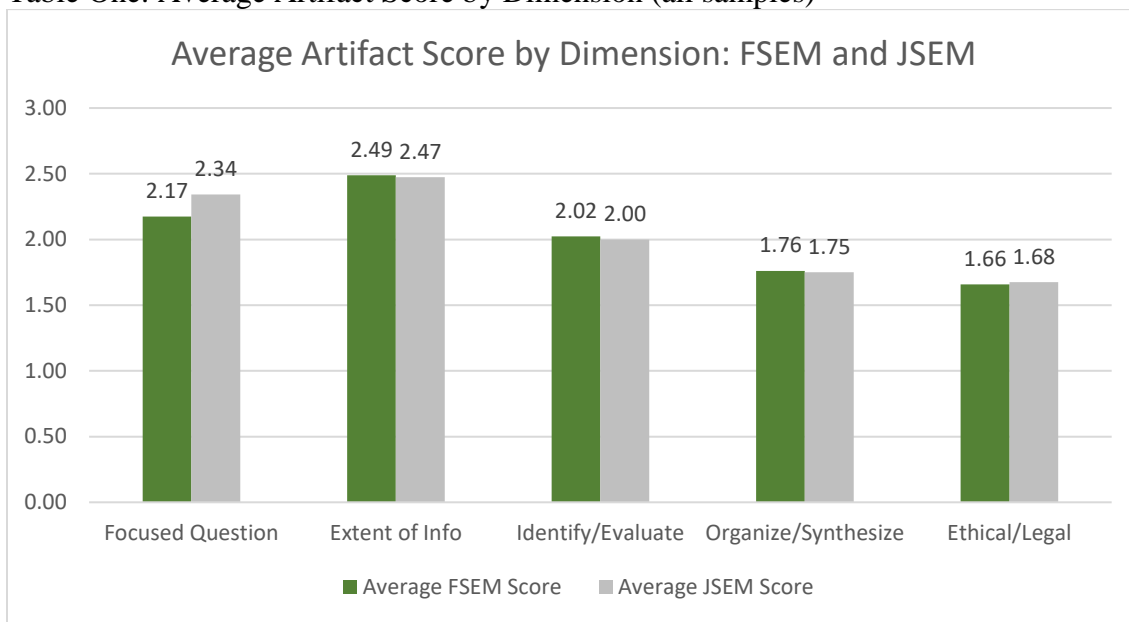
- What dimension is getting consistently high scores across samples and across classes?
- What dimension is getting consistently low scores across samples and across classes?
- Do we see improvement in student skill between FSEM and JSEM?
- Is it possible to see a correlation between classes that received information literacy instruction and the student essay assessment results?

Briefly, the cohort samples indicated highest gains from FSEM to JSEM in the dimensions of identifying a focused topic and identifying suitable supporting information. Lowest gains were in the dimensions of the ethical/legal use of information and in organizing and synthesizing information.

Given the small sample size, it is unwise to draw any valid conclusions. However, the limited data, because it is a cohort study and not a random sampling, does clearly indicate that not much IL growth happened between years 1 and 3. There were basically no gains from FSEM to JSEM in 4 of the 5 criteria. They each had a score difference of 0.02 or less. As for the fifth criteria (Focused Question), JSEM samples exhibited some gains but the score difference is still only .17.

Library instruction did have a positive (although small) impact on FSEM scores. The impact on JSEM was not as great, but with only 3 JSEM samples receiving instruction, there is not enough data to draw any conclusions.

Table One: Average Artifact Score by Dimension (all samples)



Full results are appended to the end of this report.

Discussion and Analysis:

Although the samples tell us some useful information, the data we have is insufficient to properly assess information literacy learning. Scorers noted that nearly 1/3 of the samples could not be assessed using this rubric. In most cases, a score of “N/A” (Not Assessable) was given to samples that provided no evidence of research or of work with sources or outside voices.

Questions of fidelity to outcome and rubric are chronic across general education assessment at large, but we believe that if a sample is pulled for Writing (for which the directions are explicit that the sample must engage in some sort of work with sources and that the sample must make or

support some sort of point or argument), it should be equally well suited to assessment for Information Literacy.

