

# English 102 Information Literacy Assessment

**Data:** 3 f2f sections that received one shot library instruction & 1 online section that integrated information literacy tutorial

**Inquiry:** Is there a measurable difference in student information literacy between f2f and online sections?

**Assessment tool:** AAC&U Information Literacy VALUE Rubric

**Assessment metrics:**

4=Capstone

3=Milestone 2

2=Milestone 1

1=Benchmark

0=Does not meet

Behavior	Code	Range of Values	Mode	Mean
Determine the Extent of Information Needed	N			
Access the Needed Information	A			
Evaluate Information and its Sources Critically	E			
Use Information Effectively to Accomplish a Specific Purpose	U			
Access and Use Information Ethically and Legally	L			

## Methodology

The team came together for two norming meetings to establish shared understanding and application of the VALUE rubric. We made one adjustment to the VALUE rubric. For “Access and Use Information Ethically and Legally,” we scored only the students’ use of citations and references. Students who used citations and references accurately and consistently received a score of ‘2’; students who used citations inaccurately and inconsistently received a score of ‘1’ with students using no citations receiving a ‘0.’ An additional result of the norming meetings was agreement on a holistic score for each portfolio. Using a random number generator, 18 portfolios were selected for assessment and divided into three groups of 6. Each portfolio was read and scored by at least two readers; a third reader was assigned if there was a disagreement in the score (four portfolios required an additional reader).

## Findings

### Quantitative summary of our scores

	Sections	Portfolios	Sample	Benchmarked	Milestone 2
ALL	4	60	18 (30%)	18 (100%)	4 (22%)
ONLINE	1	11 (18%)	6 (33%)	6 (100%)	1 (16%)
F2F	3	49 (82%)	12 (66%)	12 (100%)	3 (25%)

### Qualitative summary

One good outcome of this portfolio assessment is a fuller picture of the English 102 student. We were able to assess more than the scope of a student research question and/or their ability to find appropriate sources. We were able to see student information literacy abilities contextualized in the final written product.

### Further Questions

What did we learn about our students and our instruction from this assessment activity?

What can we learn from student reflective essays to help us better incorporate growth mindset application with English 102 students?

What questions remain unanswered for us?

Was there evidence of troublesome concepts that we could be more mindful of in our curriculum and collaboration with the First Year Composition program?