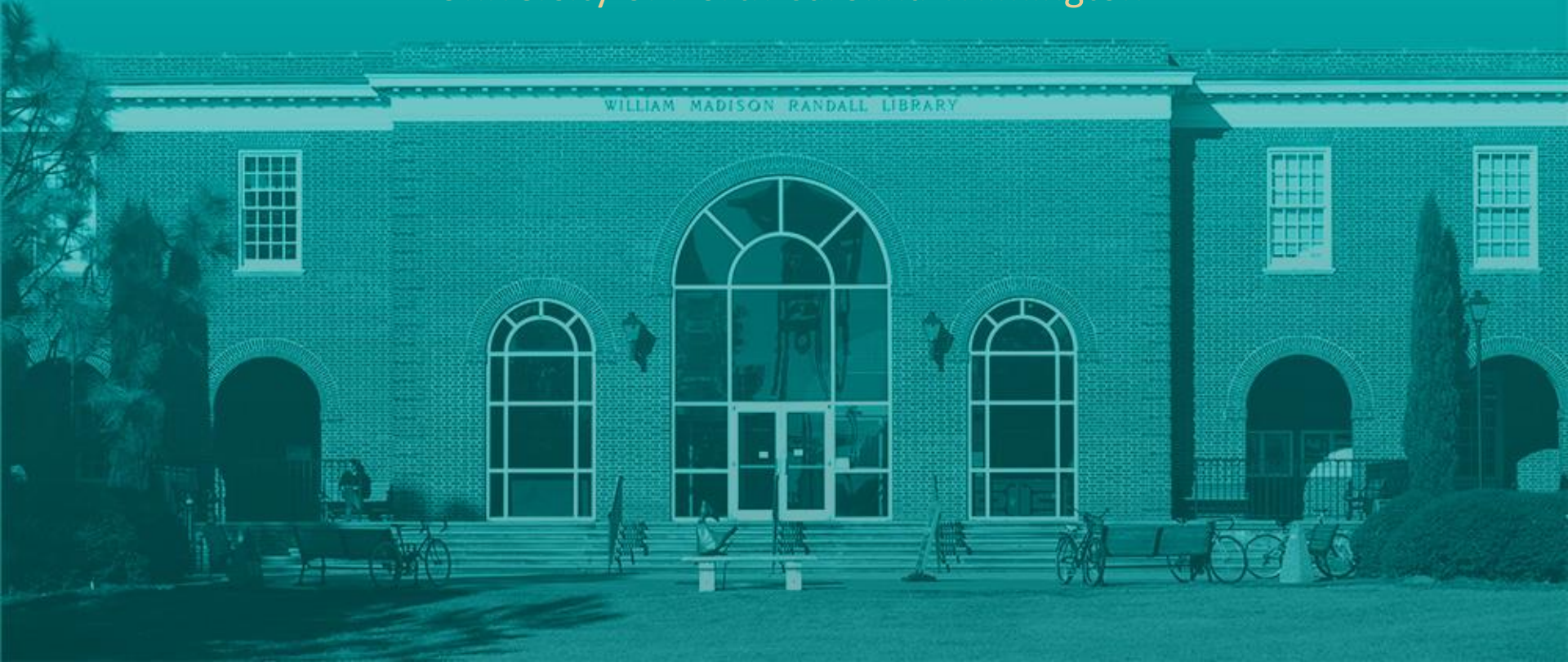


Assessing Information Literacy in General Education: A Collaborative Approach Using a Metarubric