For example, a sample that was submitted for Writing consisted of one student's evaluation of other students' presentations; a sample that was submitted for Writing consisted of an explanation of a writing technique; a sample that was submitted for Writing consisted of excerpted dialogue from a creative piece. None of these were assessable for Writing, although most came from faculty who have been through several rounds of General Education Writing assessment.

Thus, it's clear that for future assessments of information literacy using writing samples, faculty will need considerable education in order to make the assessment valid.

Part of assessment is also reviewing the outcome statement and rubric. This year marks the establishment of an updated and refreshed GLO for Information Literacy and a rubric drafted and revised by Library faculty, led by Information Literacy librarians. Following assessment, scorers reflected on the process and identified some specific elements of the rubric that need further consideration before potential revision. The revisions include

- the meaning of “manageable” in the first dimension of “Identify a Focused Research Question”;
- the connection in the descriptors of “contributor to the ongoing scholarly conversation” to the dimension “Organize and Synthesize Information Effectively”;
- more precise scaling of expectations in “Access and Use Information Ethically and Legally” (specifically, the replacement of “all” in Milestone 3 with “most.”)
- and the meaning of “directly relate” in “Determine the Extent of Information Needed”, where “relate” may be taken to mean “support”.

These revisions are under consideration by the Library faculty, whose purview it is to make such revisions.

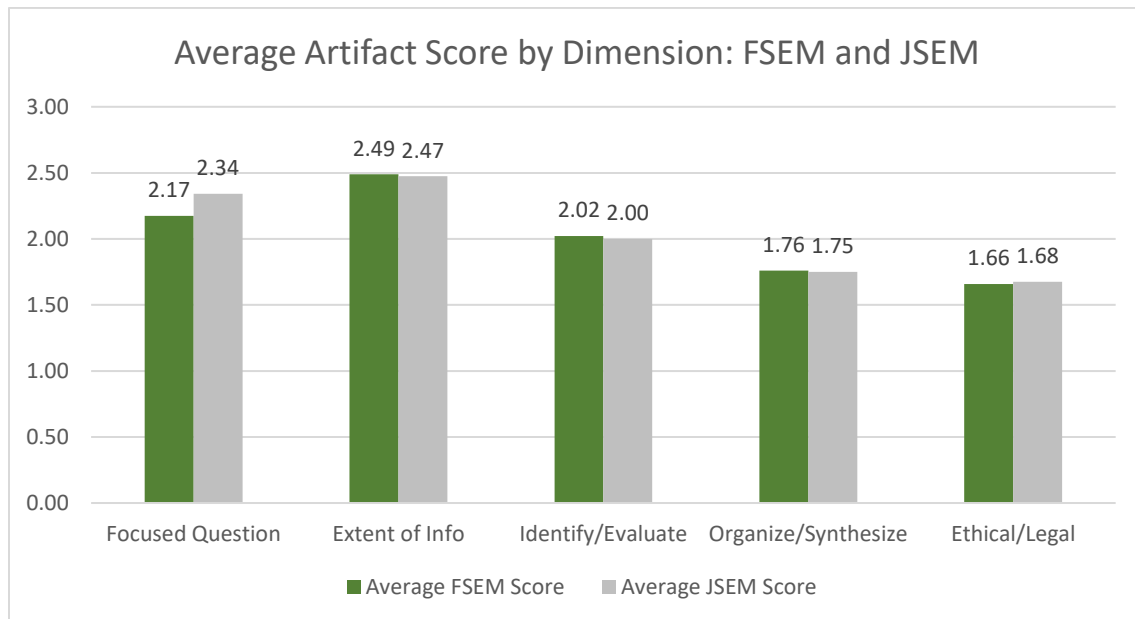
More samples that are IL-assessable is the most important thing we could do to improve assessment processes, including access to assignment descriptions. This will require substantial faculty education, again, about artifact fidelity and about teaching information literacy principles. A larger sample size in the future would allow assessment to reveal comparative data across groups such as non-traditional students, transfers, discovery students, etc.

Additional questions that might be asked in the next assessment, given sufficient data, include

- Why aren't students making gains in IL learning between FSEM and JSEM?
- What learning gains occur between JSEM and senior project?
- Why are 2 criteria scored low so consistently (Organize/synthesize and ethical/legal)?
- How can we boost learning in these areas without overloading the instruction program?
- How can we communicate with faculty about this?

