Coming and Going: Assessing Information Literacy to Shape Curriculum
A mixed methods assessment of first-year and senior students

Methodology

- Mixed methods
  - NSSE Information Literacy Survey
  - AAC&U Information Literacy VALUE Rubric
- First-year and senior students

AAC&U Information Literacy VALUE Rubric

Results

<table>
<thead>
<tr>
<th>Determine</th>
<th>Access</th>
<th>Evaluate</th>
<th>Use</th>
<th>Ethical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior (n=65)</td>
<td>First-year (n=707)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Takeaways

- Seniors outperform first-year students.
- IL scaffolding through curriculum seems to be working but there could be more – seniors are not at capstone levels.
- Students state faculty are emphasizing IL concepts.
- Students state that, compared to other IL concepts, they are doing less evaluation of sources and less use of library resources.
- AAC&U rubric worked well, interrater reliability was high.

Timeline

- Jul: Request Permission to use NSSE IL Survey
  - Select classes
    - First-year = FYS, Intro English, Intro Business
    - Senior = capstone, higher-level research courses
- Aug: Work with profs to administer NSSE survey (n=630)
  - Get consent forms for papers signed
- Sep: Collect final papers/projects (n=772)
- Oct: Recruit paper readers (n=23)
- Nov: Rubric norming sessions
- Dec: Paper reading (each paper read by 2 people)
- Jan: Analyze rubric results and survey data
- Feb: Manage data analysis and report writing

DIY

- Find partners
- Figure out IRB
- Use existing technology (e.g., LMS, survey software) to your advantage
- Accept nothing will go as planned