# Assessing the Information Literacy ISLO Fall 2016

Students will be able to demonstrate skills central to information literacy.

Information Literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- use information ethically and legally.

Assessment Methodology

- Twenty- two faculty members assessed 742 students' research- oriented projects in Biology (173), English (173), Psychology (199), and to a lesser extent Earth Sciences, (27), Geography (28), History (72), Political Science (26), and Health Sciences (44) courses. Faculty participated in two workshops, one to strengthen research project prompts and one norming session with the rubric.

- In addition, 627 students took a self- assessment survey in which they evaluated how often they employed effective search, evaluation, and citation strategies.

- The PRIE office aggregated results for discussion.
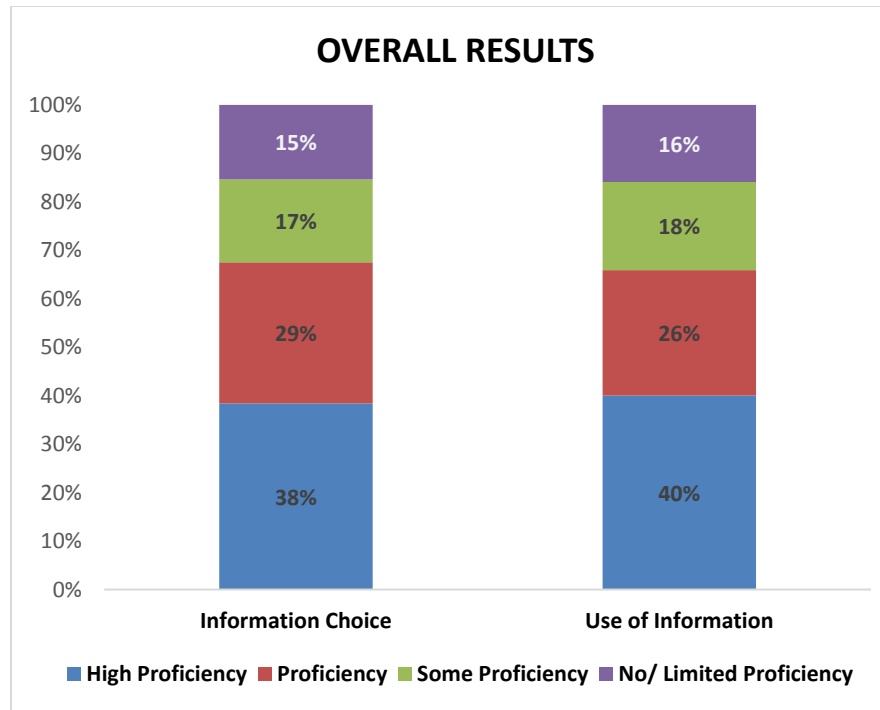
OVERALL RESULTS

	Information Choice	Use of Information
High Proficiency	285	297
Proficiency	216	192
Some Proficiency	127	135
No/ Limited Proficiency	114	118
N	742	742