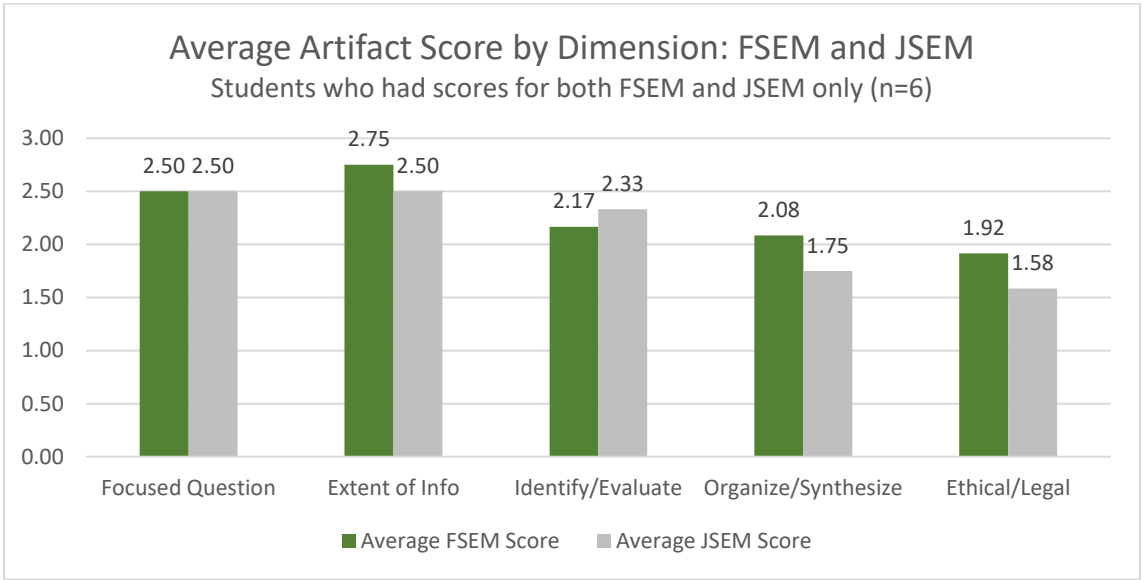
Average Score of Artifacts Assessed in FSEM and JSEM

Average Score by Dimension: FSEM and JSEM						
<i>All artifacts with scores</i>						
Dimension	Average FSEM Score	Average JSEM Score	FSEM n	JSEM n		
Focused Question	2.17	2.34	23	19		
Extent of Info	2.49	2.47	22	19		
Identify/Evaluate	2.02	2.00	22	20		
Organize/Synthesize	1.76	1.75	23	20		
Ethical/Legal	1.66	1.68	22	20		



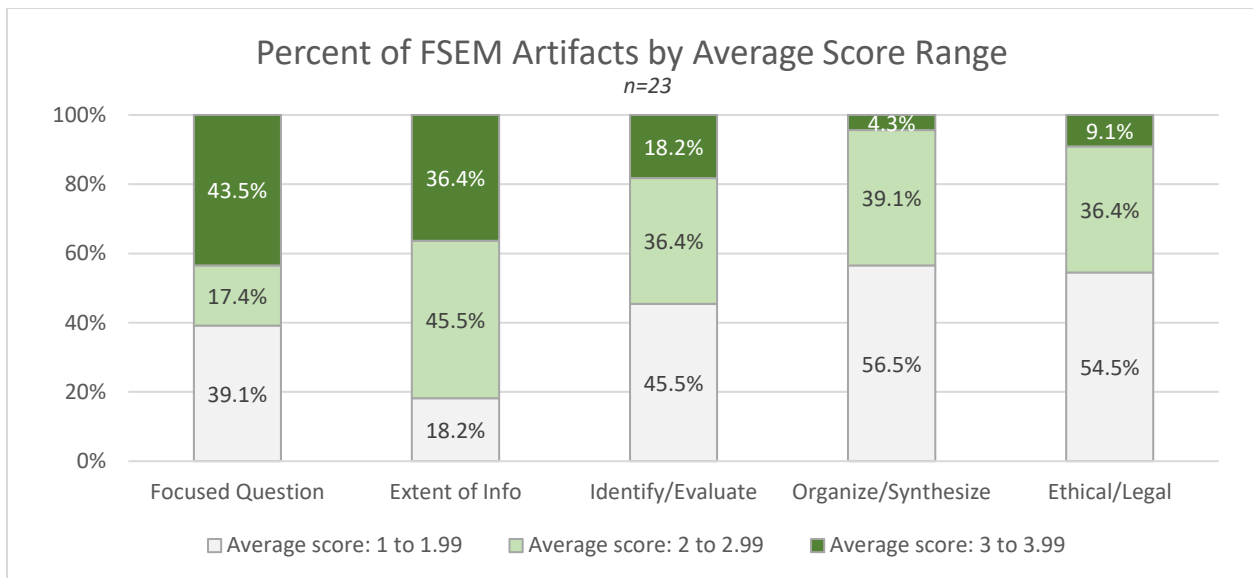
Comparison of Students with Artifact Scores in FSEM and JSEM (n=6)

