Essential Studies Learning Goal Assessment

Information Literacy Fall 2022

Information Literacy

- The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

- Full rubric is available on ES Assessment website

- Five rubric aspects:
  - Determine the Extent of Information Needed
  - Access the Needed Information
  - Evaluate Information and its Sources Critically
  - Use Information Effectively to Accomplish a Specific Purpose
  - Access and Use Information Ethically and Legally

Data Collection Processes

- All instructors teaching IL-validated ES courses were asked to provide their assessment data for at least four rubric aspects at the end of the semester in which the course was taught. They attended training or viewed the recorded session on how to use the rubric for assessment within their course prior to the course beginning.

- AVIT 485, BIOL 111, BIOL 480, COMM 410, CSCI 101, CSD 232, ENGR 460, KIN 491, MGMT 475, NURS 450/453, PSYC 405, SWK 483/484

Data Collection Processes

- We were provided data on each rubric aspect and included only participants whose data was reported for each aspect.

- Three courses did not report on at least four aspects of the IL rubric and therefore did not validate the construct. However, we did include data for the aspects reported as well as the overall impression data as this is a better measure of the instructor's impression of how students did with the construct than an actual measure of the construct itself.

Data Collection

- We collected 16 separate reports for Fall 2022 that included a total of 785 students from 6 different schools/colleges and 13 different departments.

- Nine reports were from courses delivered in a traditional on campus format and 7 reports were from courses delivered online or hyflex.

- Twelve reports were from senior level courses (400) and 4 reports were from lower-division courses (100 and 200).
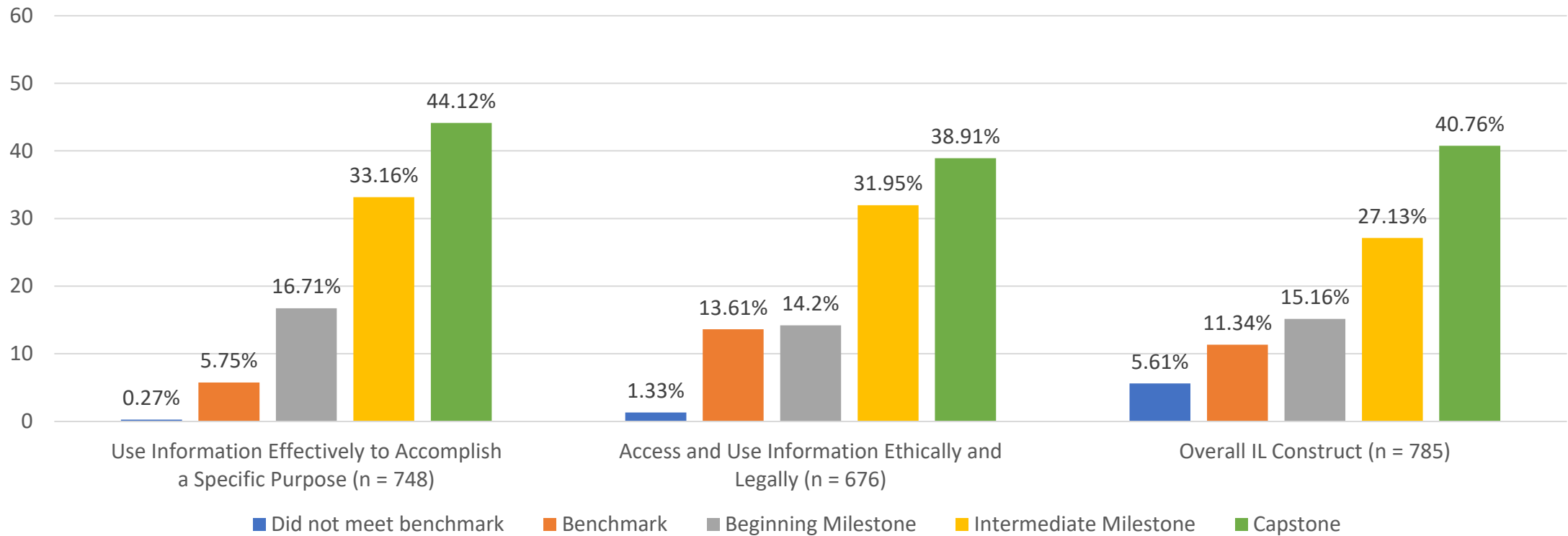
Information Literacy ES Assessment