OVERALL RESULTS: ETHNICITY
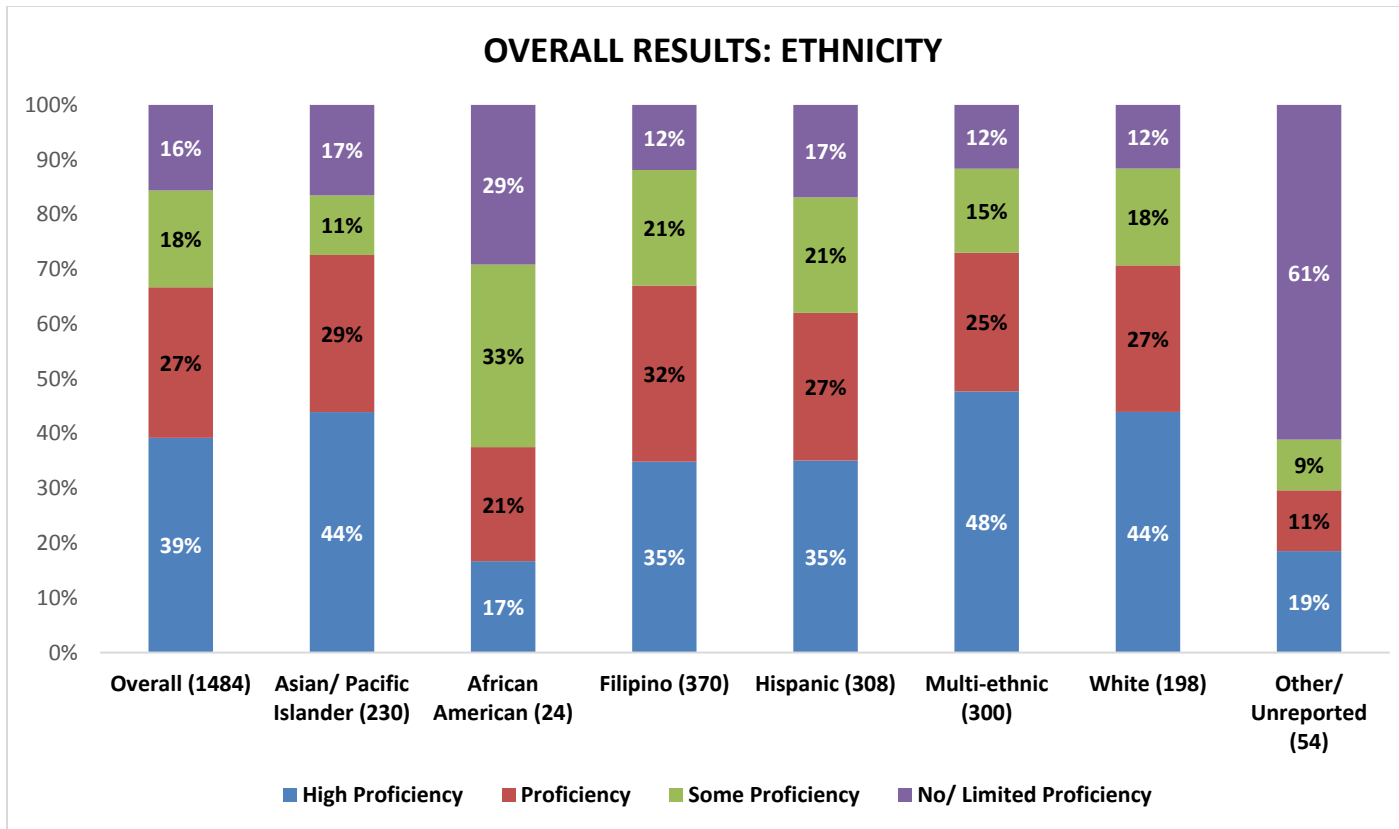
OVERALL RESULTS DISAGGREGATED ACCORDING TO ETHNICITY								
	Overall	Asian/ Pacific Islander	African American	Filipino	Hispanic	Multi-ethnic	White	Other/ Unreported
High Proficiency	582	101	4	129	108	143	87	10
Proficiency	408	66	5	119	83	76	53	6
Some Proficiency	262	25	8	78	65	46	35	5
No/ Limited Proficiency	232	38	7	44	52	35	23	33
N (excluding not measured)	1484	230	24	370	308	300	198	54