Average Artifact Score by Dimension: FSEM and JSEM					
<i>Students who had scores for both FSEM and JSEM artifacts only</i>					
Dimension	Average FSEM Score	Average JSEM Score	Average Gain/Loss	n	
Focused Question	2.50	2.50	0.00	6	
Extent of Info	2.75	2.50	-0.25	6	
Identify/Evaluate	2.17	2.33	0.17	6	
Organize/Synthesize	2.08	1.75	-0.33	6	
Ethical/Legal	1.92	1.58	-0.33	6	



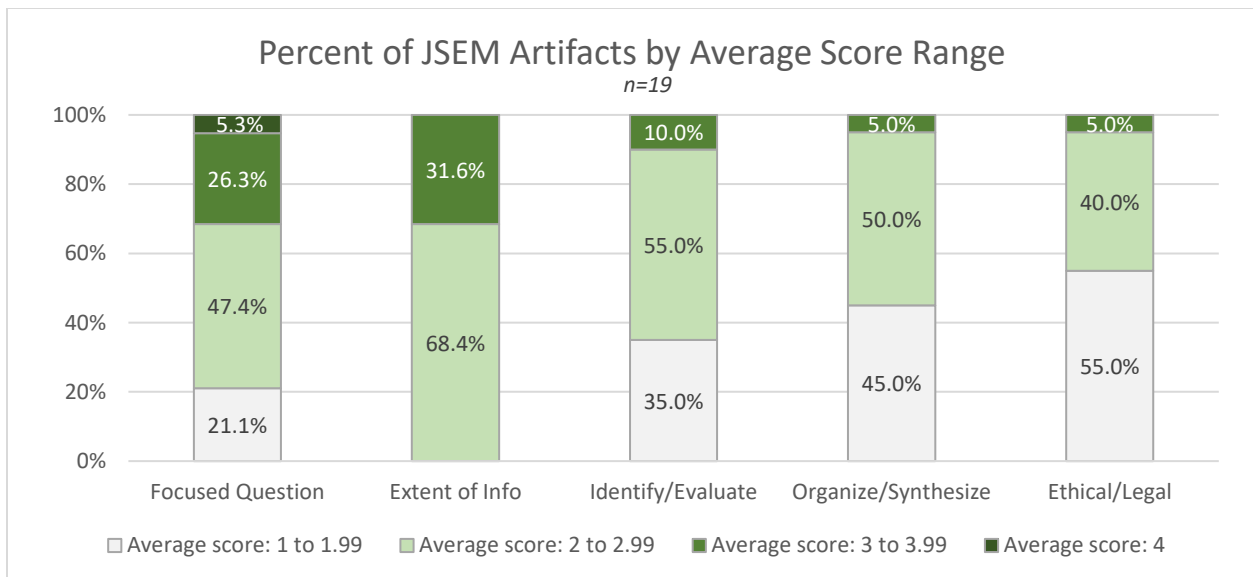
Distribution of Average Assessment Score of FSEM Artifacts (n=23)