Anne Pemberton and Linda Siefert
University of North Carolina Wilmington



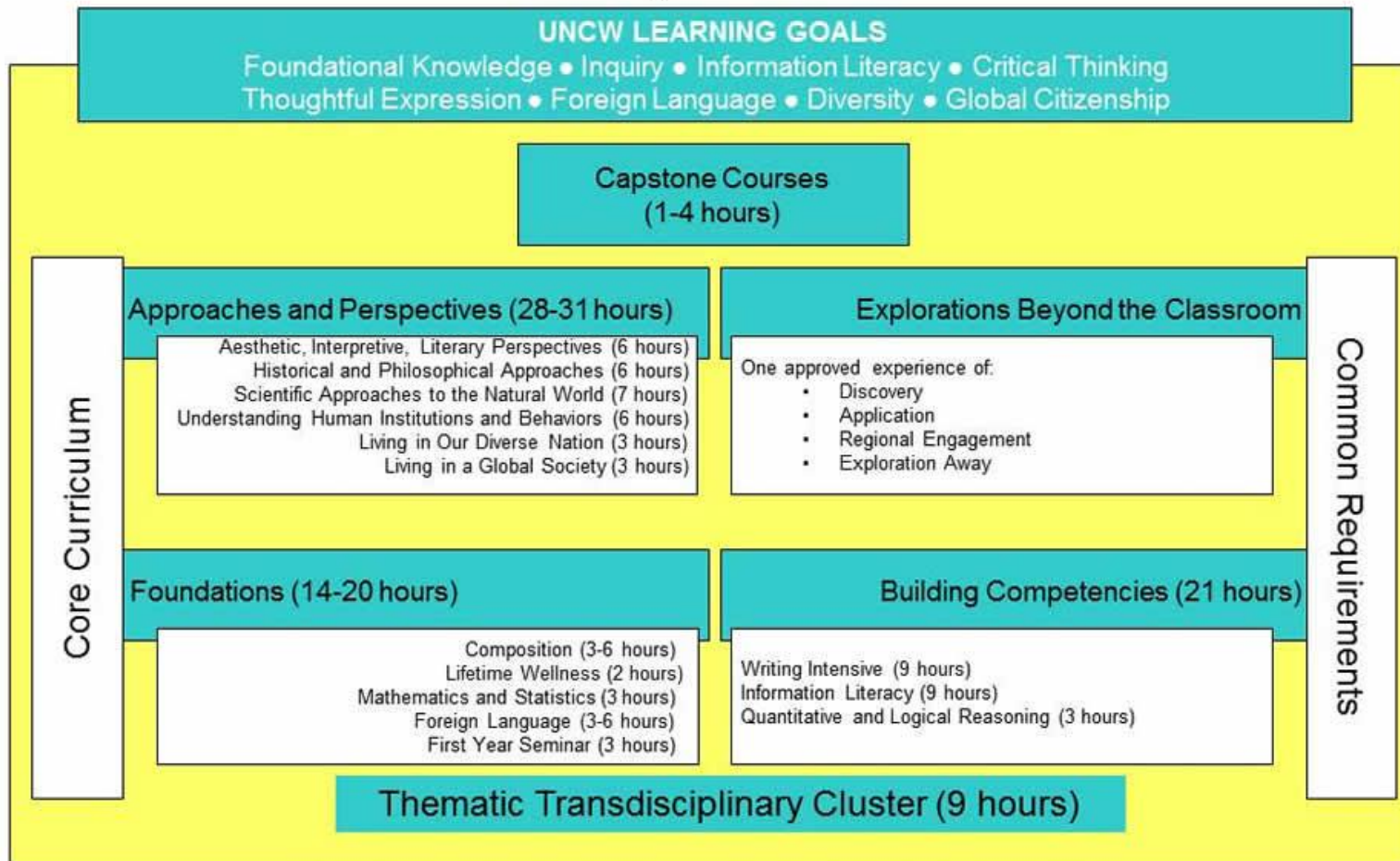
Obligatory Background Information

- 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

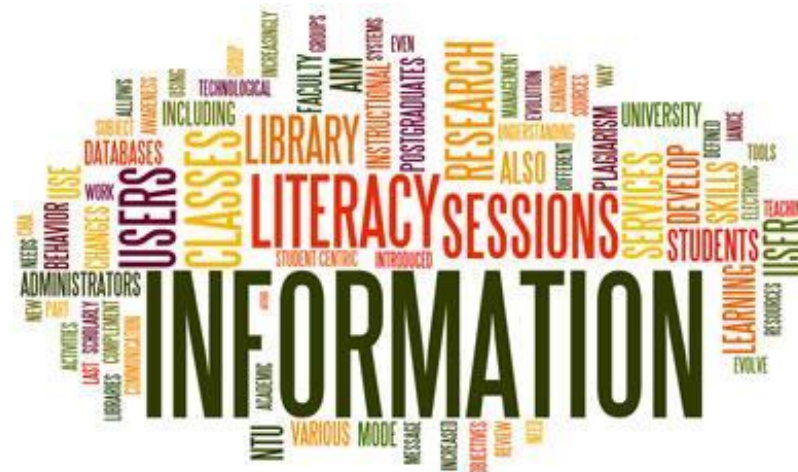
UNCW University Studies Curriculum



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>

Assessing the Assessment

- Feedback
- Process
- Interrater Reliability
- Changes to Rubric
- Closing the Loop
- Communicating Results

INFORMATION LITERACY VALUE RUBRIC
for more information, please contact valrub@aaac.org

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

Definition
Evaluators are encouraged to assign a grade to any work sample or collection of work that does not meet benchmark (all are) best performance.

	Capstone	3	2	1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key related directly relate to concepts or answer research question.	Defines the scope of the research question or thesis comprehensively. Can distinguish key concepts. Types of information sources selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (from an existing, retaining 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 related 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. Identifies relevant information sources.	Accesses information using some search strategies. Some relevant information sources identified.	Accesses information in a haphazard, unrefined manner. Information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' competencies and identifies relevant information sources. Effectively evaluates the information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. Identifies relevant information sources.	Accesses information using some search strategies. Some relevant information sources identified.	Accesses information in a haphazard, unrefined manner. Information that lacks relevance and quality.
Use Information Effectively to Address a Specific Purpose	Effectively uses information to address the specific purpose. Information is relevant, credible, and of high quality. Information is used to support the research question or thesis.	Uses information to address the specific purpose. Information is relevant, credible, and of high quality. Information is used to support the research question or thesis.	Uses information to address the specific purpose. Information is relevant, credible, and of high quality. Information is used to support the research question or thesis.	Uses information to address the specific purpose. Information is relevant, credible, and of high quality. Information is used to support the research question or thesis.
Access and Use Information Legally	Accesses and uses information in a legal and ethical manner. Information is used to support the research question or thesis.	Accesses and uses information in a legal and ethical manner. Information is used to support the research question or thesis.	Accesses and uses information in a legal and ethical manner. Information is used to support the research question or thesis.	Accesses and uses information in a legal and ethical manner. Information is used to support the research question or thesis.



Recent IL Results: Spring 2013

Lower-Division Course

Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IL1 Determine Extent of Information Needed	78.3%	35.1%
IL2 Access Needed Information	75.6%	35.1%
IL3 Evaluate Information and Sources	75.1%	43.8%
IL4 Use Information Effectively	78.4%	51.4%
IL5 Access and Use Information Ethically	75.6%	51.3%

Upper-Division Course

Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IL1 Determine Extent of Information Needed	90.6%	40.6%
IL2 Access Needed Information	90.7%	6.3%
IL3 Evaluate Information and Sources	84.4%	18.8%
IL4 Use Information Effectively	100.0%	43.7%
IL5 Access and Use Information Ethically	90.6%	40.6%

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

Courtesy of [Linda Siefert](#), Director of General Education Assessment, UNCW

Previous findings: <http://uncw.edu/assessment/general/findings.html>

Discussion and Questions

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