OVERALL RESULTS: GENDER
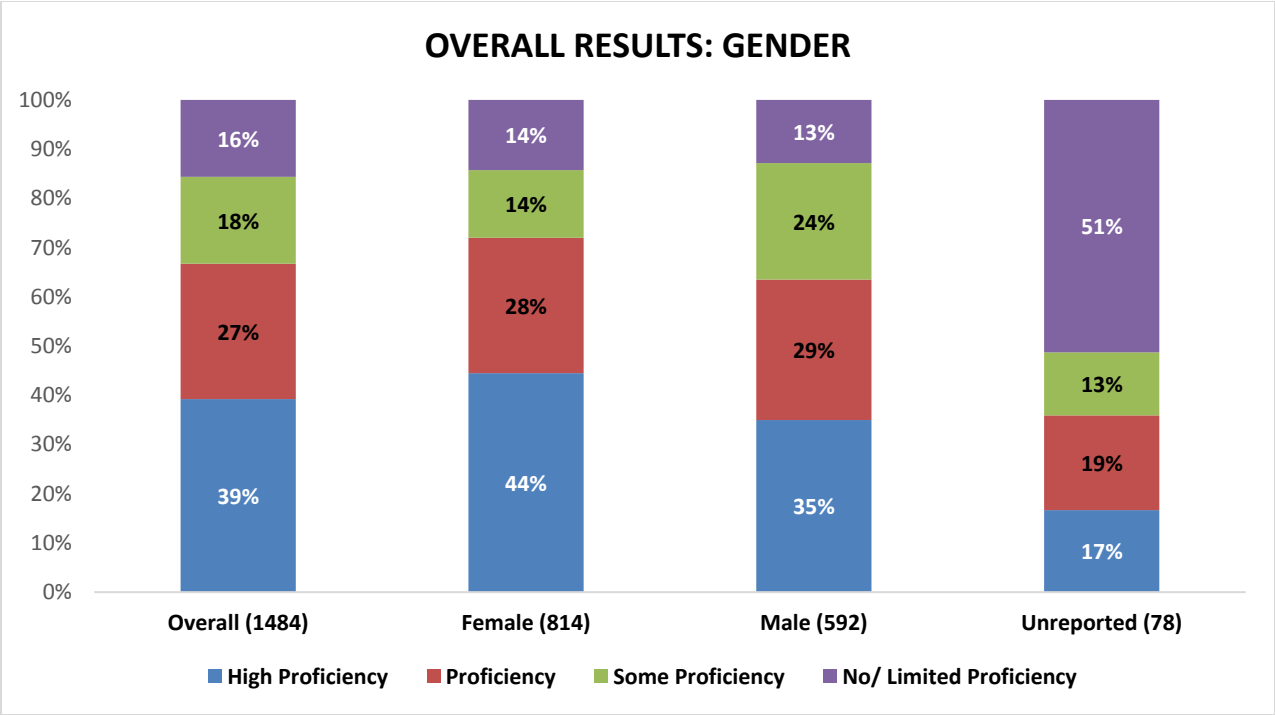
OVERALL RESULTS DISAGGREGATED ACCORDING TO GENDER				
	Overall	Female	Male	Unreported
High Proficiency	582	362	207	13
Proficiency	408	224	169	15
Some Proficiency	262	112	140	10
No/ Limited Proficiency	232	116	76	40
N (excluding not measured)	1484	814	592	78