Percent Reported for All Participants (N=785)
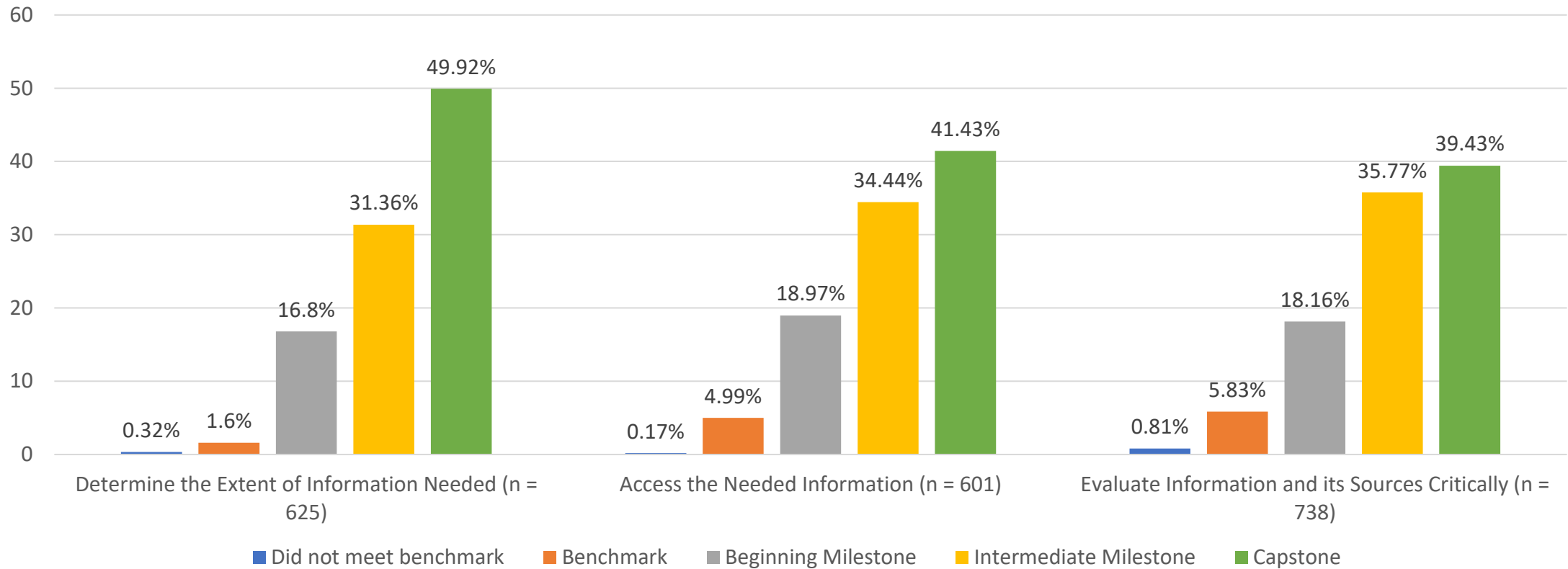
Information Literacy ES Assessment
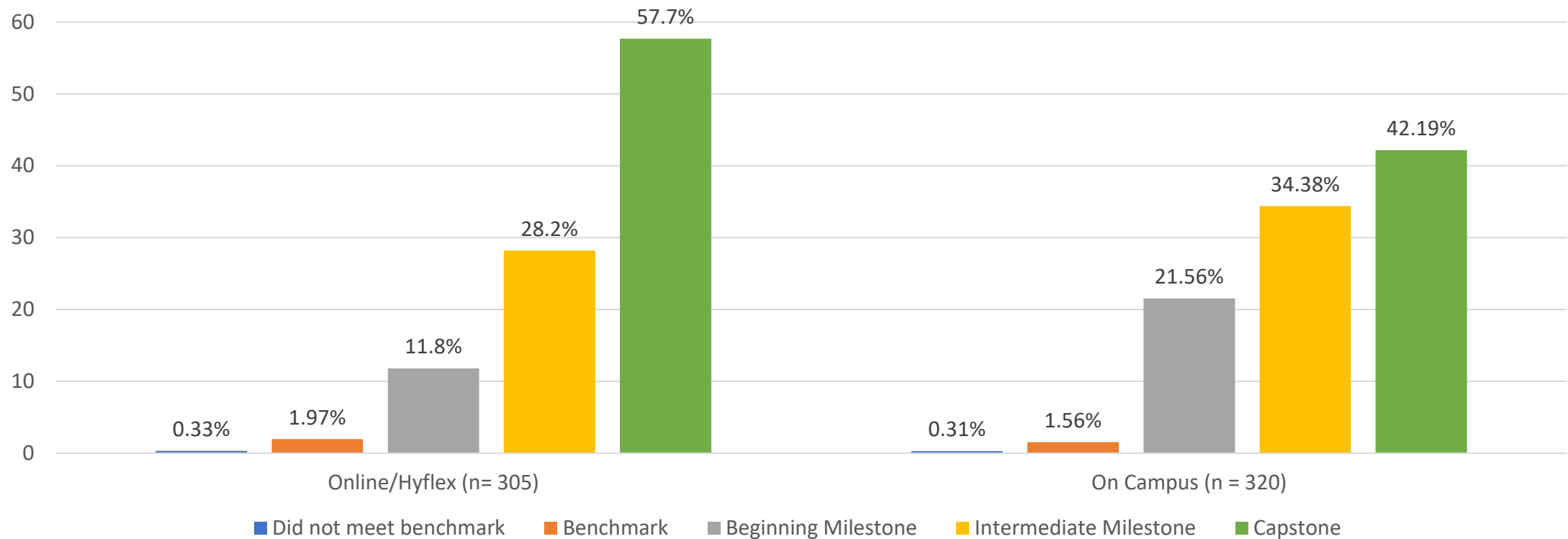

Percent Reported for All Participants (N=785)

Overall Findings

- Overall, students did best with determining the extent of information needed.

- Students struggled most with accessing and using information ethically and legally.

- Instructors' perceptions of the overall construct tended to be lower than what was reported.

Determine the Extent of Information Needed: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=625)

Online/Hyflex (n= 305): Did not meet benchmark 0.33%, Benchmark 1.97%, Beginning Milestone 11.8%, Intermediate Milestone 28.2%, Capstone 57.7%

On Campus (n = 320): Did not meet benchmark 0.31%, Benchmark 1.56%, Beginning Milestone 21.56%, Intermediate Milestone 34.38%, Capstone 42.19%

