

WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Program-wide
Prepared by Donna Witek, Information Literacy Coordinator

Result: Students performed very well on this revised question (see results below under assessment data from Final Exam). This indicates that the revision was successful at achieving its aims of assessing the “why” of citation as opposed to the “how”.

We will retain this change into the future.

With the above in mind, what follows is a formal assessment of the Information Literacy Module as a whole for Spring 2019:

ASSESSMENT OF SPRING 2019 INFORMATION LITERACY MODULE:

Information Literacy Knowledge Check Quiz

There were 106 valid student submissions to the Knowledge Check Quiz out of 111 students enrolled. Librarians assigned to each section graded these submissions through D2L.

Mean Score: 97.18 / 100

Median Score: 98 / 100

The highest grade was 100 (n = 11 students) and the lowest grade was 83.04 (n = 1 student).

105 students out of the 106 who submitted assignments scored 0-1 (with 105 students scoring 100 and 1 student scoring 83.04).
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It would be beneficial to compare data between ~~spring~~ semesters in the future, now that the Gonzaga Program has routinized the scheduling of INTD 112 sections for the Gonzaga cohort each Spring.

Golden Tickets

Because the “Golden Ticket” research consultations are now optional and incentivized ~~with~~ credit, our ability to track these meetings relies on course faculty sending submitted “Golden Ticket” slips to the Information Literacy Coordinator at the end of the semester via campus mail.

In Spring 2019, the Information Literacy Coordinator received completed “Golden Ticket” slips from two out of six course faculty ~~for~~ a total of 9 students. This represents 8.7% of students enrolled for whom we have evidence that they ~~took~~ advantage of the optional “Golden Ticket” research consultation with a librarian ~~and~~ decrease from Fall 2018 when 17.33% of students enrolled took advantage of the “Golden Ticket” consultations.

It is a challenge to determine if this low number is due to the low response rate ~~from~~ course faculty when requested to submit completed “Golden Ticket” slips to the Information Literacy Coordinator, or due to low participation by students. It may be worth revisiting the value of the “Golden Ticket” slips as assessment data for this module, given the challenges of gaining possession of completed slips at the end of each semester.

As in past semesters, ~~due to~~ constraints, student responses to the questions on the “Golden Ticket” slips were not analyzed; however, a future assessment ~~project~~ involve transcribing and assessing student responses to “Golden Ticket” questions across multiple semesters.

Final Exam

The Library has five questions on the final exam in INTD 112 that we use to assess content knowledge related to the research process. In Spring 2019, ~~three~~ course faculty out of six sent student scores for the five information literacy questions to the Information Literacy Coordinator, resulting in final exam assessment data for 69 students.

In Spring 2019, Qs ~~4-~~ on the final exam remained ~~the~~ same as they were in Fall 2018:

Q2: The more terms you add to your search, the fewer results you'll get.	Number of students who got answer correct:
a. True **	58 / 69 students
b. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most current information?	Number of students who got answer correct:
a. Relevance	
b. Date**	61 / 69 students
c. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find out and weigh the credentials and expertise of the author(s) of the source?	Number of students who got answer correct:
a. WHO created the source?**	60 / 69 students
b. WHAT is the purpose of the source?	
c. WHERE does the information come from?	
d. WHEN was the source published?	
e. WHY is this source useful to you?	

In Spring 2019, we replaced Q5 with a new final exam question so that our assessment is focused

- x Revise Knowledge Check Quiz questions for clarity and better alignment with our SLOs: Planned revisions to the Knowledge Check Quiz questions include:
 - o Revise Question 5 to broaden the scope of what is being assessed about database tools for citing and saving articles.
 - o In Question 7, replace the DOI link in the APA citation with a different permalink for the article, with the goal of improving the success rate of students identifying the most accurate publication date for the citation.

In addition, in Fall 2019 coordination of the Information Literacy Module in INTD 112 will transition from the Information Literacy Coordinator to the Research & Instruction Librarian for Student Success.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

Subject: INTD 112 Information Literacy Module

Dear Students,

I am one of the faculty Librarians here at the University of Scranton. The purpose of this email is to assign to you a required part of your INTD 112: Eloquentia Perfecta Foundations course called the Information Literacy Module.

This module is found online in your INTD 112 course page in the campus learning management system Desire2Learn which you can access through My.Scranton.edu.

You need to complete the INTD 112 Information Literacy Module, including the online Quiz that comes at the end of it, by 11:59 pm on Wednesday, March 6, 2019.

To access the module on a desktop or laptop computer (Note that you may need to "enable blocked features" of this email to see the images embedded in the instructions below.):

- 1.

Once you have clicked on the words Information Literacy Module to access the module, follow the instructions on the screen to work through the sub-modules and take the Quiz at the end of the module. The sub-modules and Quiz should take 30-60 minutes to complete.

This Information Literacy Module has four sections you will work through to learn about conducting research using the Library. The fourth section is a Quiz you will need to complete by 11:59 pm on Wednesday, March 6, 2019 in order to check your knowledge as a result of working through this module. The week following Spring Break a Librarian will visit your class to help you practice conducting research on your Informative Speech topic.

If you have any questions about accessing the Information Literacy Module, please reach out to me and I will be happy to assist you.

The Librarians are looking forward to meeting you when we visit your classes!

[Insert Your Signature]

Quiz - Information Literacy Knowledge Check: Spring 2019

Correct answers are indicated.

Question 8 continued on next page.

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à Is the author writing from their own experience? How can you tell?

à Did the author interview anyone in the source? If so, who?

WHEN was the source published?

