



INFORMATION LITERACY – SPRING 2022 – RESEARCH BRIEF

Report prepared by Kendall McGoey (Graduate Assistant for Data Analytics; Office of Academic Insight) and Katie Boyd (Director of Academic Insight).

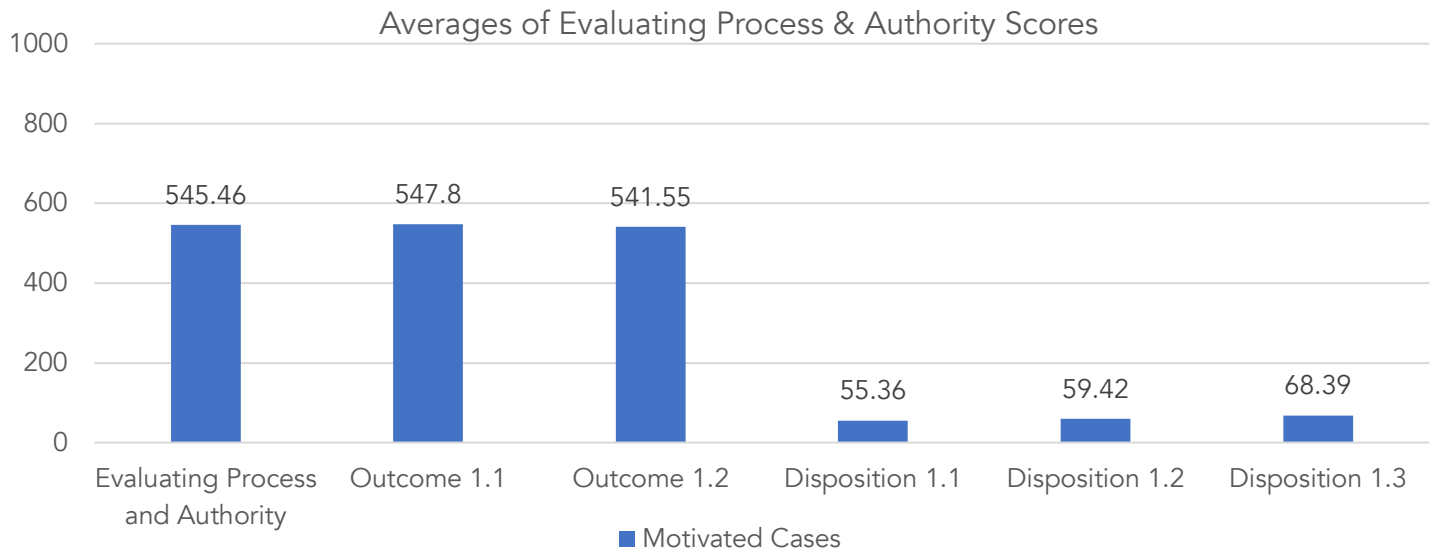
EXECUTIVE SUMMARY

In total, 3,400 students were eligible to complete this set of assessments. To be eligible, students must be taking their last classes in the semester before graduation and enrolled in UNIV-4AA0 Creed to Succeed. While 3,400 students were able to enroll in the course, a number of students dropped the course before completing the assessments or did not graduate and thus are not included in our SCORE analysis. Each student was assigned two of the four Information Literacy “Threshold Achievement” assessments as part of the Spring 2022 SCORE. Graduating students completed the Module 1 – Evaluating Process & Authority and Module 3 – Research & Scholarship modules. While students were assigned two modules to complete, not all students successfully completed both modules or graduated. The remainder of this report shows individual analyses of the two separate modules. A total of 3,183 students took the Evaluating Process & Authority test and 3,130 students took the Research & Scholarship test. Generally, students were moderately motivated to take the assessment(s) and were neutral about the test’s importance. In total, 156 students were identified as ‘unmotivated’ and removed from the sample.

Overall Performance

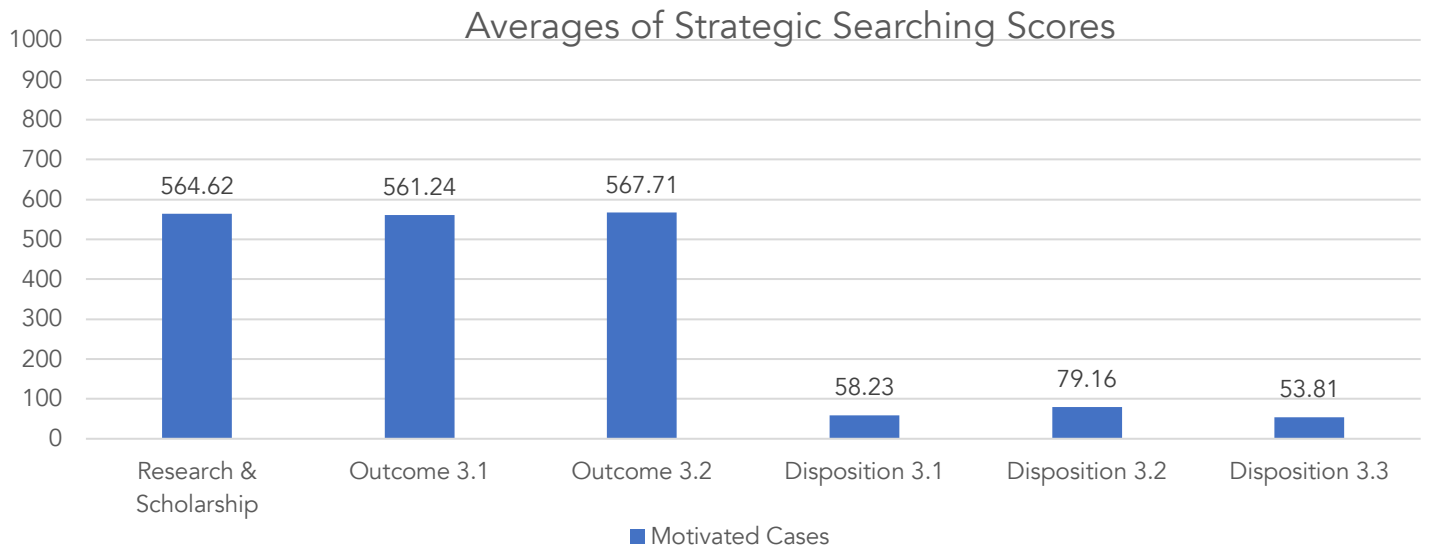
Figures 1a and 1b display the overall average score and sub-scores for motivated students across both modules. As shown below, Evaluating Process & Authority had an average overall score of $M = 545.46$. Research & Scholarship had an average overall score of $M = 564.62$. Subsequent exploratory analyses revealed statistically significant gaps in knowledge, which are further explored throughout the report and mentioned in the ‘Main Takeaways’ section at the end of this report. Of note, in Appendix D, there is a comparison of overall performance on Modules 1 and 3 across Spring 2021, Summer 2021 (baseline data collected from incoming freshmen), and Spring 2022.