Legend: ■ Did not meet benchmark ■ Benchmark ■ Beginning Milestone ■ Intermediate Milestone ■ Capstone
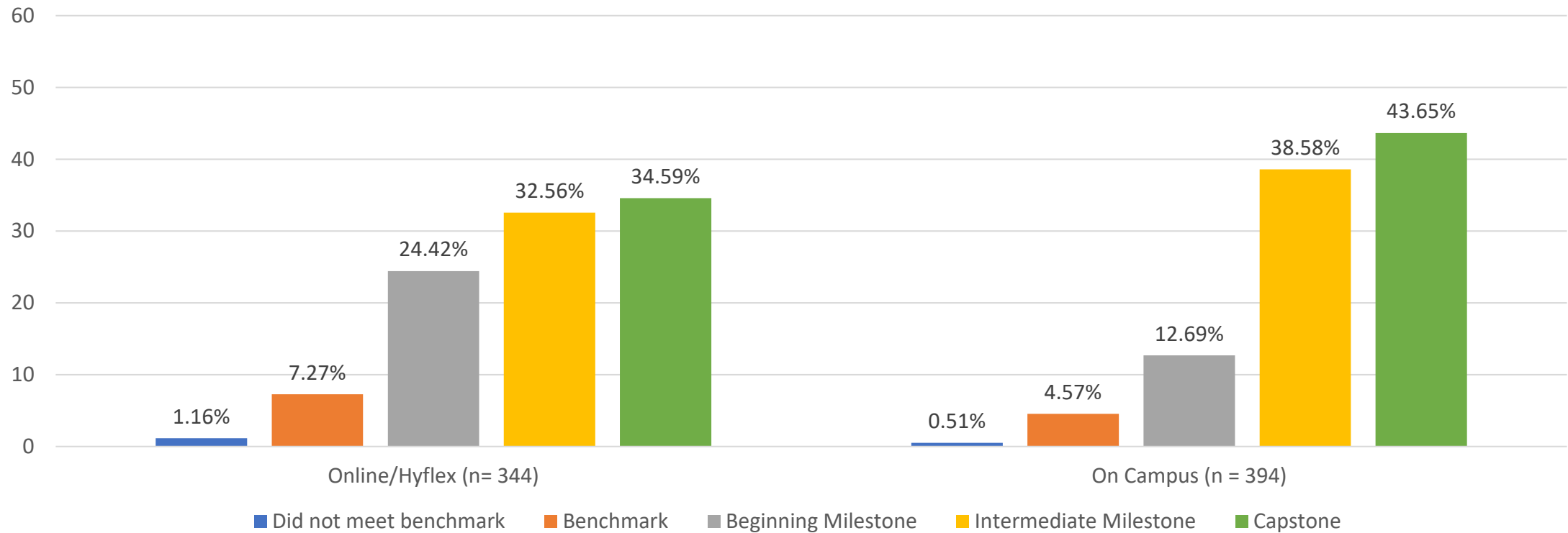
Access the Needed Information: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=601)
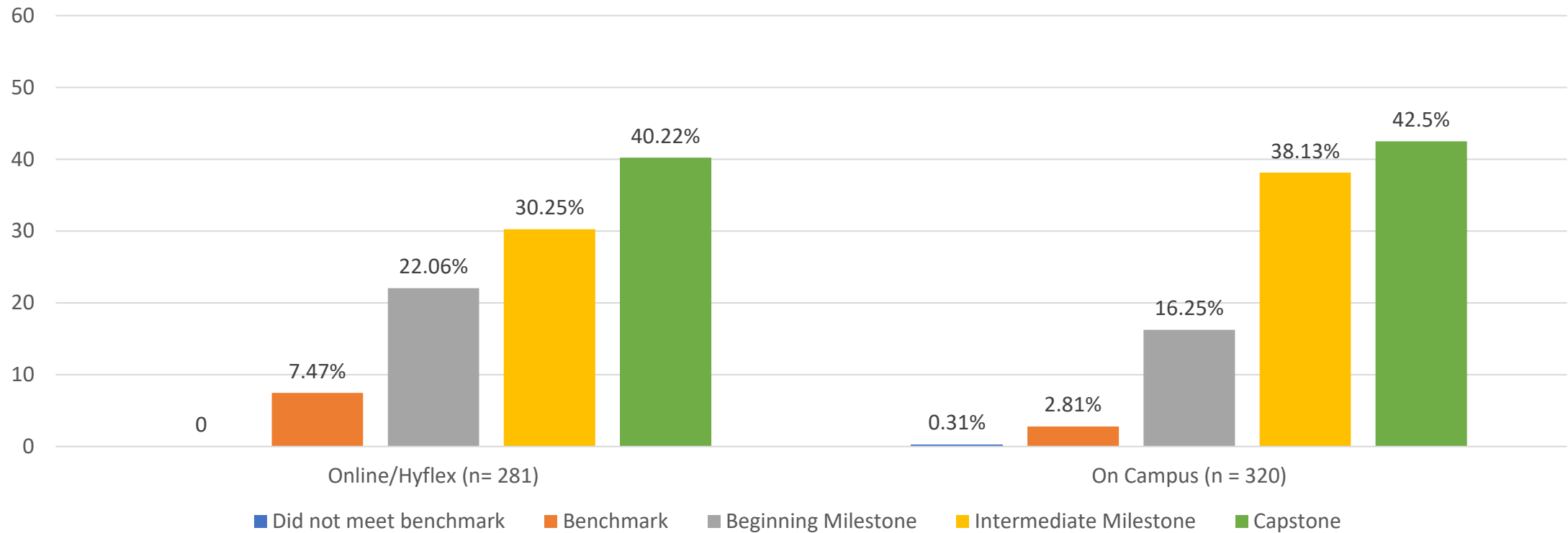
Evaluate Information and its Sources Critically: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=738)

Online/Hyflex (n= 344): Did not meet benchmark 1.16%, Benchmark 7.27%, Beginning Milestone 24.42%, Intermediate Milestone 32.56%, Capstone 34.59%

On Campus (n = 394): Did not meet benchmark 0.51%, Benchmark 4.57%, Beginning Milestone 12.69%, Intermediate Milestone 38.58%, Capstone 43.65%

Legend: Did not meet benchmark, Benchmark, Beginning Milestone, Intermediate Milestone, Capstone