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OVERALL RESULTS: AGE
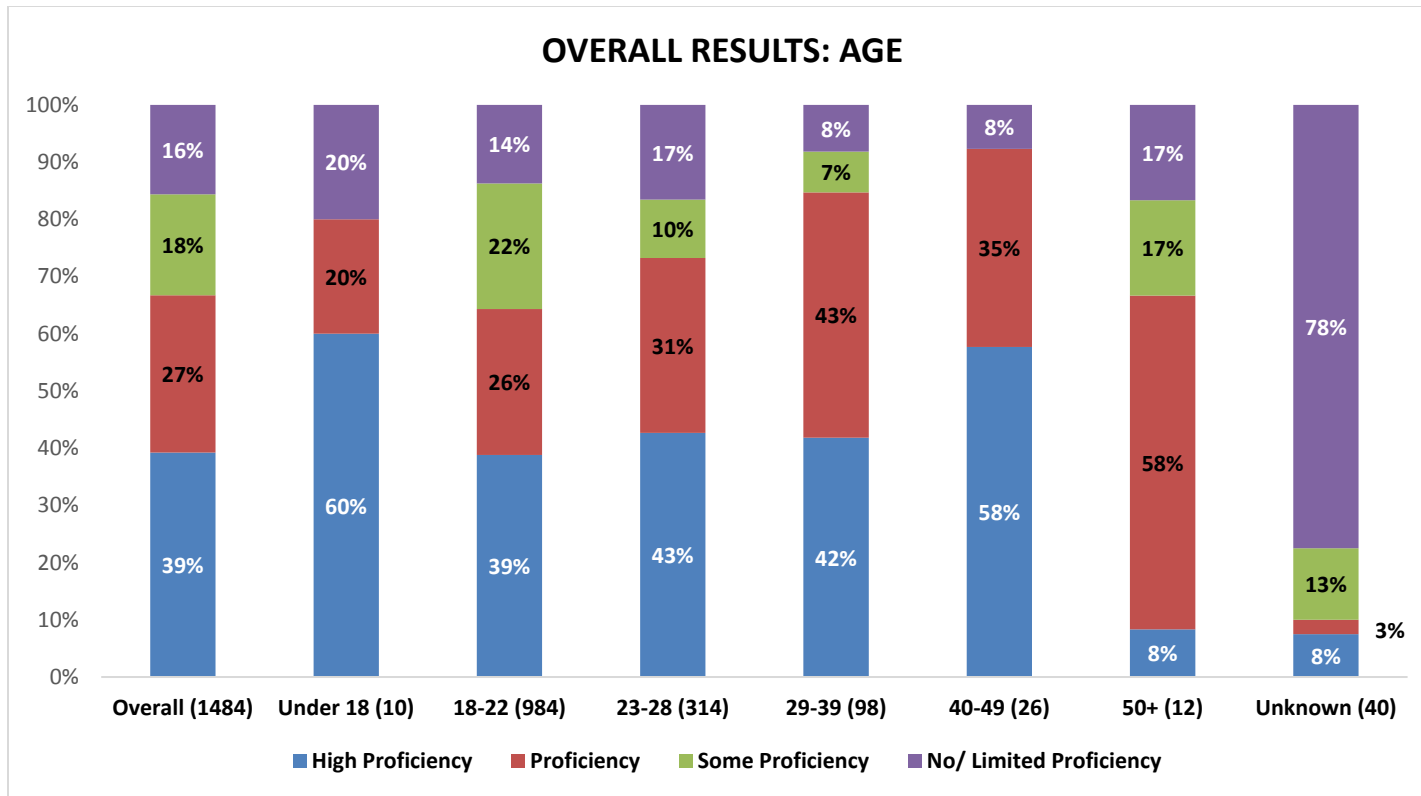
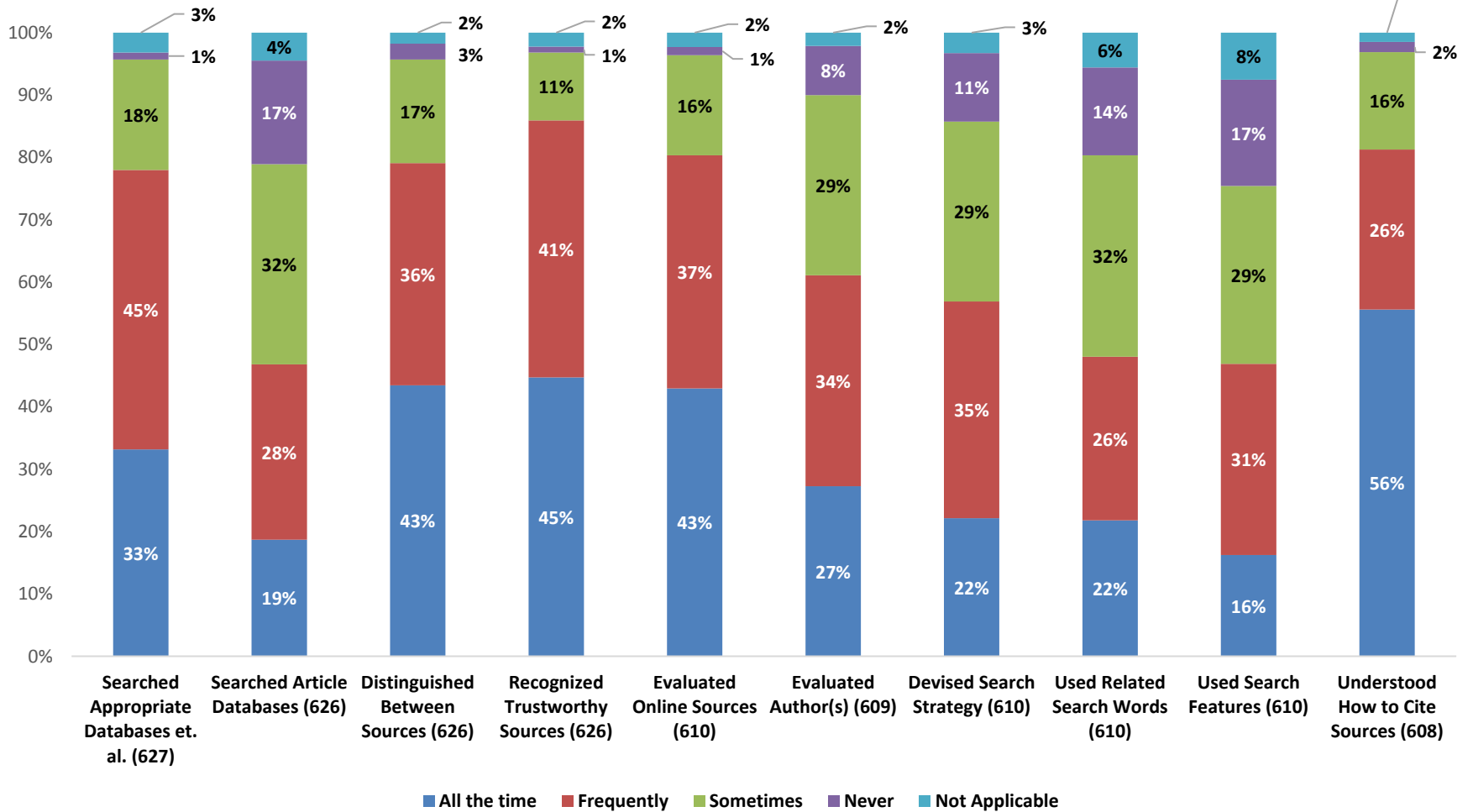| OVERALL RESULTS DISAGGREGATED ACCORDING TO AGE								
	Overall	Under 18	18-22	23-28	29-39	40-49	50+	Unknown
High Proficiency	582	6	382	134	41	15	1	3
Proficiency	408	2	251	96	42	9	7	1
Some Proficiency	262	0	216	32	7	0	2	5
No/ Limited Proficiency	232	2	135	52	8	2	2	31
N (excluding not measured)	1484	10	984	314	98	26	12	40

SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Information source relevance, quality, and credibility	No information source(s) chosen. Student is unaware of and does not apply criteria used to judge information quality.	Inappropriate and/or irrelevant source(s) chosen. Source(s) do not relate to the research topic and/or are of dubious quality and credibility.	A diversity of higher quality sources is more prominent, although some sources chosen are only broadly or tangentially related to research topic or are otherwise of moderate quality. Student shows some ability to evaluate sources using criteria such as authorship, relevance, purpose, currency, accuracy, scholarship, bias, intended audience, writing style, and documentation.	A variety of high quality relevant sources and viewpoints are used exclusively. Sources selected indicate the student has thoroughly evaluated all sources according to established criteria, including looking for background information about authors, organizations, publications, and reading reviews of published works. Student is fully able to make reasoned judgments about which sources to use and which to discard.

Use of Information Ethically and Legally[1]	Students correctly use one of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use two of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use three of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use all of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or quoting; • using information in ways that are true to original context; • distinguishing between common knowledge and ideas requiring attribution. And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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[1] AACU Value Rubric: Information Literacy

OVERALL RESULTS: STUDENT SELF- ASSESSMENT SURVEY

Category	All the time	Frequently	Sometimes	Never	Not Applicable
Searched Appropriate Databases et. al. (627)	33%	45%	18%	1%	3%
Searched Article Databases (626)	19%	28%	32%	17%	4%
Distinguished Between Sources (626)	43%	36%	17%	3%	2%
Recognized Trustworthy Sources (626)	45%	41%	11%	1%	2%
Evaluated Online Sources (610)	43%	37%	16%	1%	2%
Evaluated Author(s) (609)	27%	34%	29%	8%	2%
Devised Search Strategy (610)	22%	35%	29%	11%	3%
Used Related Search Words (610)	22%	26%	32%	14%	6%
Used Search Features (610)	16%	31%	29%	17%	8%
Understood How to Cite Sources (608)	56%	26%	16%	2%	1%