Average Artifact Score Distribution – FSEM					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	39.1%	18.2%	45.5%	56.5%	54.5%
Average score: 2 to 2.99	17.4%	45.5%	36.4%	39.1%	36.4%
Average score: 3 to 3.99	43.5%	36.4%	18.2%	4.3%	9.1%
Average score: 4	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%



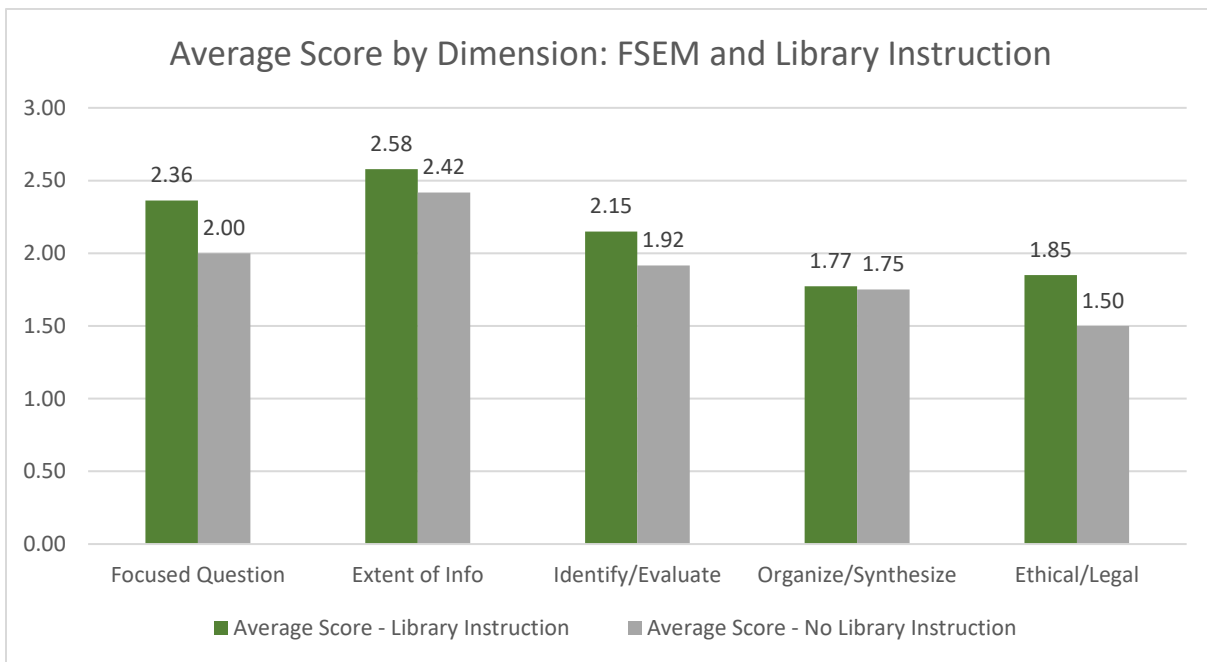
Distribution of Average Assessment Score of JSEM Artifacts (n=19)

Average Score Distribution – JSEM					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	21.1%	0.0%	35.0%	45.0%	55.0%
Average score: 2 to 2.99	47.4%	68.4%	55.0%	50.0%	40.0%
Average score: 3 to 3.99	26.3%	31.6%	10.0%	5.0%	5.0%
Average score: 4	5.3%	0.0%	0.0%	0.0%	0.0%
Total	94.7%	100.0%	100.0%	100.0%	100.0%