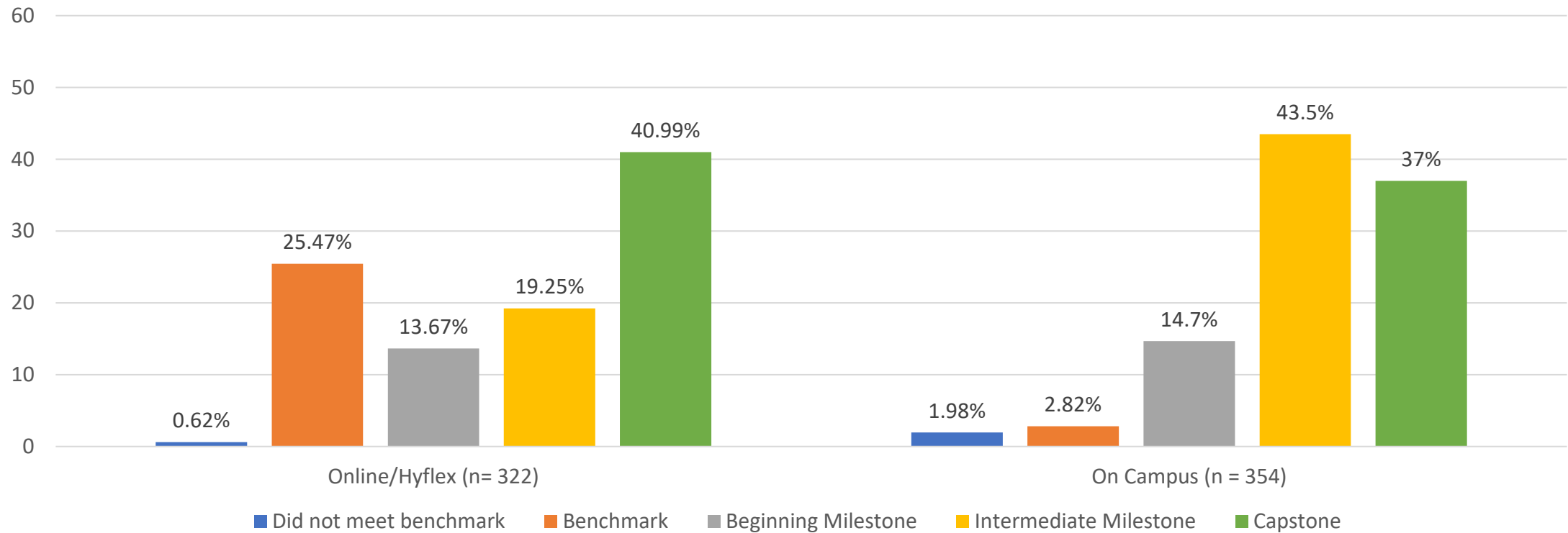# Use Information Effectively to Accomplish a Specific Purpose: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=748)

Legend:
- Did not meet benchmark (blue)
- Benchmark (orange)
- Beginning Milestone (gray)
- Intermediate Milestone (yellow)
- Capstone (green)

Online/Hyflex (n= 344):
- Did not meet benchmark: 0
- Benchmark: 6.98%
- Beginning Milestone: 14.54%
- Intermediate Milestone: 39.24%
- Capstone: 39.24%

On Campus (n = 404):
- Did not meet benchmark: 0.5%
- Benchmark: 4.7%
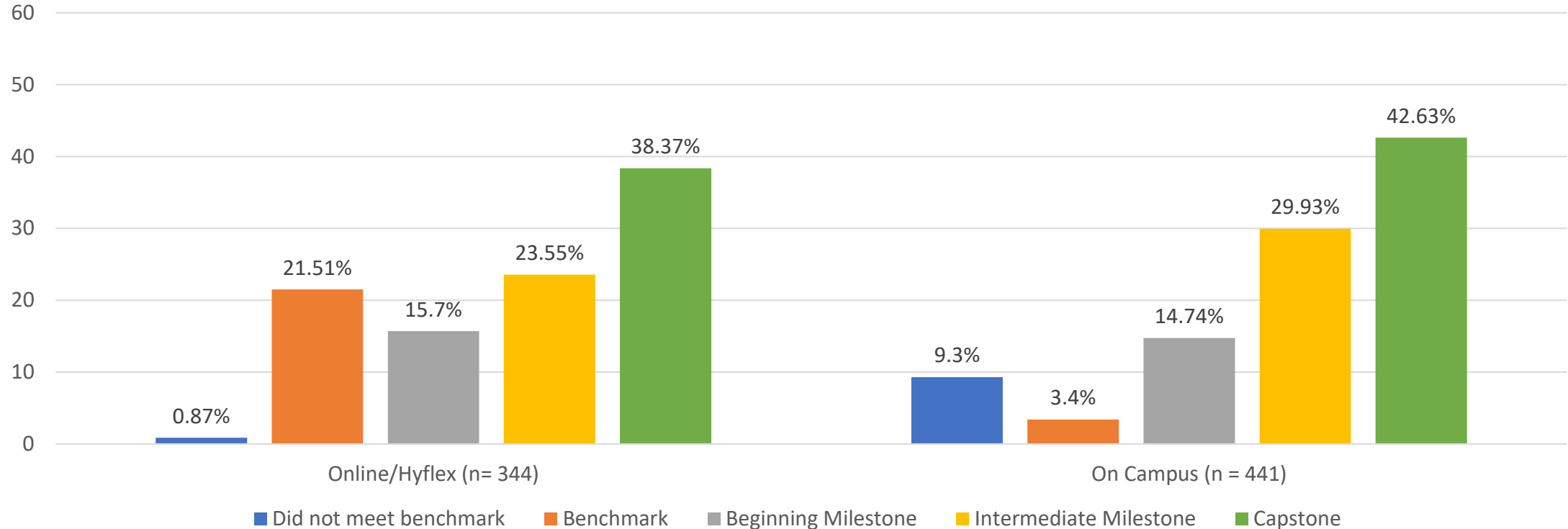- Beginning Milestone: 18.81%
- Intermediate Milestone: 27.72%
- Capstone: 48.27%
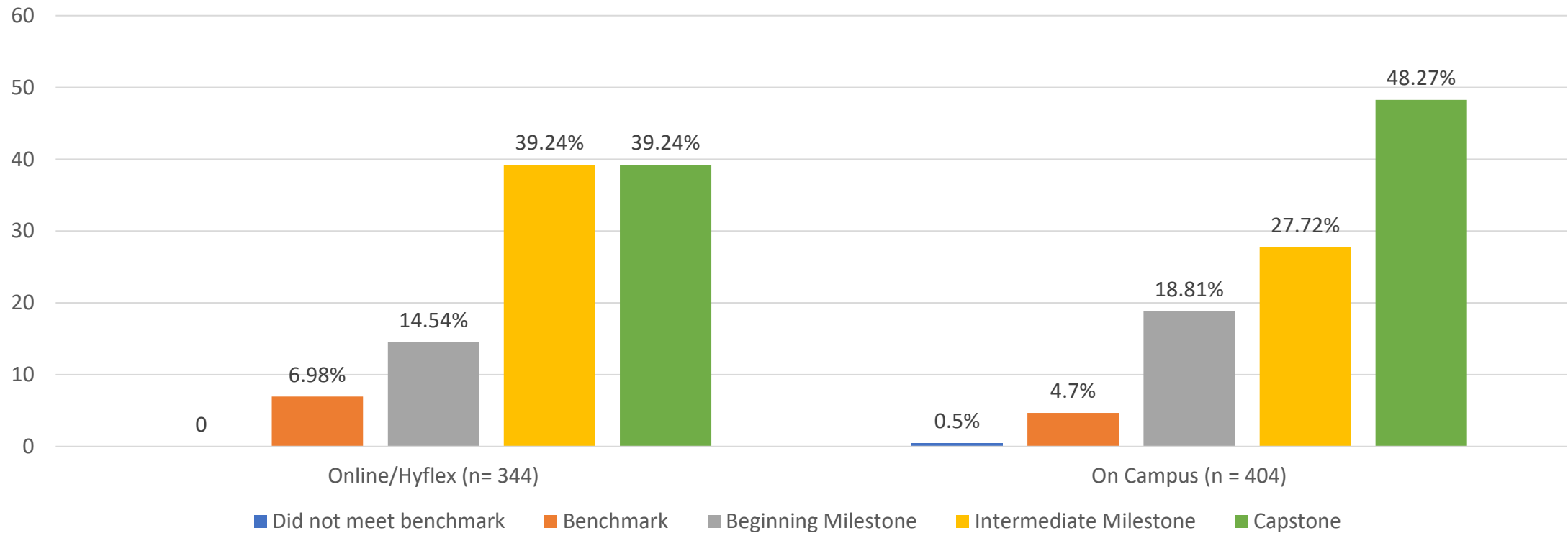
Access and Use Information Ethically and Legally: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=676)