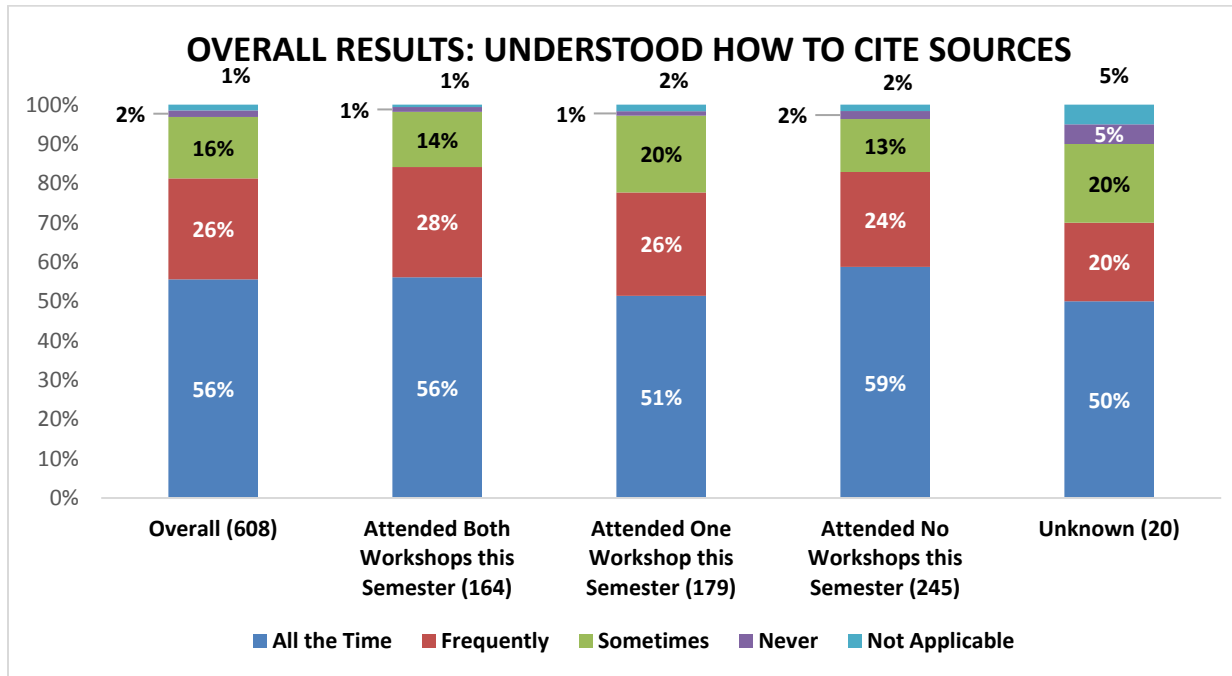|	Searched Appropriate Databases et. al.	Searched Article Databases	Distinguished Between Sources (e.g. popular vs. scholarly)	Recognized Trustworthy Sources	Evaluated Online Sources	Evaluated Author(s)	Devised Search Strategy	Used Related Search Words	Used Search Features	Understood How to Cite Sources
All the time	208	117	272	280	262	166	135	133	99	338
Frequently	281	176	223	258	228	206	212	160	187	156
Sometimes	111	201	104	68	98	176	176	197	174	95
Never	7	104	16	6	8	48	67	86	104	10
Not Applicable	20	28	11	14	14	13	20	34	46	9
N	627	626	626	626	610	609	610	610	610	608

OVERALL RESULTS: STUDENT SELF- ASSESSMENT SURVEY

OVERALL RESULTS: USED SEARCH STRATEGIES
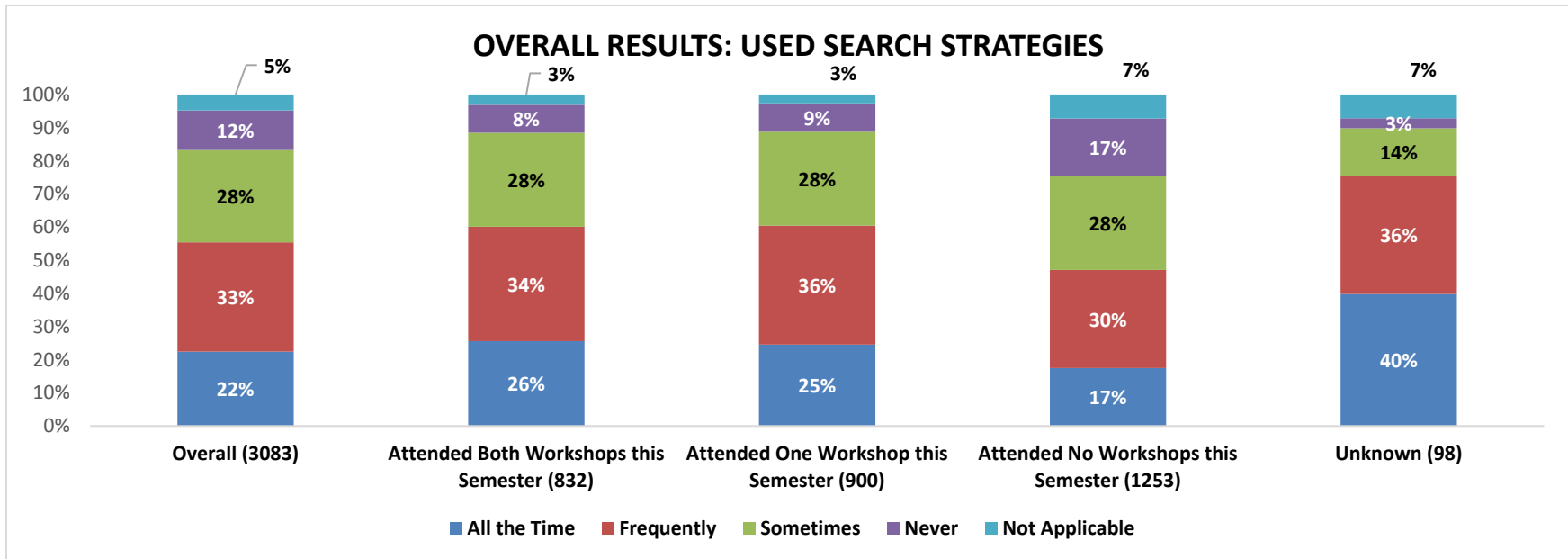
	Overall	Attended Both Workshops this Semester	Attended One Workshop this Semester	Attended No Workshops this Semester	Unknown
OVERALL SELF- ASSESSMENT SURVEY RESULTS: USED SEARCH STRATEGIES (Q 2,3,8,9,10)					
All the Time	692	213	221	219	39
Frequently	1016	287	323	371	35
Sometimes	859	236	255	354	14
Never	368	70	77	218	3
Not Applicable	148	26	24	91	7
N (excluding not measured)	3083	832	900	1253	98

