Assessment of the Information Literacy ILO

In 2014-15, information literacy was the focus of Westmont's institutional learning outcome assessment. Information literacy is not only concerned with how students use tools to find information, but more importantly with what they do with that information once they've found it. This assessment project used both direct and indirect assessment methods to evaluate how students engage with information resources in their academic and disciplinary contexts, and was driven by the information literacy ILO:

Direct Assessment

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In both fall and spring semesters, student writing was collected from lower- and upper-division courses. The papers collected were all source-based writing assignments, meaning simply that students were at least required, among other particulars of the course assignment, to find and incorporate outside sources into their own writing. These papers were not written specifically for the ILO project, but were instead written for the ordinary purposes of the course. This was intentionally done, allowing the project to engage in authentic assessment by looking at student writing in the everyday context of the classroom.

A rubric was created for this project, designed with the language of the ILO in mind. The rubric looked at three primary aspects of information literacy: source evaluation, source integration, and source attribution (see attached). A group of Westmont faculty and librarians met to norm the rubric together, then read and rated the student papers against the rubric, rating each paper on a 4-point scale in the three areas. Each paper was read at least twice to ensure inter-rater reliability.

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	4 - Proficient		3 - Competent		2 - Developing		1 - Beginning	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
			14.1%	55.1%	53.5%	21.4%	31%	0%
Source Attribution	1.5%	16.3%	20.9%	46%	35			

Students in this sample of upper-division writing show a marked improvement over the writing samples taken from lower-division students across all areas of information literacy assessed by this project. Especially noteworthy are seniors' improvement with source integration. The faculty and librarians involved in this project agree that this is the most challenging aspect of source use, so it is significant and heartening that 23.5% of students in upper-division courses rated "proficient" (4) and 55.1% rated "competent" (3) in this area.

Indirect Assessment
M **- Research Process Survey**
In conjunction with the direct assessment described above, a Research Process Survey was given via SurveyMonkey to students whose work was collected, asking them to reflect on their research process for the assignment and to identify which parts of the research process they found most difficult. This provided a critical look at how students' perception of the research process compares to their actual writing.

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writing found that this is the area in which we see students struggle the most. This seems to demonstrate a disparity between what is emphasized in the classroom and how students actually perform with that task.

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Information Literacy in Student Writing Rubric

Wettons College Institutional Learning Outcome Assessment

	Proficient	Competent	Developing	Beginning
Source Evaluation	Incorporates a wide variety of sources			