Online/Hyflex (n= 322): Did not meet benchmark 0.62%, Benchmark 25.47%, Beginning Milestone 13.67%, Intermediate Milestone 19.25%, Capstone 40.99%

On Campus (n = 354): Did not meet benchmark 1.98%, Benchmark 2.82%, Beginning Milestone 14.7%, Intermediate Milestone 43.5%, Capstone 37%

Legend: Did not meet benchmark | Benchmark | Beginning Milestone | Intermediate Milestone | Capstone

Information Literacy Overall Construct: Online/Hyflex vs. On Campus

Percent Reported Meeting Criteria (N=785)

Online/Hyflex (n= 344): Did not meet benchmark 0.87%, Benchmark 21.51%, Beginning Milestone 15.7%, Intermediate Milestone 23.55%, Capstone 38.37%

On Campus (n = 441): Did not meet benchmark 9.3%, Benchmark 3.4%, Beginning Milestone 14.74%, Intermediate Milestone 29.93%, Capstone 42.63%

Legend: Did not meet benchmark | Benchmark | Beginning Milestone | Intermediate Milestone | Capstone
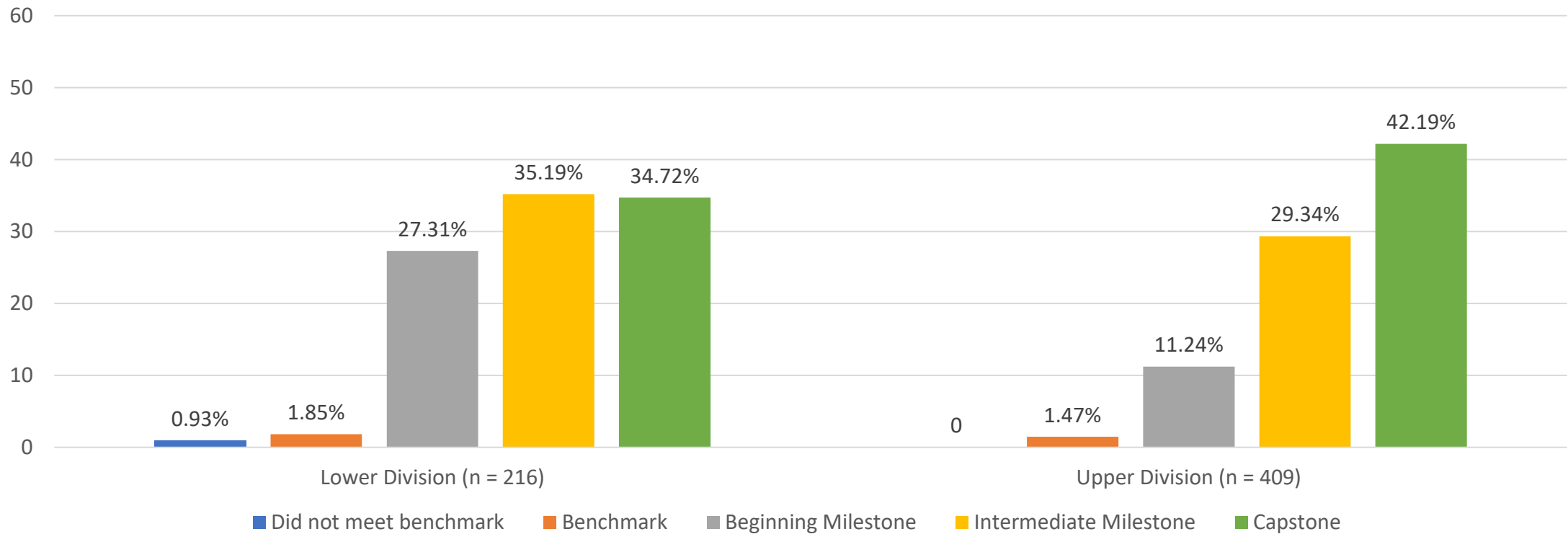
Online/Hyflex vs. On Campus delivery modes

