

Coming and Going: Assessing Information Literacy to Shape Curriculum

A mixed methods assessment of first-year and senior students

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Methodology

- Mixed methods
 - NSSE Information Literacy Survey
 - AAC&U Information Literacy VALUE Rubric
- First-year and senior students

AAC&U Information Literacy VALUE Rubric

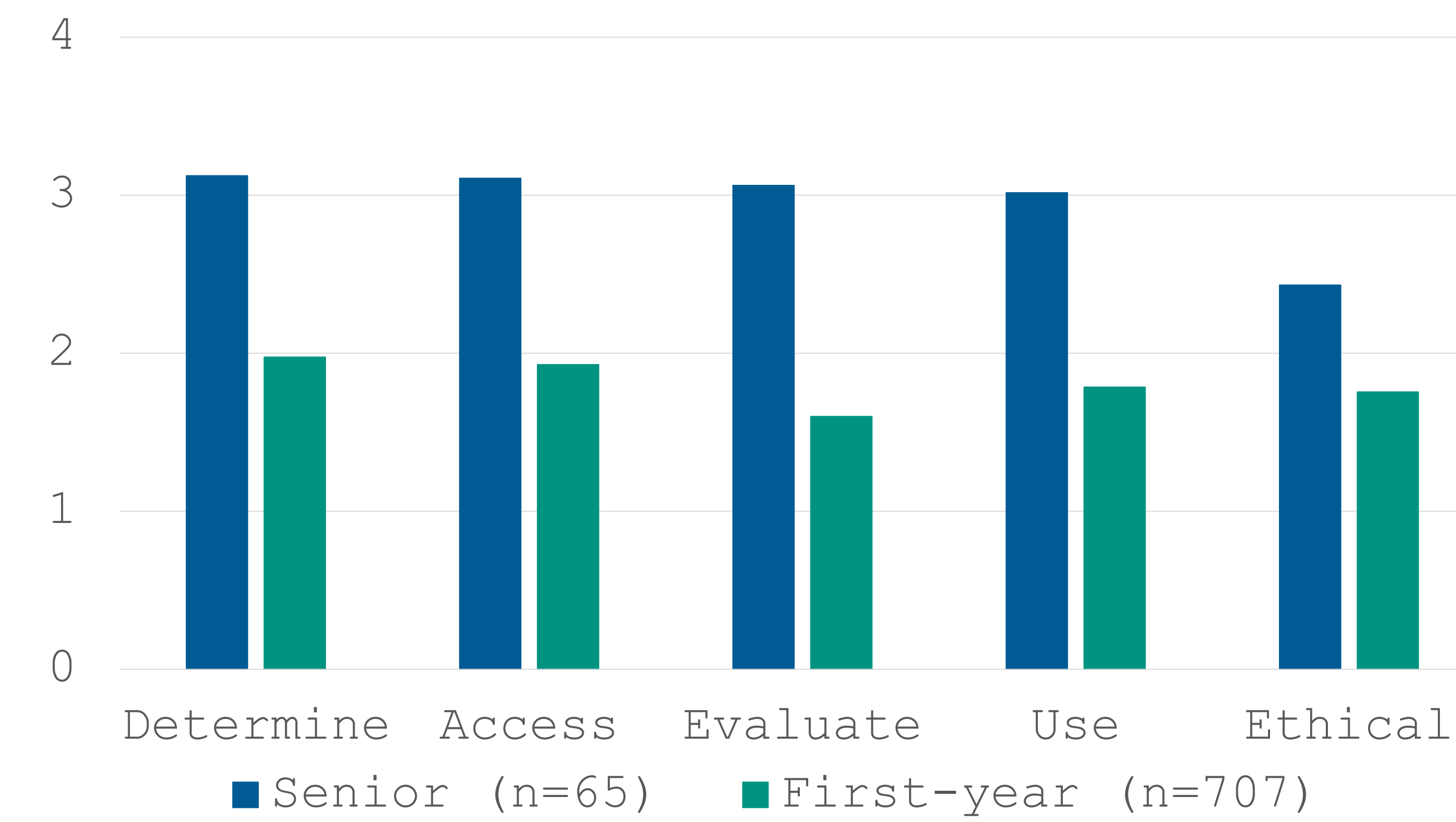
	Capstone 4	Milestones 3	2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies. Retrieves information from limited and similar sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; 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 demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; 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 demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; 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 demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; 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 demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Timeline

Jul	Request Permission to use NSSE IL Survey Select classes <ul style="list-style-type: none"> • First-year = FYS, Intro English, Intro Business • Senior = capstone, higher-level research courses
Aug	In all classes (n=81)
Sept	• Work with profs to administer NSSE survey (n=630)
Oct	• Get consent forms for papers signed
Nov	
Dec	Collect final papers/projects (n=772)
Jan	
Feb	Recruit paper readers (n=23)
Mar	Rubric norming sessions
Apr	Paper reading (each paper read by 2 people)
May	
Jun	
Jul	Analyze rubric results and survey data

Results

AAC&U IL VALUE Rubric Scores (n=772)



NSSE Survey Results (n=630)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?



During the past year, about how often have you done the following?

Completed an assignment that used an information source other than required course readings

Worked on a paper or project that had multiple smaller assignments such as an outline, etc.

Received feedback from an instructor that improved your use of information resources

Looked for a reference that was cited in something you read

Changed the focus of a paper or project based on information you found while researching the topic

Identified how a book, article, or creative work has contributed to a field of study

Decided not to use an information source in a course assignment due to its questionable quality

Completed an assignment that used the library's electronic collection of articles, books, and journals

1 Never 2 3 4 Very Often

During the past year, how much have your instructors emphasized the following?

Not plagiarizing another author's work

Appropriately citing the sources used in a paper or project

Using scholarly or peer-reviewed sources in your course assignments

Questioning the quality of information sources

Using practices (terminology, methods, writing study, etc.) of a specific major or field of study

1 2 3 4 Very Little Very Much

Takeaways

- Seniors outperform first-year students.
- IL scaffolding through curriculum seems to be working but there could be more – **seniors are not at capstone levels.**
- Students state faculty are emphasizing IL concepts.
- Students state that, compared to other IL concepts, they are doing **less** evaluation of sources and **less** use of library resources.
- AAC&U rubric worked well, interrater reliability was high.

DIY

- Find partners
- Figure out IRB
- Use existing technology (e.g., LMS, survey software) to your advantage
- Accept nothing will go as planned