

**Assessment of Student Learning Outcomes:
Report From The General Education Assessment Subcommittee**

General Education Category: Information Management

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Subcommittee Members:

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Overview of Process

The charge of this committee was to assess the Information Management Competency for the SUNY Gen Ed assessment. This is the fourth time that this competency has been assessed at SUNY Fredonia.

In past assessments, 2002 and 2005, a “homegrown” tool was utilized. For the third assessment cycle, the Information Management Subcommittee utilized Project SAILS (www.projectsails.org), an assessment tool created by Kent State.

The original timeline for the assessment of Information Management called for completion during the 2012/2013 AY. However, Dr. Melinda Karnes granted special dispensation, due to the delay of the 2009/2010 AY Information Management assessment.

During the 2012/2013 AY, Dr. Adrienne McCormick, in consultation with the Information Literacy (Library Instruction) Librarians, recommended, based on several factors outline in previous reports, that the Information Management Subcommittee gather data across a three year span, in conjunction with other categories, rather than administer a single Information Management assessment.

Assessment Task - Learning Outcomes To Meet

Information Management

Students will:

1. Perform the basic operations of personal computer use;
2. Understand and use basic research techniques; and
3. Locate, evaluate and synthesize information from a variety of sources.

Methodology:

During the 2013/2014, two additional questions regarding the Information Management Student Learning Outcomes No.2 and No.3 were added to the Arts Assessments (ARTS 102, ART 105 and ENGL 260).

The prompt for ARTS 102 and ARTS 105 is as follows: "Please describe the process you would use to investigate how this particular work is different/similar to other by this artist and/or his contemporaries. How could you use this information in your evaluation of this work?".

The prompt for ENGL 260 is as follows: "Please describe the process you would use to investigate if your adaptation is different/similar to others in the medium. How would you evaluate and incorporate this knowledge in to your adaptation?".

Similar questions were to be added to the other category assessments, however, due to a communication error; only the Arts Assessments include the additional Information Management questions.

Members of the Information Management Subcommittee reviewed the assessments, utilizing a rubric (Appendix A) based on both State University Of New York (SUNY) Learning Outcomes and Association Of College And Research Libraries (ACRL) Standards.

Results:

ARTS 102/ARTS 105 – Assessment

Total Responses – 105
Does Not Meet Expectations – 83
Meets Expectations – 3
Approaches Expectations – 18
N/A – 1 (Incomplete)

ENGL 260 – Assessment

Total Responses – 15
Does Not Meet Expectations – 2
Meets Expectations – 0
Approached Expectations – 4
N/A – 9 (Incomplete)

Conclusions

Due to the complete change in both the rubric and the way in which the data was reported, it would not be meaningful to do a direct comparison between last assessment results and these new results

Overall, the suggestions that were made in the last two Information Management reports (2008 and 2010) about the future direction of this competency is the same. I resubmit the following text in the hope that we will continue to see a sustained effort on campus for a collaborative, measurable infusion of this skill across campus:

The most productive way to improve the information management skills of our students will come with a commitment of collaboration and partnership between faculty and librarians. Currently, students are receiving information management instruction in an inconsistent fashion. The current system relies on individual faculty to incorporate these higher order-thinking skills (locate, evaluate and synthesize information). While activities such as bringing students to the library for a 50-minute "one-shot" overview of resources, or teaching students to use a new computer program, or including web-searching into an assignment, are an integral part of teaching our students to become proficient users of information; these types of information management skills are only scratching the surface. Focusing on these types of skills fails to address the larger context of information literacy whereby students learn to evaluate and analyze information in order to build personal knowledge and perspectives, create new knowledge, and use information wisely for the benefit of others. Therefore, the curriculum should consist of a series of standards and outcomes that are graduated throughout the curriculum, shifting in scale from a focus on information

technology to a focus on the higher order skills necessary for wise information use. The expertise of Librarians in the area of Information Literacy can be used as a resource by faculty to assist in developing activities, lessons, learning objects, etc., that effectively infuse these higher level skills competencies into the curriculum.

Appendix A

Information Literacy Competency Standards for Higher Education

Rubric adapted by Kelsey LiPuma, Graduate Assistant at State University of New York at Fredonia, from standards presented by The Association of College and Research Libraries and SUNY General Education Information Management Learning Outcomes.

State University of New York (SUNY) Learning Outcome	Association of College and Research Libraries (ACRL) Standard	Exceeds expectations (3)	Meets expectations (2)	Approaches expectations (1)	Does not meet expectations (0)
SUNY LO 2 The information literate student understands and is able to use basic research techniques	ACRL 1 The information literate student determines the nature and extent of the information needed	<ul style="list-style-type: none"> - defines and articulates the need for information - identifies a variety of types and formats of potential sources of information - considers the costs and benefits of acquiring the needed information 	<ul style="list-style-type: none"> - identifies and begins to explain need for information - identifies some potential sources of information that are varied in nature - acknowledges the costs or benefits of acquiring the needed information 	<ul style="list-style-type: none"> - determines need for information - identifies one potential source of information - begins to identify the costs or benefits of acquiring the needed information 	<ul style="list-style-type: none"> - does not acknowledge need for information - does not identify potential sources of information - does not evaluate the costs or benefits of acquiring information

