

## General Education Assessment Report 2021-22 Results for Information Literacy & Research

### Executive Summary

In May 2022, faculty assessed 99 written artifacts to determine the extent to which students were achieving the specified outcomes for general education in lower division Information Literacy & Research courses. The outcome that received the highest ratings was students' ability to *define the needs and types of information to address a topic or solve a problem*. The lowest rated outcome was students' ability to *use sources of information responsibly, safely, ethically, and legally*. Faculty raters recommended more opportunities for instructors across colleges to discuss Information Literacy & Research outcomes and collaborate on teaching and learning strategies that can develop these skills.

### Information Literacy & Research Assessment Report

As part of Old Dominion University's general education requirement, students must complete the Information Literacy & Research requirement at the lower division level. The lower division Information Literacy & Research (G) skills courses are taught across colleges. The criteria approved by Faculty Senate for G courses includes the following student learning outcomes (SLO):

- A. Define the needs and types of information to address a topic or solve a problem
- B. Conduct a strategic search for information
- C. Critically evaluate information and its sources
- D. Synthesize information from multiple perspectives to enhance understanding of a topic or problem
- E. Use sources of information responsibly, safely, ethically, and legally

Recommendations from the previous assessment in 2013-14 were used to inform this cycle of planning and assessment for Information Literacy & Research. See Table 1 below for recommendations and associated actions.

Table 1. Information Literacy & Research assessment recommendations and actions

2013-14 Recommendations	Actions
Provide opportunities for instructors across colleges to discuss these outcomes and collaborate on teaching and learning strategies that can develop Information Literacy & Research skills.	A workshop series was offered to Information Literacy & Research in 2019.
	The University Library created an online repository for Information Literacy & Research resources and teaching materials
Support stronger communication and selection of artifacts appropriate for an assessment summit for future assessments.	Departments were notified of the outcomes and the assessment process the semester before artifacts were collected.
	Detailed instructions and examples were provided to faculty to help them match outcomes to assignments.

## **Methodology**

A rubric developed by faculty teaching G courses and adapted from the Information Literacy VALUE rubric was used to assess Information Literacy & Research. In fall 2021 and spring 2022, faculty teaching general education G courses were asked how and where students demonstrated the outcomes. Faculty members were able to identify an artifact or a series of artifacts that aligned with the outcomes and were embedded within the courses. Artifacts were sampled from the following courses: COMM 272G, REL 260G, STEM 251G, CYSE 202G, PHIL 202G, REL 147G, OEAS 130G, CS 120G, CS 121G, LIBS 110G, IT 150G, and STEM 251G.

A two-day assessment summit was convened in May 2022, where eight faculty read and rated a random sample of student artifacts from the courses. During the morning of the first day, a calibration session was conducted. First, faculty thoroughly reviewed and discussed the rubric and then independently applied the rubric to three sample artifacts. Raters shared their ratings and discussed any differences that arose after each “round” of rating. This discussion helped faculty come to a common understanding of what the student learning outcomes (SLO) meant and what to look for when rating the artifacts using the rubric’s scale: exceeds standard, meets standard, approaches standard, needs attention. Once individual ratings on a shared artifact did not differ by more than one point, raters were given a set of 25 artifacts to rate. The artifacts were read twice by faculty and scored using the rubric. If faculty ratings differed by more than 1 point on the majority (50% or more) of the outcomes, the artifact was sent to a third reader.

Four of the 99 artifacts reviewed required a third read due to discrepancies in ratings. A full description of the methodology, including inter-rater reliability data and the rubric, will be made available on the Office of Institutional Effectiveness & Assessment’s website:

<https://tinyurl.com/geneduc>

## **Results**

An overview of the findings by SLO is presented in Figure 1. The Information Literacy & Research outcome *define the needs and types of information to address a topic or solve a problem* received the highest ratings (SLO A: 71% exceeds and meets standards; 29% approaches standards and needs attention). The lowest rated outcome was *use sources of information responsibly, safely, ethically, and legally*. (SLO E: 50% exceeds and meets standards; 50% approaches standards and needs attention). See Figure 1 and Table 2 below.