Figure 1a – Evaluating Process & Authority Scores



Note. N = 3,108; "Evaluating Process and Authority" references the Overall average.

Figure 1b – Research & Scholarship



Note. N = 3,048; "Research & Scholarship" references the Overall average.

SCORE

THE TEST

The Threshold Achievement Test for Information Literacy (TATIL) was inspired by the ACRL Framework for Information Literacy for Higher Education and helps educators determine the capabilities of their students within four areas: Module 1 – Evaluating Process & Authority, Module 2 – Strategic Searching, Module 3 – Research & Scholarship, and Module 4 – The Value of Information. Auburn University implemented Modules 1 & 3 during the Spring 2022 semester.

More specifically, **Module 1: Evaluating Process & Authority** focuses on a student's ability to judge source authority, analyze claims, and support their individual claims. There are two knowledge outcomes (Apply knowledge of source creation processes and context to evaluate the authority of a source; Apply knowledge of authority to analyze others' claims and to support one's own claims) and three disposition outcomes (Mindful self-reflection; Toleration of ambiguity; Responsibility to community) that make up this module. **Module 2: Strategic Searching** focuses on the process of planning, evaluating, and revising searches during strategic exploration. There are two knowledge outcomes (Plan, conduct, evaluate, and revise searches to achieve relevant results; Compare and contrast a range of search tools) and one disposition (Productive persistence) that make up this module. **Module 3: Research & Scholarship** focuses on the knowledge-building process and how scholars build knowledge. There are two knowledge outcomes (Understand the processes of scholar communication and knowledge building; Understand stages of the research process) and three dispositions (Productive persistence; Mindful self-reflection; Responsibility to community) that make up this module. **Module 4: The Value of Information** focuses on a student's knowledge of social, legal, and economic factors as to respect others' rights and protect their own in the information creation process. There are two knowledge outcomes (Recognize the rights and responsibilities of information creation; Recognize social, legal, and economic factors affecting access to information) and two disposition outcomes (Mindful self-reflection; Responsibility to community) that make up this module.

BACKGROUND

CHANGES TO GENERAL EDUCATION ASSESSMENT

From 2011 until 2015, general education was assessed through a "course-embedded" assessment approach. That is, faculty teaching core courses were asked to evaluate student work in their courses using a rubric developed by the Core Curriculum General Education Committee (CCGEC). There were eleven student learning outcomes and associated rubrics. In Fall 2015, the CCGEC began a year of reflection in which they met with faculty across campus to explore the effectiveness of the course-embedded assessment approach. Generally, the committee found that this approach was not working well for formative or summative assessment purposes. In 2016, the CCGEC began exploring other assessment options in an effort to centralize assessment and focus on graduating seniors. With this new focus, faculty working groups around each student learning outcome were

SCORE

tasked with (1) re-stating the student learning outcome with graduating seniors in mind, and (2) identifying, developing, or refining a measure aligned with the student learning outcome. All student learning outcomes were finalized by the CCGEC and approved by the University Senate in October 2017.

OUTCOME, ASSESSMENT, AND ALIGNMENT

Formerly labeled "SLO 1" the original information literacy outcome statement reads (2011): Students will be information literate. The working group for this outcome was composed of a faculty member from the English department and three faculty members from the library. To meet their charge, the working group met bi-weekly during the 2016-2017 academic year to create a new outcome statement. Specifically, outcome 1 was refined to: "Students will be able to locate, evaluate, and use information." The CCGEC, to create consistency, developed a preface statement for the set of outcomes; thus, the new outcome reads in totality:

"In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively... locate, evaluate, and use information."

The working group also determined 4 sub-outcomes:



Locate, evaluate, and use information

- Identify relevant sources for specific information needs and use appropriate search tools and search strategies to access the needed information.
- Recognize research and inquiry as iterative processes and recognize the contributions of scholarly communication and other information sharing networks to the creation of new knowledge.
- Apply their knowledge of the capabilities and constraints of information developed through various creation processes when assessing the alignment of information products and information needs and apply knowledge of the constructed and contextual nature of authority when evaluating the credibility of claims.
- Recognize that information possesses value and that legal, social, and economic factors influence information production, dissemination, and access and deploy this understanding to make informed and ethical decisions about how they access and use information.

To evaluate this outcome and the sub-outcomes the working group decided to purchase the TATIL test. The TATIL has four modules, each aligned with one of the above sub-outcomes.