- Online/Hyflex students tended to be aggregated toward the middle in their performance whereas On Campus student performance was more polarized.
  - Online/Hyflex courses were mostly 400-level (86%) with only one 100-level course (14%), while the traditional courses were more balanced (66.7% [400], 11% [200], and 22% [100]).
- Online/Hyflex students were reported as performing higher than On Campus students for:
  - Determine the Extent of Information Needed
  - Use Information Effectively to Accomplish a Specific Purpose
- On Campus were reported as performing higher than Online/Hyflex students for:
  - Access the Needed Information
  - Evaluate Information and its Sources Critically
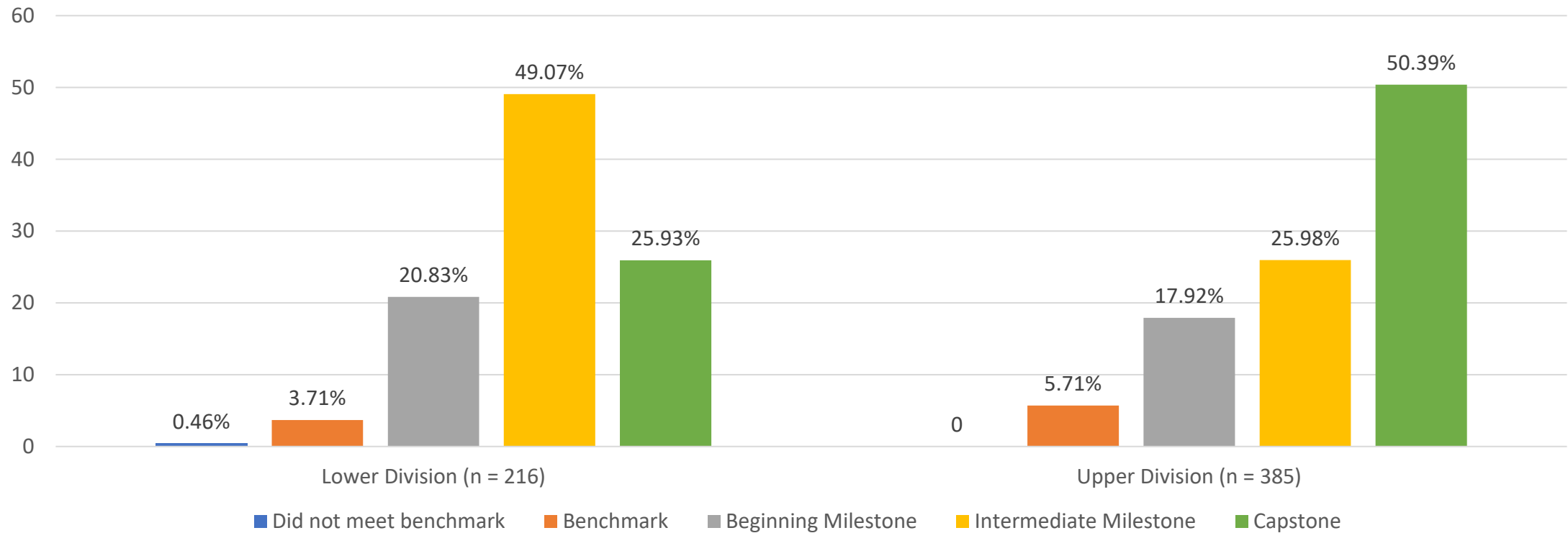 - Access and Use Information Ethically and Legally

Determine the Extent of Information Needed: Lower vs. Upper Division Courses

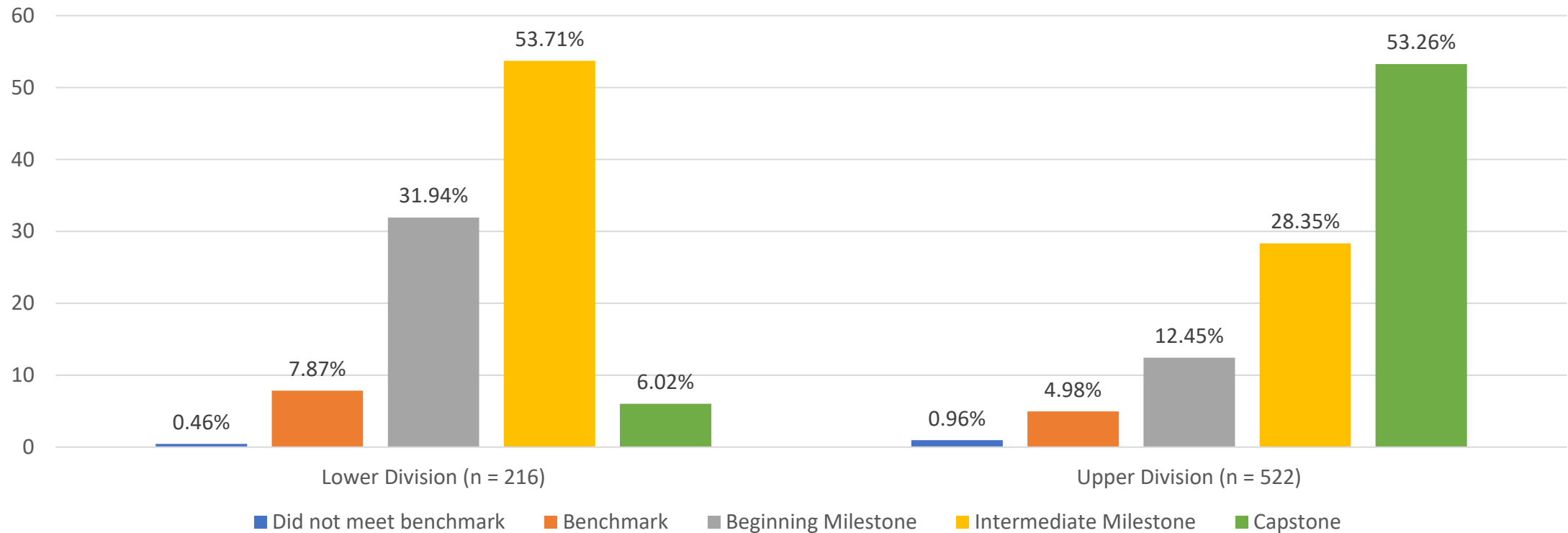
Percent Reported Meeting Criteria (N=625)

