Essential Studies Assessment

Information Literacy

Fall 2022

UNIVERSITY OF NORTH DAKOTA
LEADERS IN ACTION

Assessing Essential Studies

Information Literacy

Training Overview

1. Review of UND Essential Studies (ES)

2. Review of ES validation and revalidation process

3. Review of ES Assessment process

4. Assessing Information Literacy

    a. AAC&U Information Literacy VALUE Rubric overview

    b. Understanding and using the Information Literacy VALUE Rubric

5. Reporting assessment results

6. Resources and Contact Information

UND Essential Studies

Essential Studies courses must focus on at least one of the 6 ES learning goals:

Critical Inquiry and Analysis

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Quantitative Reasoning

Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.

Written Communication

Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.

UND Essential Studies
Continued

Essential Studies courses must focus on at least one of the 6 ES Learning Goals:

Oral Communication

Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Information Literacy

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Intercultural Knowledge & Skills

Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

UND Essential Studies
Continued

Essential Studies courses are also defined by the type of course:

- [Breadth of Knowledge](#)
    - Communication
    - Social Science
    - Fine Arts
    - Humanities
    - Math, Science & Technology
- [Special Emphasis](#)
    - Advanced Communication
    - Quantitative Reasoning
    - Diversity of Human Experience
    - Analyzing World Views
- [Capstone](#)

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ES Validation Process - Review

For first-time approval of an ES course:

- Proposals are initiated at the department level and must be approved by the department chair

- Complete [Validation request form](#):
  - Identify the learning goal the course is intended to meet
  - Identify the type of course: Breadth of Knowledge, Special Emphasis, Capstone
  - Identify what dimensions of the learning goal rubrics will be met
  - Articulate how the course meets the learning goal you have selected
  - Describe how the learning goal will be assessed in the course

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ES Validation Process- Review

Continued

- Upon approval by the ES Committee, the validation request will appear on an upcoming agenda of the University Senate, at which final approval will occur.

- If approved, the course becomes part of ES at the start of the next <u>academic year</u>.

ES **Re**validation Process

- All ES courses are revalidated every **4 years**
  - Revalidation schedule is available on the UND ES website

- Complete [Revalidation Form](#)
  - Identify the learning goal the course is intended to meet
  - Identify the type of course: Breadth of Knowledge, Special Emphasis, Capstone
  - Identify what dimensions of the learning goal rubrics will be met
  - Articulate how the course meets the criteria you have selected (above)
  - Describe how the learning goal will be assessed in the course

- Revalidation submissions are reviewed by the ES Committee

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ES Learning Goals' Assessment

- Each Learning Goal is assessed every **3 years**

Fall 2022	Information Literacy
Spring 2023	Oral Communication
Fall 2023	Intercultural Knowledge & Skills
Spring 2024	Written Communication
Fall 2024	Critical Inquiry & Analysis
Spring 2025	Quantitative Reasoning

- ES course faculty are required to use the AAC&U VALUE Rubrics to evaluate each Learning Goal

Information Literacy Rubric

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

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

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

Information Literacy VALUE Rubric

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Understanding and Using the Rubric

The rubric is designed to help students understand concisely what they are expected to know in relation to Information Literacy.

- Definition of Information Literacy

- The rubric scores range from 1 (benchmark) to 4 (capstone)
  - The scores are normalized based on national performance by students of the associated year of attendance.
    - A 1 for first-year students and a 3 or 4 for graduating students.
    - A zero indicates work that does not meet the minimum rating.

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Understanding and Using the Rubric

- Five aspects/categories that make up the Information Literacy construct
  - 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

- Using a particular assignment/project/artifact (as outlined in the validation) assign a score based on student performance (0-4) within each category.

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Reporting Results

During finals week, you will receive a survey link to report your course(s) results from the Rubric:

- Identify course

- Describe the measure (artifact/exam/portfolio/project/etc.)

- Report the percentage of students who performed at each level [0,1,2,3,4] *for each aspect/category*:
  - 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

- Report the percentage of students who performed at each level for the *outcome overall*.

Failure to submit your assessment data may result in removal of the course from the ES program for the next academic year.

Resources

- UND Essential Studies Website
  - https://und.edu/academics/essential-studies/
  - Click on Faculty Info

    - Goals
    - Validation/Revalidation information
    - Assessment
    - Syllabus Language
    - Course Development

Contacts

Essential Studies Questions

– Karyn Plumm, Vice Provost of Undergraduate Studies and Student Success & Director of Essential Studies

OR

– Contact your college's [Essential Studies Committee](#) representative

Essential Studies Assessment Questions

– Karina Knutson, Assessment & Accreditation Specialist