	<p>ACRL 2 The information literate student accesses needed information effectively and efficiently</p>	<ul style="list-style-type: none"> - selects the most appropriate investigative methods or information retrieval systems for accessing the needed information - constructs and implements effectively-designed search strategies - retrieves information online or in person using a variety of methods - refines the search strategy, if necessary - extracts, records, and manages the information and its sources 	<ul style="list-style-type: none"> - selects an effective investigate method or information retrieval system for accessing the needed information - constructs and implements a search strategy - retrieves information information online using a variety of methods - adjusts search strategy, if necessary - extracts and records information and its sources 	<ul style="list-style-type: none"> - selects an ineffective investigative method or information retrieval system for accessing needed information - ineffectually constructs and implements a search strategy - retrieves information online - does not adjust search strategy if necessary - at times does not extract and record all information and its sources 	<ul style="list-style-type: none"> - does not select an investigative method or information retrieval system - does not construct or implement a search strategy - ineffectually retrieves information - does not extract and record information and its sources
<p>SUNY LO 3 Students will locate, evaluate and synthesize information from a variety of sources.</p>	<p>ACRL 3 The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system</p>	<ul style="list-style-type: none"> - summarizes the main ideas to be extracted from the information gathered - articulates and applies initial criteria for evaluating both the information and its sources - synthesizes main ideas of sources to construct new concepts - compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information - determines whether the new knowledge has an impact on the individual's 	<ul style="list-style-type: none"> - summarizes some ideas to be extracted from the information gathered - applies some criteria for evaluating both the information and its sources - summarizes some ideas of sources to construct new concepts - compares new knowledge with prior knowledge to determine the degree of value of the information - identifies difference in new knowledge and individual's value system and whether this new knowledge has an impact 	<ul style="list-style-type: none"> - identifies some nonessential or inapplicable ideas to be extracted from the information gathered - shows some evaluation of either the information or its sources - identifies nonessential or inapplicable ideas from the sources to construct new concepts - demonstrates some comparison of new knowledge with prior knowledge - identifies difference between new knowledge and individual's value 	<ul style="list-style-type: none"> - does not determine main ideas to be extracted from the information gathered - does not demonstrate evaluation of the information or its sources - does not synthesize main ideas to construct new concepts - does not compare new knowledge with prior knowledge - does not acknowledge new knowledge's impact on individual's value system - does not discuss information - does not revisit or revise

		<p>value system and takes steps to reconcile differences, where applicable</p> <ul style="list-style-type: none"> - validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners - determines whether initial query should be revised and revises if necessary 	<p>on the individual's value system</p> <ul style="list-style-type: none"> - discusses information with other individuals, subject-area experts, and/or practitioners - reexamines initial query 	<p>system</p> <ul style="list-style-type: none"> - discusses information with individuals with little expert in the field, such as peers - makes some steps to reexamine initial query 	<p>initial query</p>
	<p>ACRL 4 The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose</p>	<ul style="list-style-type: none"> - applies new and prior information to the planning and creation of a particular product or performance - revises the development process for the product or performance, if necessary - communicates the product or performance effectively to others 	<ul style="list-style-type: none"> - ineffectively or with an extreme imbalance applies new and prior information to the planning and creation of product or performance - reexamines development process, if necessary - communicates the product or performance to others 	<ul style="list-style-type: none"> - applies only new or prior information to the planning and creation of a particular product or performance - makes some steps to reexamine development process, if necessary - communicates the product or performance ineffectively to others 	<ul style="list-style-type: none"> - plans and creates product or performance without utilization of new and prior information - does not create development process - does not communicate the product or performance to others
	<p>ACRL 5 The information literate student understands many of the economic,</p>	<ul style="list-style-type: none"> - understands many of the ethical, legal, and socio-economic issues surrounding information technology - follows law, regulations, institutional policies, and etiquette related to the 	<ul style="list-style-type: none"> - understands some of the ethical, legal, and socio-economic issues surrounding information technology - attempts to follow law, regulations, and institutional policies, and 	<ul style="list-style-type: none"> - is aware of some of the ethical, legal, and socio-economic issues surrounding information technology - attempts to follow law, regulations, and institutional policies, and 	<ul style="list-style-type: none"> - is unaware of the ethical, legal, and socio-economic issues surrounding information technology - does not follow law, regulations, institutional practices, and etiquette related to the access and

	<p>legal, and social issues surrounding the use of information and accesses and uses information ethically and legally</p>	<p>access and use of information resources - acknowledges the use of information sources in communicating the product or performance</p>	<p>etiquette related to the access and use of information resources - is aware of the use of information sources in communicating the product or performance</p>	<p>etiquette related to the access and use of information resources, but is ineffective - is unaware of the use of information sources in communicating the product or performance</p>	<p>use of information resources - does not acknowledge the use of information sources in communicating the product or performance</p>
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Total _____ / 15

Additional Comments: