

PVCC Information Literacy General Education Assessment Spring '08

Raw Scores:

Spring 2007 (476 students)

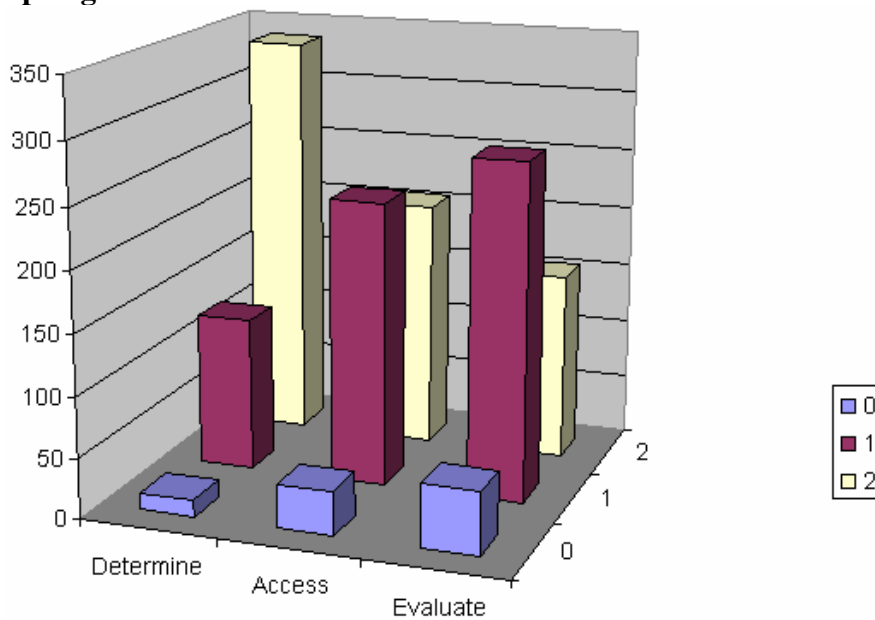
Score	Determining Information	Accessing Information	Evaluating Information
Does not meet criteria 0	14	36	52
Meets criteria 1	127	235	277
Exceeds criteria 2	337	206	155

Spring 2008 (306 students)

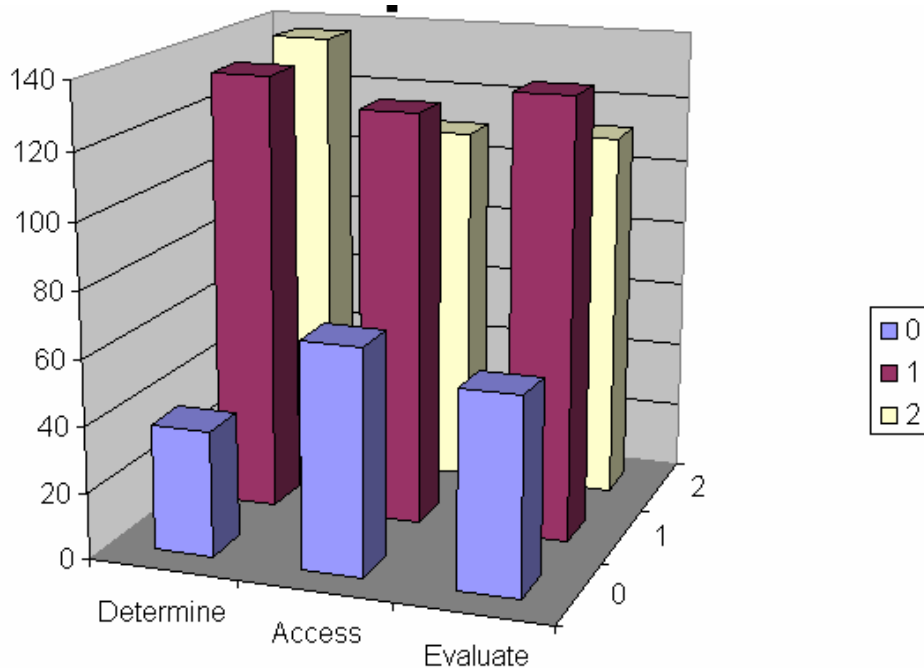
Score	Determining Information	Accessing Information	Evaluating Information
Does not meet criteria 0	38	68	59
Meets criteria 1	133	125	133
Exceeds criteria 2	137	110	112

Graphical Representation:

Spring 2007



Spring 2008



In the Spring of 2008, we decided to use a problem-based assessment which combined all of the outcomes. These are the outcomes that were assessed:

- The student will be able to determine the nature and extent of the information needed.
- The student will be able to access needed information effectively and efficiently.
- The student will be able to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.

Here is a sample of the tool utilized:

Given the scenario listed below, please answer the following questions.

You decide to do some research to see if men or women cheat more on tests because you have think you have a pretty good idea about this issue, but you'd like some evidence to back up your opinion.

1. What do you already know about this issue?
2. What else would you need to know in order to begin answering this question?
3. What would be the first step you would take to find information about who cheats more on tests?
4. What are some resources that you might consider looking in? Be specific.

5. What new resources have you found that you didn't know of before?
6. Conduct an actual [search](#) related to the scenario listed above. What was the name of the source you used?
7. List one item you found that would be helpful in answering this question.
8. What was the most effective way to search for this topic? For example if your keywords were global warming, pollution, air a possible search might look like this: "global warming" and "air pollution"
9. How did you decide if the results you were getting were relevant and helpful to answering the question?
10. How did you figure out if the information you found is reliable? How did you incorporate the CARBS criteria?
11. How has your approach to research changed as a result of this class?
12. Based on the information you found, do you think men or women cheat more on tests? Why or why not?

While the results indicate that most students showed a competent or highly competent level of Information Literacy skills in all three of the areas, there are still several issues that we need to address.

- The number of students who scored a 0, rose significantly from last year to this year. Because the assessment was completed on a voluntary basis, some students provided more detailed answers than others and there was no way to tell whether or not the student had a difficult time answering the questions, or simply did not take the activity seriously.
- Due to the discrepancy in the total numbers of students who took the test, it is difficult to tell how much, if any, true improvement occurred compared with the results of Spring 07. According to the data for this year, overall the three dimensions are fairly evenly distributed indicating that students are achieving a more flat level of skill as opposed to last year's results which showed a clear downward trend in figures between the three dimensions, with scores getting progressively lower between determining an information need, accessing information effectively and evaluating that information.

- We are still grappling with the notion that the tool itself may not be valid and therefore will not provide reliable data
- The rubric may also not match or support the tool in a way that conveys meaningful data

For next year, we are planning on utilizing the Research Readiness Self Assessment as a pilot in order to retrieve data from a source other than our own tool. We are going to be analyzing not only what the results themselves tell us about students' information literacy skills, but also how the results compare to those from previous years. We are hoping to identify a way to eliminate the variables which account for the discrepancy in the data by:

- Utilizing a valid tool
- Working with individual faculty to incorporate the assessment as part of their existing grade structure as opposed to extra credit
- Changing or deleting the existing rubric