

Information Literacy Skills Assessment for General Education (Pilot)

Indiana University Kokomo

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We are...

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Librarian, Dean of the Library

Institutional profile - IU Kokomo

IU Kokomo opened its doors in 1932 as “Kokomo Junior College” and became part of the IU system in 1945.

Today, it serves nearly 4,000 students in a 14-county area in north central Indiana, a region whose economy has historically depended on agriculture and automobile manufacturing.

Because of the region’s economic roots and other factors, many of the incoming students we serve are first-generation college students, a population that typically requires extra support with information literacy. Over 25% the students we surveyed reported that they did not have or could not recall having had any library instruction before coming to IU Kokomo.

Project background

- HLC accreditation requires general education assessment
 - HLC campus visit in 2018-19
- IU Kokomo general education requirements include information literacy learning outcomes
 - Taught in ENG-W 131, ENG-W 132 and SPCH-S 121
- Proposed Library, Writing Program and Communication Program collaboration
- Formed ILAT in spring 2015 to plan pilot assessment
- Grant-in-aid funding from the VCAA's office

Information Literacy Learning Outcomes

*Outcome 1: Students will determine the nature and extent of information needed

Outcome 2: Students will access the needed information effectively and efficiently

*Outcome 3: Students will evaluate information and its sources critically

Outcome 4: Students will identify ethical, economic, legal, and social issues surrounding the access and use of information

Outcome 5: Students will use information effectively to accomplish a specific purpose

Assessment Outcomes [\(\[iuk.edu/academic-affairs/resources/general-education.php\]\(http://iuk.edu/academic-affairs/resources/general-education.php\)\)](http://iuk.edu/academic-affairs/resources/general-education.php)

Outcome 1: Students will determine the nature and extent of information needed

Component 1: Students will choose appropriate types of information

Component 2: Students will determine relevance of information

Component 3: Students will determine currency of information

Outcome 3: Students will evaluate information and its sources critically

Component 1: Students will examine sources for bias

Component 2: Students will examine sources for credibility

Methodology

- Selected ENG-W 131 and SPCH-S 121 to focus on foundational concepts and skills
- Selected outcomes to assess
- Logistics: coordination of classes & personnel
- Obtained IRB approval

Implementation

- Survey instrument: testing the reliability and validity in the pilot stage
- Classroom administration in ENG-W 131 and SPCH-S 121
- Anonymous, using the last 4 digits of the student id
- Only 18 and over could participate

Instrument - Basic Questions

1a. When you look for information on a research topic, what resources do you use? Please be specific.

1b. Please indicate whether you use that resource in paper format, electronic/online format, or both.

1c. For each resource you list, state the kinds of information for which you are searching.

2. Please explain how you determine whether an information resource is credible and reliable.

Instrument - demographics & experience

1. Class standing
2. Major
3. Transfer student
4. Previous library instruction (high school or college)
5. If yes to #4, which high school or college?
6. If yes to #4, which class(es)?
7. Previous research papers (high school or college)
8. If yes to #7, which high school or college?
9. If yes to #7, which class(es)?
10. Post-survey included #4 thru #9, while at IU Kokomo only