Figure 1. Information Literacy & Research assessment results

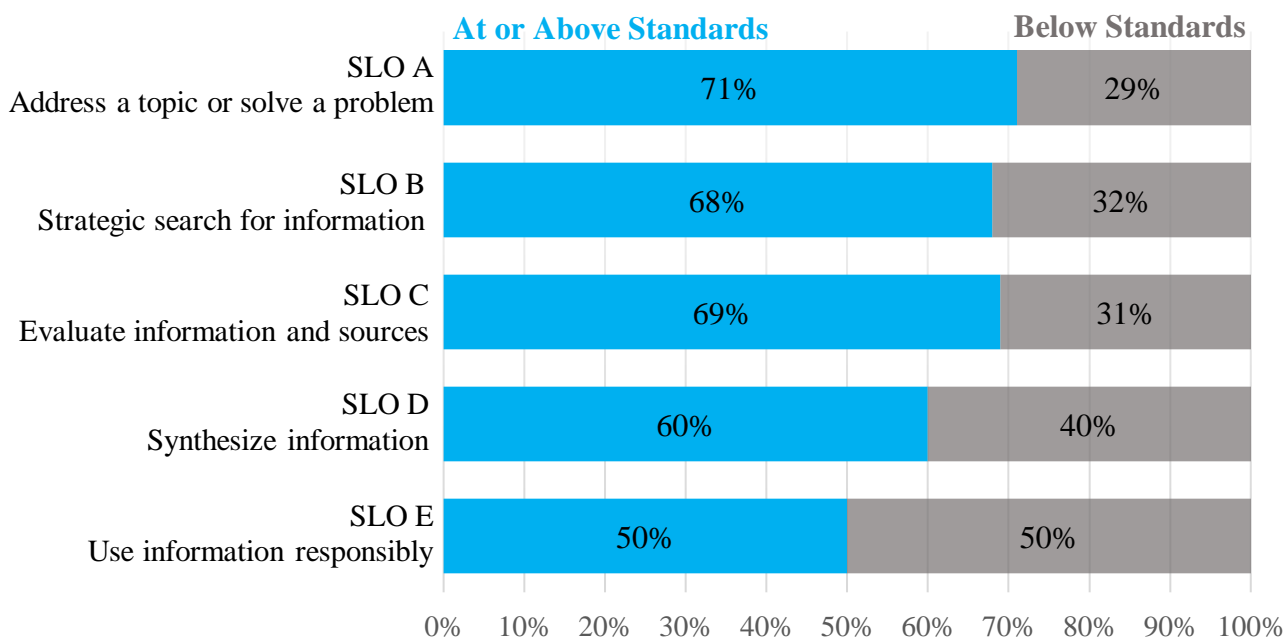


Table 2. Assessment of Information Literacy & Research SLO Ratings Distribution (n=99)

SLO	Exceeds Standard	Meets Standard	Approaches Standard	Needs Attention
A	18%	52%	21%	9%
B	17%	50%	15%	17%
C	19%	50%	22%	10%
D	20%	40%	23%	17%
E	8%	42%	27%	23%

### Faculty Rater Discussion and Recommendations

#### Discussion

At the end of the second day, faculty were asked to reflect upon the strengths and weaknesses of students. Overall, faculty noted that student learning was evident across outcomes. Raters observed that students were particularly strong in their ability to define the needs and types of information (SLO A). Students effectively defined the scope of the topic or questions, fully considered possible gaps in personal or existing knowledge and resources, and effectively determined key concepts. Student performance was weakest in using sources of information responsibly, safely, ethically, and legally (SLO E). Students demonstrated little understanding of the safe and ethical use of information and rights of others. Faculty raters discussed reevaluating SLO E and creating assignments that are more applicable to the outcome.

### Recommendations

Faculty raters identified the following recommendations to improve Information Literacy & Research outcomes:

#### Teaching or Assignments

- Consider developing a concept map across G courses to ensure that assignments are aligned with the outcomes.
- Develop ways to help students distill and synthesize various sources or types of information
- Support stronger communication and selection of artifacts appropriate for an assessment summit for future assessments.
- Facilitate a workshop for faculty teaching G courses to share ideas for creating assignments that address each item on the rubric

#### Assessment

- Discuss and revise wording for Outcome E

### **Plan to Improve Learning**

[to be completed by the departments by Spring 2023]

### **Faculty Senate Recommendations**

[to be shared with Faculty Senate Committee A in Spring 2023]