OVERALL RESULTS: EVALUATED SOURCES

	Overall	Attended Both Workshops this Semester	Attended One Workshop this Semester	Attended No Workshops this Semester	Unknown
All the Time	40%	43%	35%	41%	45%
Frequently	37%	38%	42%	32%	37%
Sometimes	18%	16%	19%	19%	14%
Never	3%	2%	2%	5%	1%
Not Applicable	2%	1%	2%	3%	3%

Legend: All the Time, Frequently, Sometimes, Never, Not Applicable
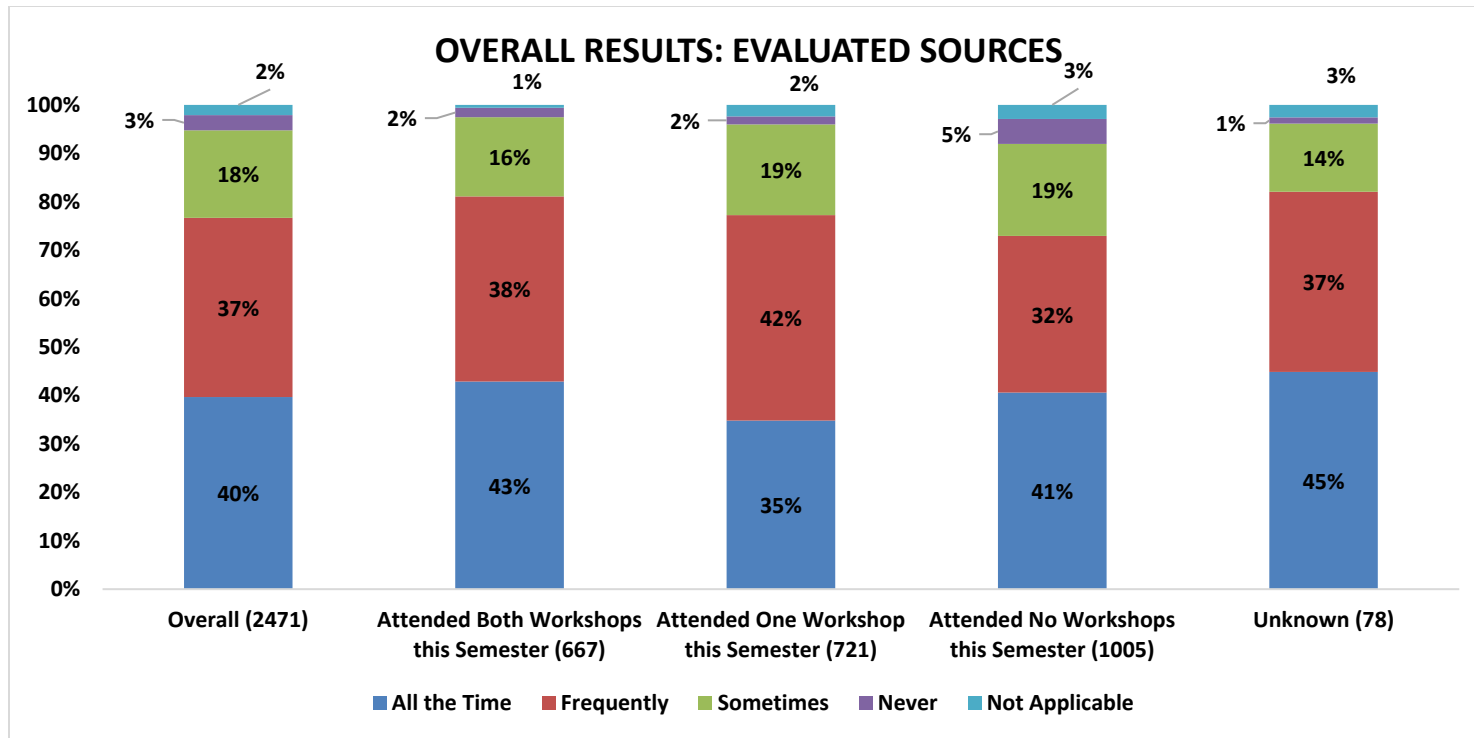
OVERALL SELF- ASSESSMENT SURVEY RESULTS: EVALUATED SOURCES (Q 4,5,6,7)					
	Overall	Attended Both Workshops this Semester	Attended One Workshop this Semester	Attended No Workshops this Semester	Unknown
All the Time	980	286	251	408	35
Frequently	915	255	306	325	29
Sometimes	446	109	135	191	11
Never	78	13	12	52	1
Not Applicable	52	4	17	29	2
N (excluding not measured)	2471	667	721	1005	78