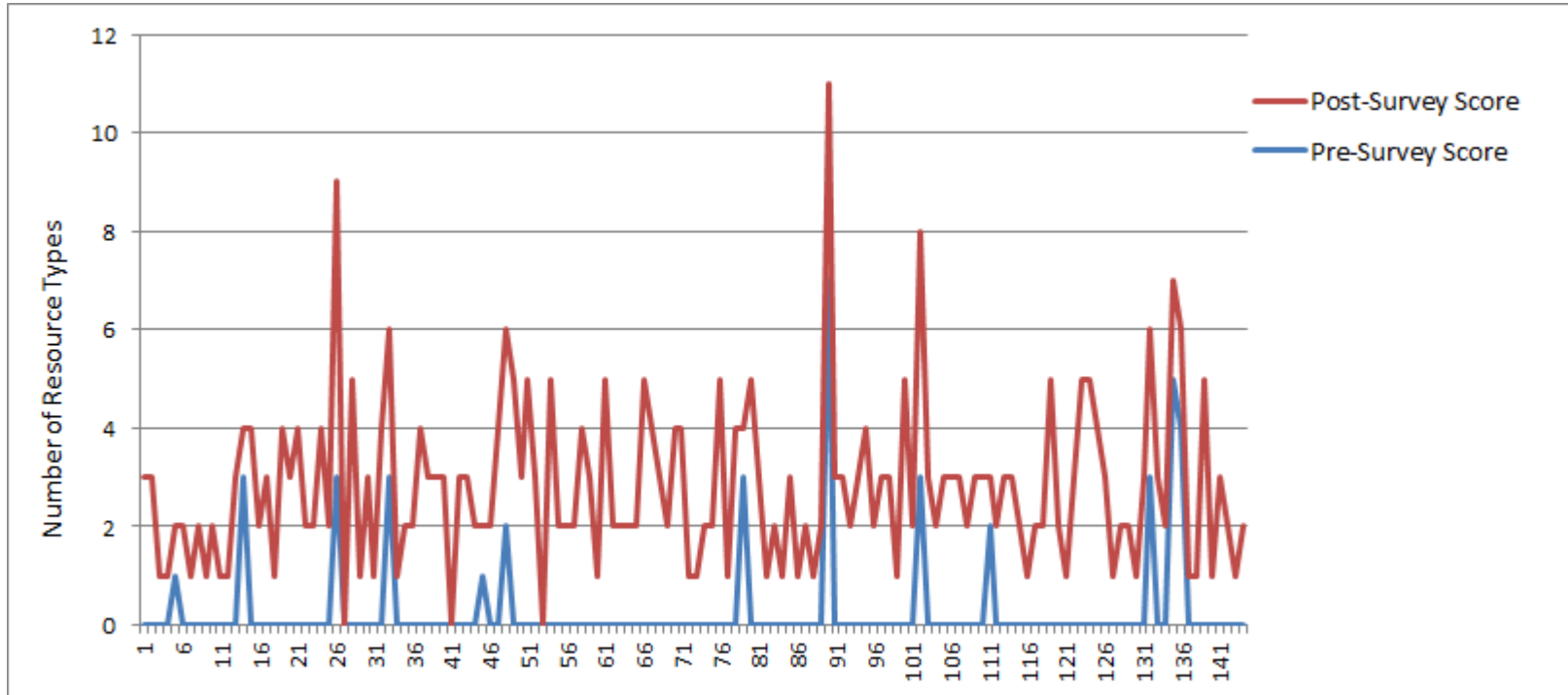
Data analysis

- Preparation
- Qualitative vs quantitative
- Metrics: 19 resource types and 5 evaluation criteria
- Coding
- Norming