Legend: Did not meet benchmark | Benchmark | Beginning Milestone | Intermediate Milestone | Capstone

Lower Division (n = 216): Did not meet benchmark 0.93%, Benchmark 1.85%, Beginning Milestone 27.31%, Intermediate Milestone 35.19%, Capstone 34.72%

Upper Division (n = 409): Did not meet benchmark 0, Benchmark 1.47%, Beginning Milestone 11.24%, Intermediate Milestone 29.34%, Capstone 42.19%

Access the Needed Information: Lower vs. Upper Division Courses

Percent Reported Meeting Criteria (N=601)

Lower Division (n = 216): Did not meet benchmark 0.46%, Benchmark 3.71%, Beginning Milestone 20.83%, Intermediate Milestone 49.07%, Capstone 25.93%

Upper Division (n = 385): Did not meet benchmark 0, Benchmark 5.71%, Beginning Milestone 17.92%, Intermediate Milestone 25.98%, Capstone 50.39%

■ Did not meet benchmark ■ Benchmark ■ Beginning Milestone ■ Intermediate Milestone ■ Capstone

Evaluate Information and its Sources Critically: Lower vs. Upper Division Courses

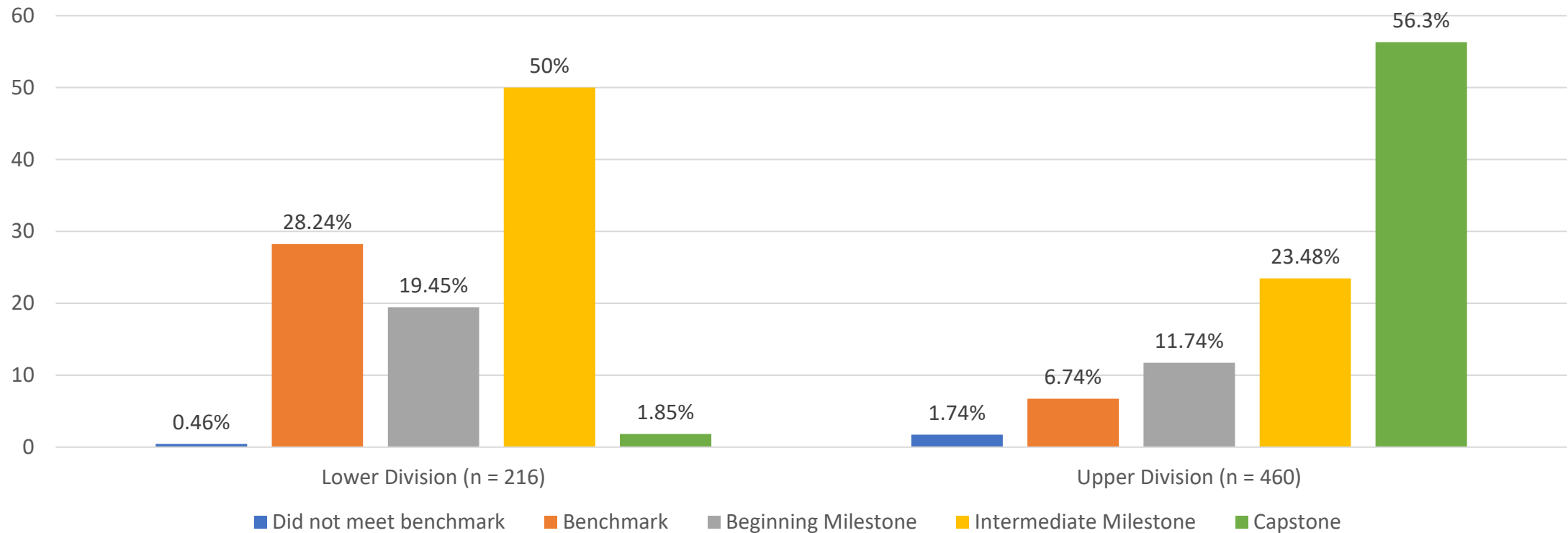Percent Reported Meeting Criteria (N=738)

Use Information Effectively to Accomplish a Specific Purpose: Lower vs. Upper Division Courses