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OVERALL RESULTS: UNDERSTOOD HOW TO CITE SOURCES

		OVERALL SELF- ASSESSMENT SURVEY RESULTS: UNDERSTOOD HOW TO CITE SOURCES (Q 11)		
	Overall	Attended Both Workshops this Semester	Attended One Workshop this Semester	Attended No Workshops this Semester	Unknown
All the Time	338	92	92	144	10
Frequently	156	46	47	59	4
Sometimes	95	23	35	33	4
Never	10	2	2	5	1
Not Applicable	9	1	3	4	1
N (excluding not measured)	608	164	179	245	20

Fall 2016 Student Self-Reflection Survey: Information Literacy

The purpose of this survey is to ask you to reflect on your research strategy for the research paper/ project you completed for this class. Your responses are anonymous and will be used to improve information literacy instruction.

INSTRUCTIONS: Please circle your response to each of the following statements.

1. **Before or while conducting research for my research paper/ project:**
   A) This semester, I *didn't attend* any library workshops that addressed online research skills (i.e., how to find articles, websites and books; and how to evaluate them).
   B) This semester, I attended *one* of the two library workshops that addressed online research skills (i.e., how to find articles, websites and books; and how to evaluate them).
   C) This semester, I attended *both* of the library workshops that addressed online research skills (i.e., how to find articles, websites and books; and how to evaluate them).

While doing research for my research paper/ project:

2. I was able to choose the most appropriate databases, search engines, and/or catalogs as I searched for information on my topic.

   A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

3. I searched one or more of the article databases (for example *EbscoHost*) available from the Skyline Library website.

   A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

4. I clearly recognized and understood the difference between popular and scholarly articles, websites, and books.

   A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

5. I knew how to recognize information sources likely to be trustworthy and authoritative.

   A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

6. I took the time to evaluate the sources (articles, websites, etc.) I found online for quality and credibility before using them in my paper.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

7. I took the time to identify the author of each source I found online and assess whether or not that author was qualified to be presenting information on my topic.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

8. I divided my research topic into "concepts" and devised a search strategy to include search words for each concept.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

9. I connected synonymous and related search words using "OR"s when searching online.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

10. I used search features such as truncation, phrase searching, or limiting when searching online.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

11. I clearly understood how to cite my sources properly and avoid plagiarism.

    A) Never   B) Sometimes   C) Frequently   D) All the time   E) Neutral or Not Applicable

1) In what areas did students perform well? For instance, consider which criteria have the highest number of "high proficiency" and "proficiency" scores. Conversely, in what areas did students struggle?

2) Which, if any, students appear to be disproportionately impacted?

3) How did students' actual performance in evaluating and citing sources compare to their self-perceptions, as indicated in the survey?

4) For those who assessed this ISLO with your own course, did your students' performance match your expectations? How does their performance compare to the overall results?

5) Given your responses to #1-4, with what did students struggle? What actions do you plan to take, if any? Among questions to consider are the following: what about the assignment can be clarified and/or otherwise improved upon? what class activities and/or library workshops can be implemented and/or improved upon to help students complete the assignment?

6) Given your responses to #1-4, speculate as to why students did well and/or struggled. Consider questions such as the following: what prior knowledge did you tap into that students possess that was relevant to completing the assignment? how does the assignment effectively enable students to apply the knowledge they acquire from the class and the text(s)? what class activities and/or library workshops may have helped to complete the assignment?