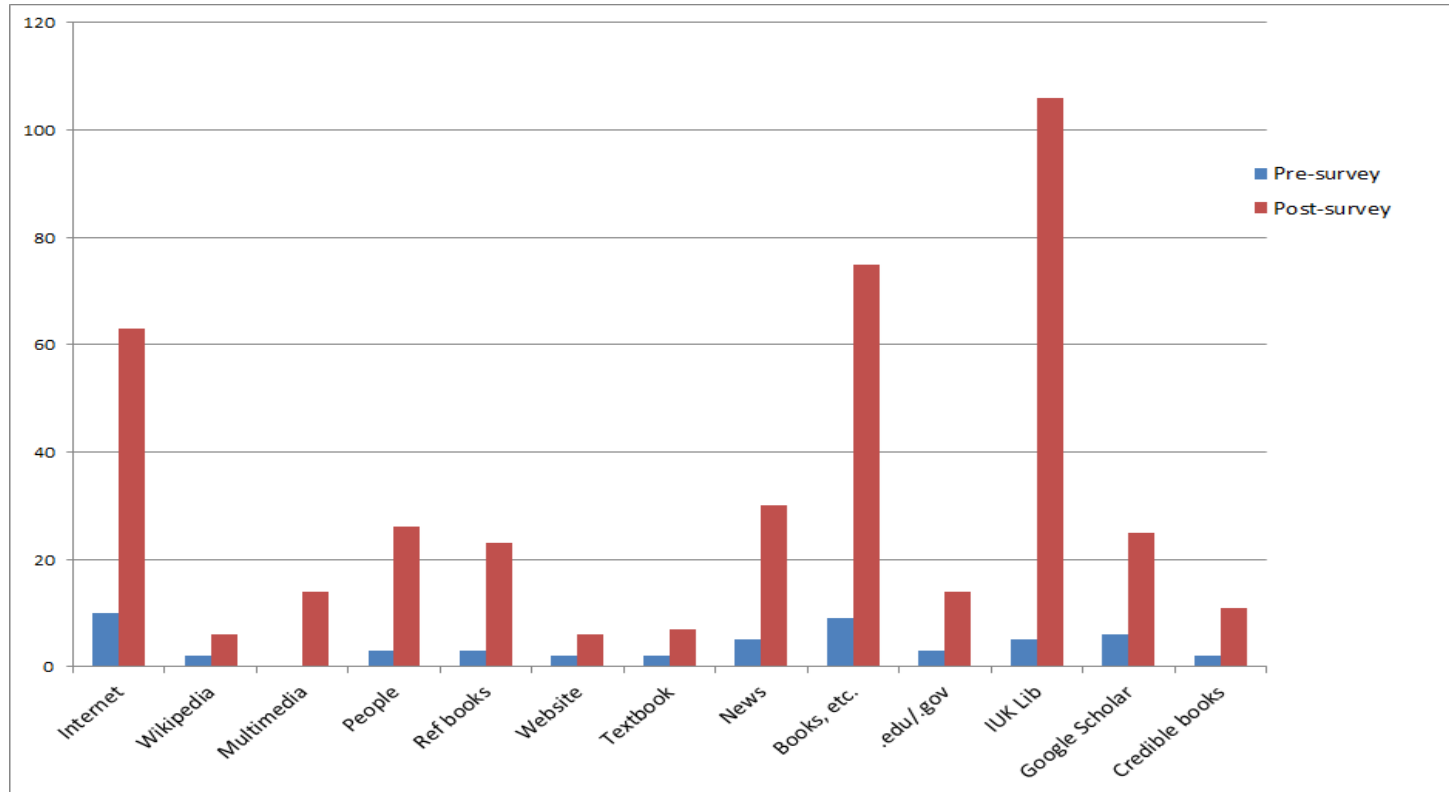
Preliminary results

- 144 students took both pre- & post-surveys
 - 90% freshmen and 8% sophomores
 - Major areas
 - 6% transfer students
 - 85% first-time instruction at IU Kokomo
- Trends toward improvement
 - Fewer blanks
 - More resources
 - Greater variety of resources
 - More detailed responses

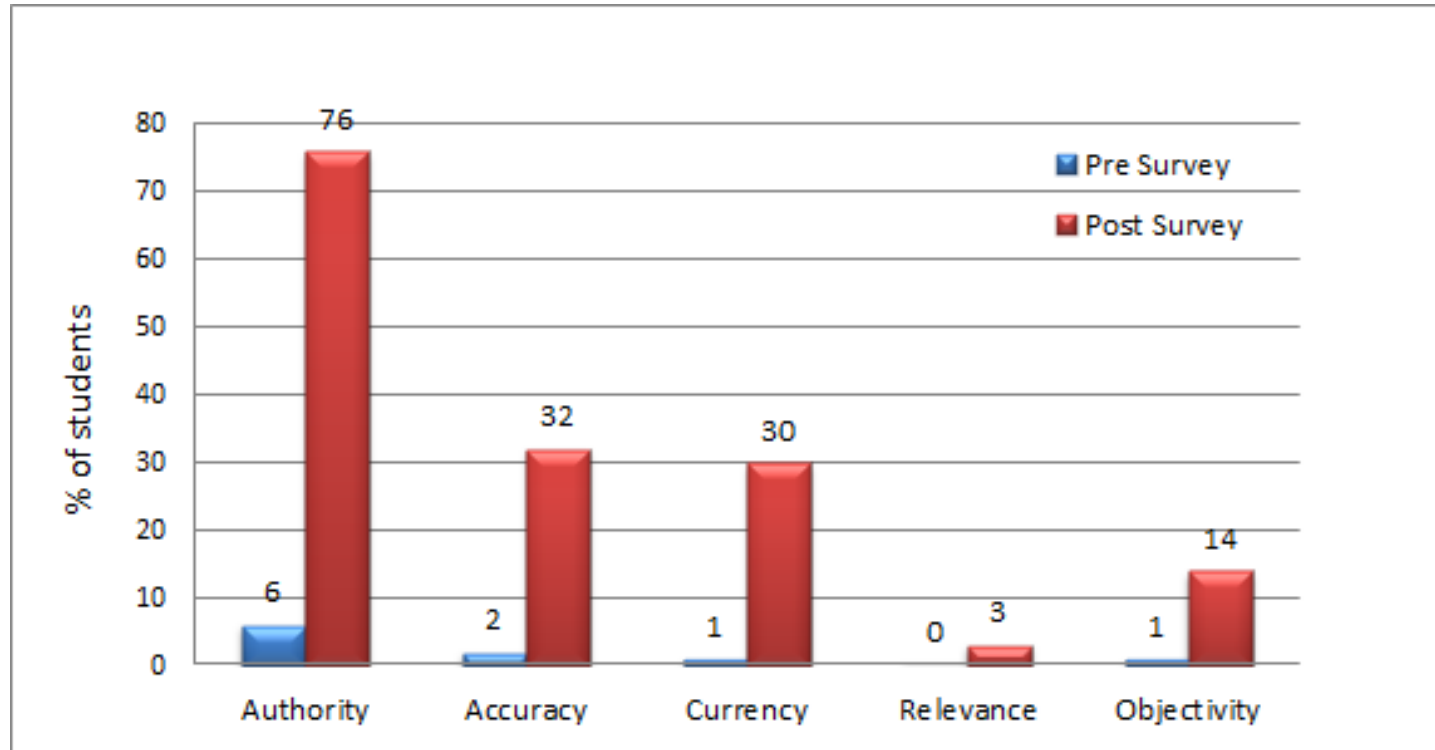
Number of Information Resources



Types of Information Resources



Criteria for Evaluating Information



What we learned

- Launching a large-scale survey is challenging!
- No shortcuts
- Collaboration & communication
- Flexibility
- Simplify
 - For students
 - For us

Adjustments made

- Simplified the survey
- Changes in protocol: moved from paper to online, post-survey administration
- Added “information cycle” to concepts
- Differentiated instruction
- Separate results - W 131 from S 121

Future Plans

- Next phases of data analysis:
 - Responses for class attendees vs. non-attendees
 - Effect of past experiences
- Involve instructors in assessment - administer survey via Canvas (LMS)
- Add in-class assessments
- Assessment plan for remaining learning objectives

Thank you!

Please ask us your questions at the end of the session...

Or email us:

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