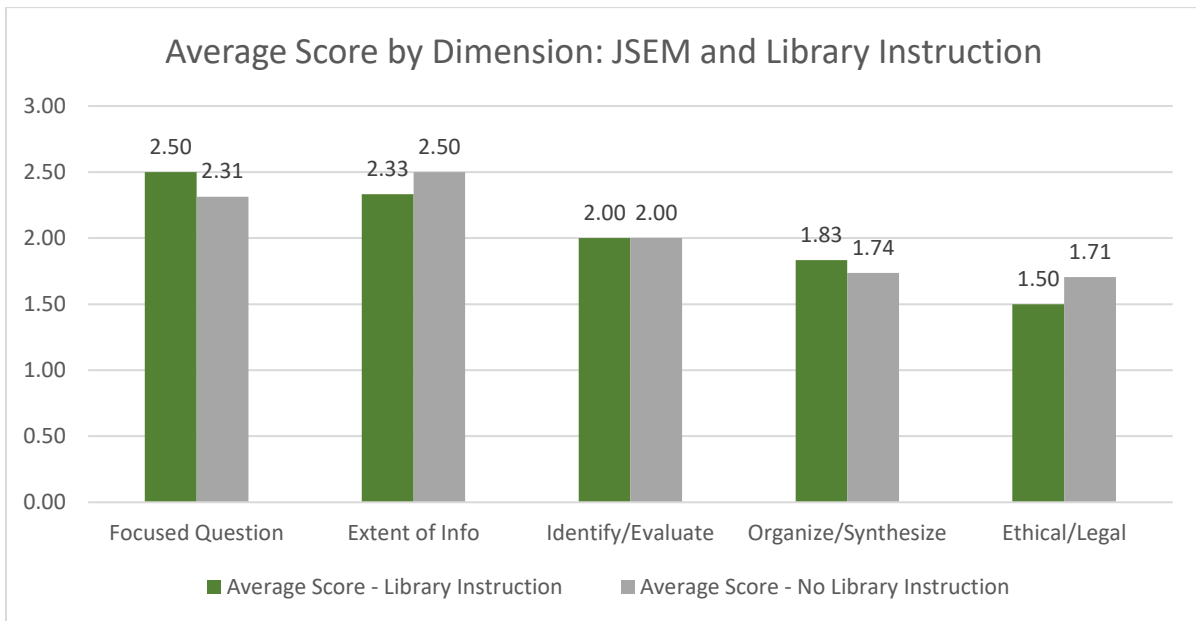
Average Assessment Score of FSEM Artifacts: Library Instruction Compared to No Library Instruction (n=23)

Average Score by Dimension: FSEM & Library Instruction					
<i>All artifact scores</i>					
Dimension	Average Score - Library Instruction	Average Score - No Library Instruction	Library Instruction n	No Library Instruction n	
Focused Question	2.36	2.00	11	12	
Extent of Info	2.58	2.42	10	12	
Identify/Evaluate	2.15	1.92	10	12	
Organize/Synthesize	1.77	1.75	11	12	
Ethical/Legal	1.85	1.50	10	12	



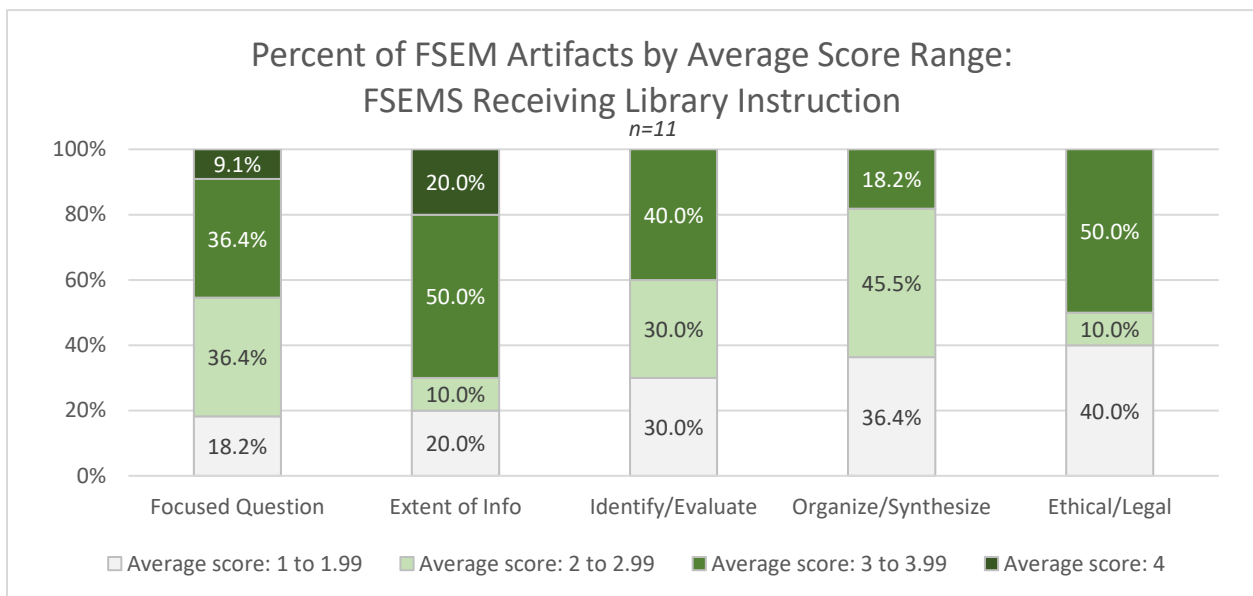
Average Assessment Score of JSEM Artifacts: Library Instruction Compared to No Library Instruction (n=20)