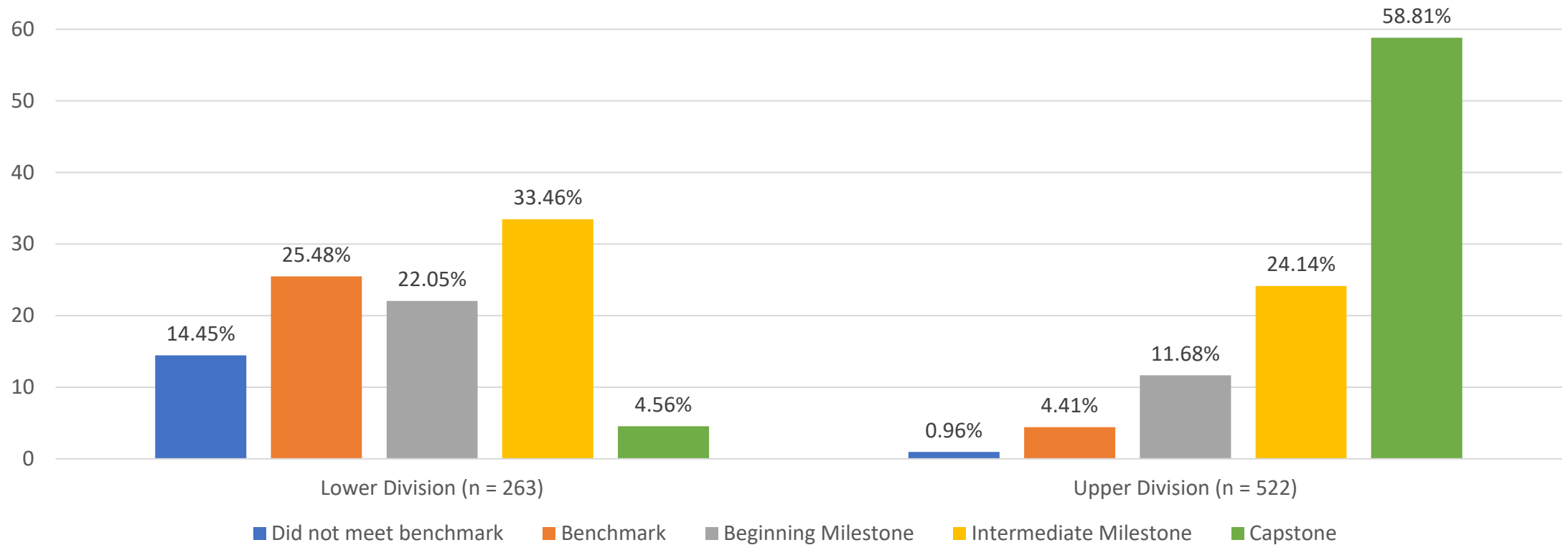Percent Reported Meeting Criteria (N=748)
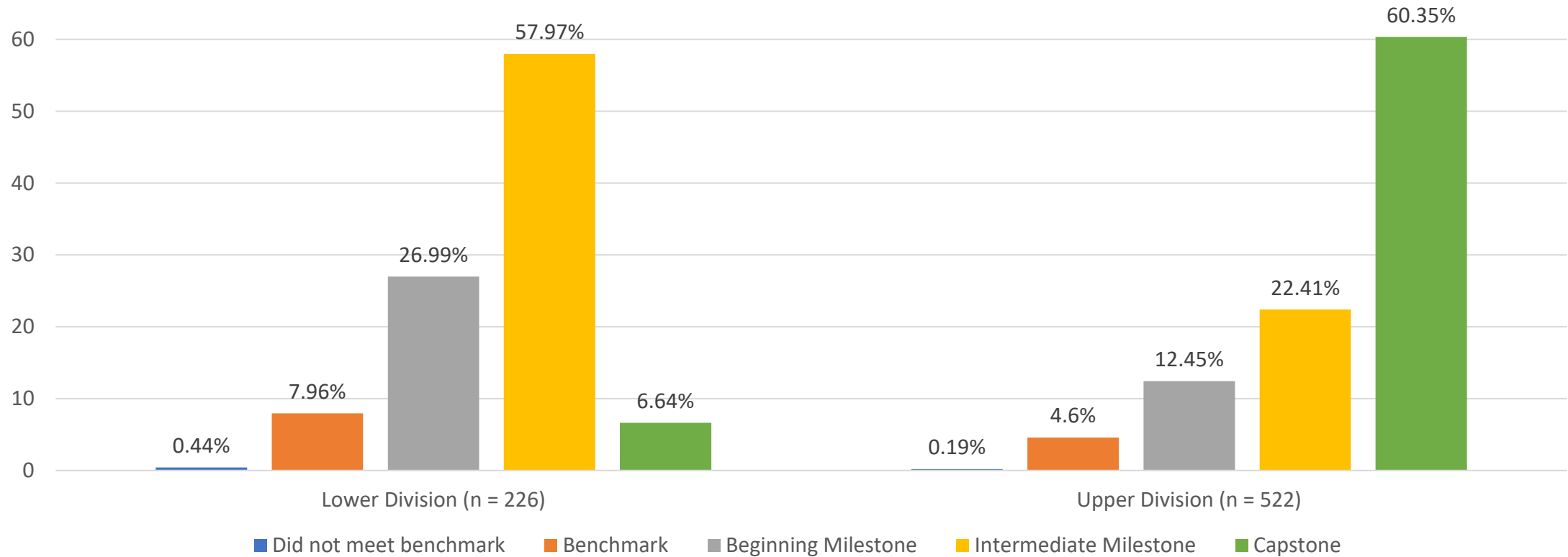
Access and Use Information Ethically and Legally: Lower vs. Upper Division Courses

Percent Reported Meeting Criteria (N=676)

Information Literacy Overall Construct: Lower vs. Upper Division Courses

Percent Reported Meeting Criteria (N=785)

Level of Course

- Students in upper division courses tended to perform better on this learning goal than students in lower division courses. This was the case for all aspects of the rubric suggesting that students improve upon their ability for information literacy across their academic career at UND.

- Students in lower division courses performed best on 'Access the Needed Information.'

- Students in upper division courses performed best on 'Use Information Effectively to Accomplish a Specific Purpose.'

- The largest discrepancy among higher scores (intermediate milestone/capstone) between performance by students in lower division and higher division courses was for 'Access and Use Information Ethically and Legally.'

- Faculty judged the discrepancy between student performance in lower division (judged much lower than any reported data) and upper division courses (judged equal to or slightly higher than reported data) as much larger than it was reported for any rubric aspect.

ES SELFI report for Fall 2022

- Report includes ALL ES courses and asks students about their agreement of progress made on all ES learning goals.

Essential Studies - Term 2310

SELFI Executive Summary

Academic Level of Students

Please Select your Academic Level		
Options	Count	Percentage
Freshman	4363	46%
Sophomore	2156	23%
Junior	1360	14%
Senior	1504	16%
Graduate	127	1%
Professional	29	0%

ES SELFI report Fall 2022

- In general, students agreed they made progress on the learning goal of information literacy across all ES courses.

Essential Studies - Term 2310

Level of agreement regarding the amount of progress made in goal area as a result of this class.

	%SD(1)	%D(2)	%N(3)	%A(4)	%SA(5)	Resp	Mean	SD
Written Communication	0%	1%	11%	52%	36%	7390	4.23	0.69
Oral Communication	0%	1%	13%	51%	35%	6571	4.19	0.71
Inquiry and Analysis	0%	1%	10%	52%	38%	8276	4.26	0.68
Information Literacy	0%	1%	10%	52%	36%	7865	4.24	0.67
Quantitative Reasoning	0%	1%	11%	52%	36%	7413	4.23	0.68
Intercultural Knowledge and Skills	0%	1%	11%	50%	38%	7257	4.25	0.70