Assessing Information Literacy in General Education: A Collaborative Approach Using a Metarubric

Anne Pemberton and Linda Siefert
University of North Carolina Wilmington
1 of 17 schools in UNC system

Enrollment: Close to 14,000

12,387 undergrads

Full-time Faculty: 639

Part-time Faculty: 388

Degrees:
  - Bachelor’s (majors): 52
  - Master’s: 38
  - Doctoral: 2 (Marine Bio and Educational Leadership)
Gen Ed Revision at UNCW

UNCW University Studies Curriculum

UNCW LEARNING GOALS
- Foundational Knowledge
- Inquiry
- Information Literacy
- Critical Thinking
- Thoughtful Expression
- Foreign Language
- Diversity
- Global Citizenship

Capstone Courses
(1-4 hours)

Approaches and Perspectives (28-31 hours)
- Aesthetic, Interpretive, Literary Perspectives (6 hours)
- Historical and Philosophical Approaches (6 hours)
- Scientific Approaches to the Natural World (7 hours)
- Understanding Human Institutions and Behaviors (6 hours)
- Living in Our Diverse Nation (3 hours)
- Living in a Global Society (3 hours)

Explorations Beyond the Classroom
- One approved experience of:
  - Discovery
  - Application
  - Regional Engagement
  - Exploration Away

Common Requirements

Core Curriculum

Foundations (14-20 hours)
- Composition (3-6 hours)
- Lifetime Wellness (2 hours)
- Mathematics and Statistics (3 hours)
- Foreign Language (3-6 hours)
- First Year Seminar (3 hours)

Building Competencies (21 hours)
- Writing Intensive (9 hours)
- Information Literacy (9 hours)
- Quantitative and Logical Reasoning (3 hours)

Thematic Transdisciplinary Cluster (9 hours)

Double Counting & Exceptions Apply (see complete University Studies directions that follow)
Information Literacy Requirement

• Students are required to take:
  – 9 hours from this component
  – First-Year-Experience
    and at least 2 additional IL-intensive courses – at least one in the major

Information Literacy Intensive?

• University Studies Advisory Committee reviews all course proposals

• IL Intensive courses must demonstrate that their SLOs, teaching opportunities, and assessment align with EACH of the ACRL Info Lit Standards (which UNCW has adopted ... and yes, we are keenly aware this is changing!)

• A rubric is used by members to score proposals
Library’s Role In University Studies

Information Literacy Instruction @ Randall Library

4 Steps:

4. In Your Major
   - Discipline specific research

3. ENG 103/200/201
   - Advanced keyword searching
   - Choosing a database
   - How to find full-text
   - Interlibrary Loan

2. ENG 100/101
   - Basic keyword searching
   - Differences between search tools
   - Finding background information

1. First Year Seminar
   - Information cycle
   - "Scholarly vs. popular"
   - Evaluating information

Image Credit: UNCW, Randall Library
General Education Assessment

- Linda’s Leadership
- UNCW Learning Goals are assessed cyclically
- IL is assessed as part of this process
- “Student work products” are gathered from a sample of IL courses
- Faculty scorers participate in the scoring process with an IL “expert”
- IL VALUE Rubric is used in scoring IL “products”

http://uncw.edu/assessment/general/process.html
# AAC&U VALUE Rubrics

## INFORMATION LITERACY VALUE Rubric

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

**Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (1) level performance.**

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Determine the Extent of Information Needed</th>
<th>Access the Needed Information</th>
<th>Evaluate Information and its Sources Critically</th>
<th>Use Information Effectively to Accomplish a Specific Purpose</th>
<th>Access and Use Information Ethically and Legally</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 questions.</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>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.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
<td>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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>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.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</td>
<td>Communicates information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
<tr>
<td>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.</td>
<td>Accesses information randomly, retrieves information that lacks relevance and quality.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
<td>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.</td>
<td>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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
</tr>
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Assessing the Assessment

- Feedback
- Process
- Interrater Reliability
- Changes to Rubric
- Closing the Loop
- Communicating Results
## Recent IL Results: Spring 2013

### Lower-Division Course

<table>
<thead>
<tr>
<th>Dimension</th>
<th>% of Work Products Scored Two or Higher</th>
<th>% of Work Products Scored Three or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL1 Determine Extent of Information Needed</td>
<td>78.3%</td>
<td>35.1%</td>
</tr>
<tr>
<td>IL2 Access Needed Information</td>
<td>75.6%</td>
<td>35.1%</td>
</tr>
<tr>
<td>IL3 Evaluate Information and Sources</td>
<td>75.1%</td>
<td>43.8%</td>
</tr>
<tr>
<td>IL4 Use Information Effectively</td>
<td>78.4%</td>
<td>51.4%</td>
</tr>
<tr>
<td>IL5 Access and Use Information Ethically</td>
<td>75.6%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

### Upper-Division Course

<table>
<thead>
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<th>% of Work Products Scored Two or Higher</th>
<th>% of Work Products Scored Three or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL1 Determine Extent of Information Needed</td>
<td>90.6%</td>
<td>40.6%</td>
</tr>
<tr>
<td>IL2 Access Needed Information</td>
<td>90.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>IL3 Evaluate Information and Sources</td>
<td>84.4%</td>
<td>18.8%</td>
</tr>
<tr>
<td>IL4 Use Information Effectively</td>
<td>100.0%</td>
<td>43.7%</td>
</tr>
<tr>
<td>IL5 Access and Use Information Ethically</td>
<td>90.6%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

PSY 105 and SED 372, 69 work products (84 students)

*Courtesy of [Linda Siefert](http://uncw.edu/assessment/general/findings.html), Director of General Education Assessment, UNCW*

Previous findings: [http://uncw.edu/assessment/general/findings.html](http://uncw.edu/assessment/general/findings.html)
Discussion and Questions

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