Average Score by Dimension: JSEM & Library Instruction <i>All artifact scores</i>				
Dimension	Average Score - Library Instruction	Average Score - No Library Instruction	Library Instruction n	No Library Instruction n
Focused Question	2.50	2.31	3	16
Extent of Info	2.33	2.50	3	16
Identify/Evaluate	2.00	2.00	3	17
Organize/Synthesize	1.83	1.74	3	17
Ethical/Legal	1.50	1.71	3	17



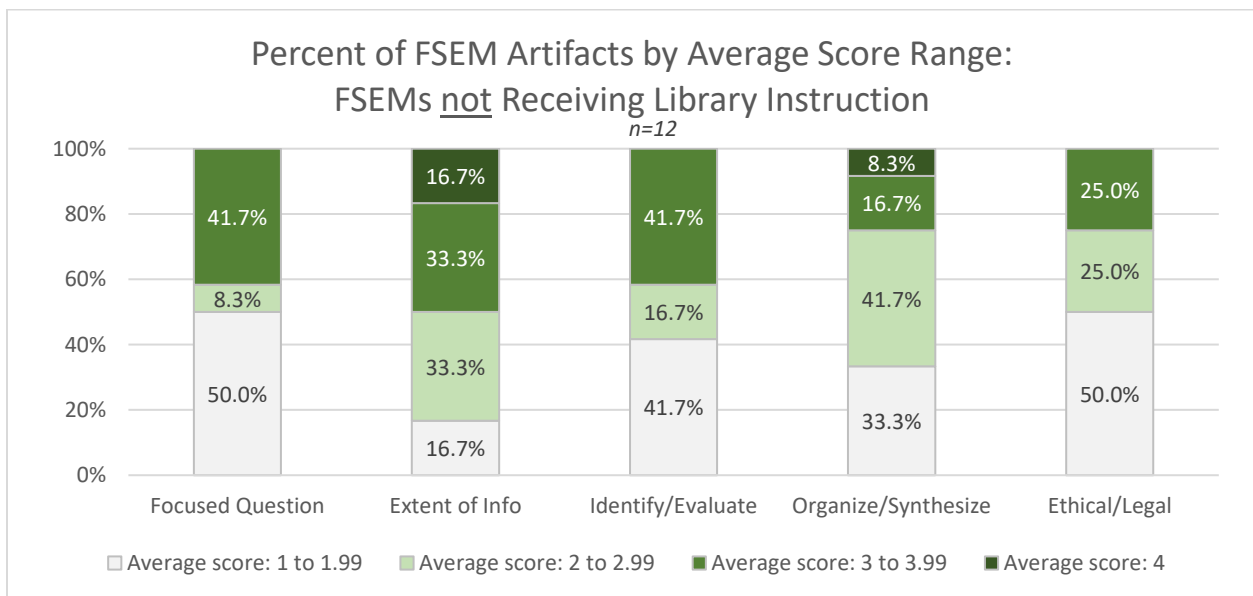
Distribution of Average Assessment Score of FSEM Artifacts from FSEMs Receiving Library Instruction (n=11)

Average Artifact Score Distribution – FSEMs Receiving Library Instruction					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	18.2%	20.0%	30.0%	36.4%	40.0%
Average score: 2 to 2.99	36.4%	10.0%	30.0%	45.5%	10.0%
Average score: 3 to 3.99	36.4%	50.0%	40.0%	18.2%	50.0%
Average score: 4	9.1%	20.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%



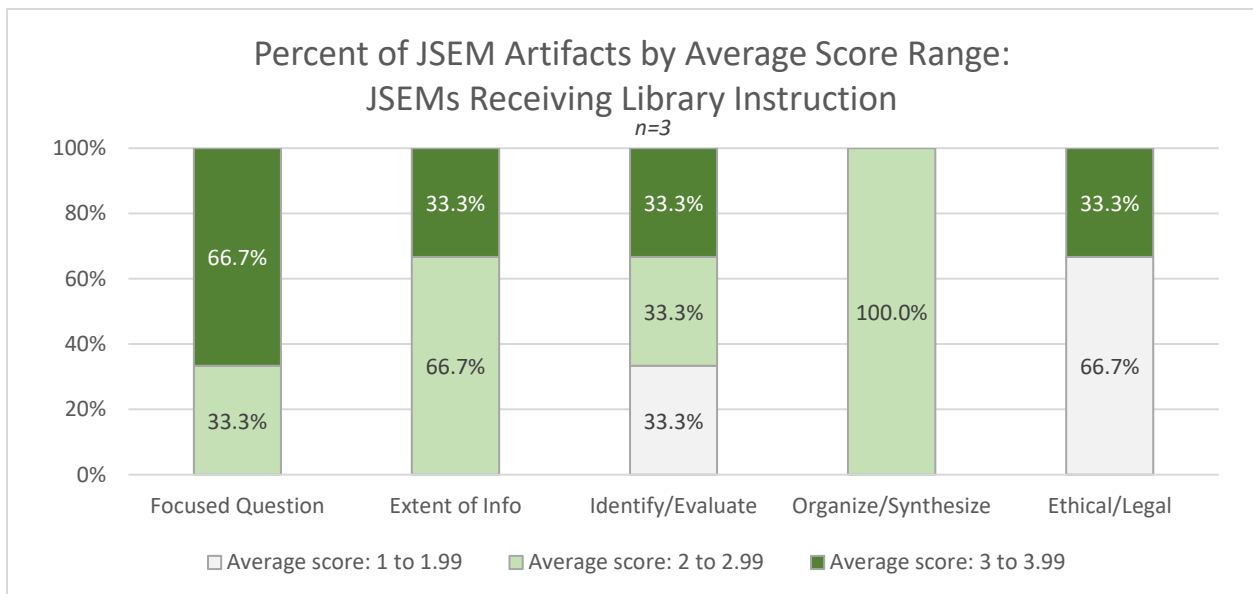
Distribution of Average Assessment Score of FSEM Artifacts from FSEMs not Receiving Library Instruction (n=12)

Average Artifact Score Distribution - FSEMs not Receiving Library Instruction					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	50.0%	16.7%	41.7%	33.3%	50.0%
Average score: 2 to 2.99	8.3%	33.3%	16.7%	41.7%	25.0%
Average score: 3 to 3.99	41.7%	33.3%	41.7%	16.7%	25.0%
Average score: 4	0.0%	16.7%	0.0%	8.3%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%



Distribution of Average Assessment Score of JSEM Artifacts from JSEMs Receiving Library Instruction (n=3)

Average Score Distribution – JSEMs Receiving Library Instruction					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	0.0%	0.0%	33.3%	0.0%	66.7%
Average score: 2 to 2.99	33.3%	66.7%	33.3%	100.0%	0.0%
Average score: 3 to 3.99	66.7%	33.3%	33.3%	0.0%	33.3%
Average score: 4	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%



Distribution of Average Assessment Score of JSEM Artifacts from JSEMs not Receiving Library Instruction (n=17)

Average Score Distribution – JSEMs not Receiving Library Instruction					
Average Score Range	Focused Question	Extent of Info	Identify/Evaluate	Organize/Synthesize	Ethical/Legal
Average score: 1 to 1.99	25.0%	0.0%	41.2%	41.2%	41.2%
Average score: 2 to 2.99	37.5%	62.5%	35.3%	47.1%	47.1%
Average score: 3 to 3.99	31.3%	37.5%	23.5%	11.8%	11.8%
Average score: 4	6.3%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

