

# ASSESSMENT RESULTS

INFORMATION LITERACY

FL 2015

# INFORMATION LITERACY

# RUBRIC

	<b>Excellent 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Evident 0</b>
<b>Determine the extent of information needed</b>	The scope of the question is clearly defined with depth of discovery. Key concepts are effectively determined.	The scope of the question is defined in a basic way (may lack clarity or depth of discovery). Key concepts are effectively determined.	The scope of the question is incomplete (parts are missing, remains too broad or too narrow, etc.). The key concepts determined relate to the established scope but are not ideal.	The writer has difficulty defining the scope of the question and has difficulty determining key concepts.	The scope of the question is not defined and does not determine key concepts.
<b>Integrate relevant information from appropriate sources</b>	Relevant information from sources is communicated, organized, and synthesized to fully achieve a specific purpose, with clarity and depth.	Relevant information from sources is communicated, organized, and synthesized. Intended purpose is achieved.	Partially relevant information from sources is communicated and organized. The information is not yet synthesized, so the intended purpose is not fully achieved.	Irrelevant source information is communicated. The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.	Source information is not communicated.
<b>Use information legally and ethically in appropriate disciplines</b>	All information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Most information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Some information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Most information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Very little information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.	Information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is not cited or formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.
<b>Cite sources legally and ethically</b>	All sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.)	Sources are cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.). There may be a few errors with punctuation, but all major elements of the citation are present.	Works cited entries are present in a consistent citation style (APA, MLA, Chicago, etc.), but there are major elements of the citation that are missing.	There is an effort to cite sources correctly using consistent citation style (APA, MLA, Chicago, etc.); however, the information given is insufficient for the audience to easily find the source.	Sources are not correctly cited or formatted in works cited entries. The artifact lacks any works cited entries.

# SCORE SHEET

John A. Logan College  
Information Literacy - Fall 2015

Student ID	Determine	Integrate	Use	Cite
# of Students Assessed				
4-Excellent				
3-Proficient				
2-Developing				
1-Beginning				
0-Evident				
2218170				
2289036				
1215552				
1184543				
3052550				
1184110				
1191385				
1214656				
2204309				
2279491				
1171350				
2292207				
2274632				
3053619				
1102629				
2270679				
1160801				
2231551				
1210432				
2302551				
2292519				
1117883				

**NOTE:**

Please submit two student artifacts for each course. Use "W" for students that have withdrawn and N/A for students not attending

# FL 2015 PARTICIPATION

COURSES

9

SECTIONS

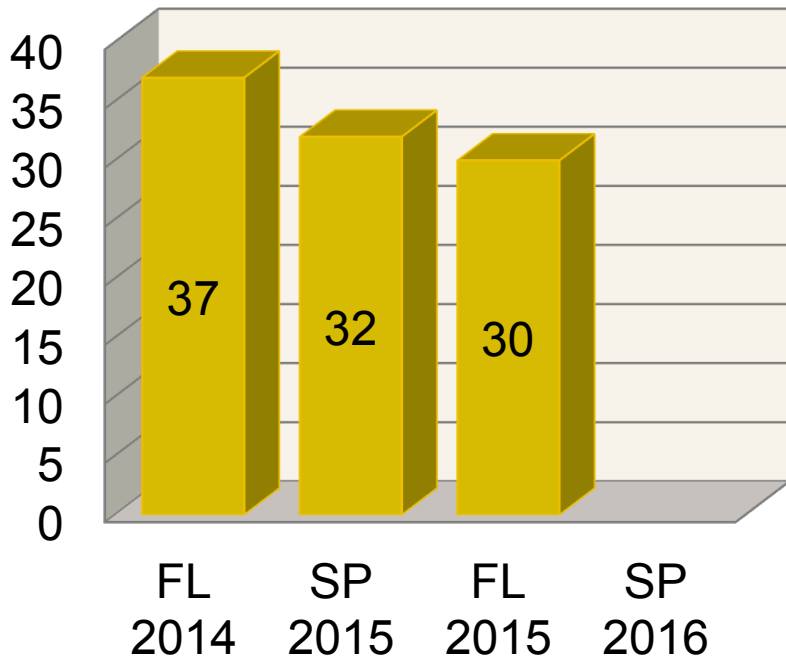
30

STUDENTS

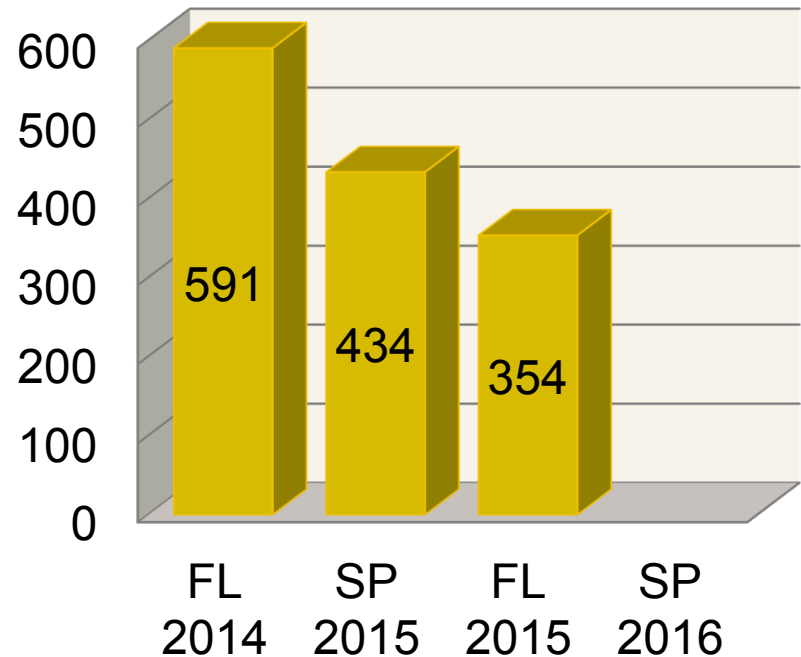
354

# INFORMATION LITERACY PARTICIPATION

## Sections

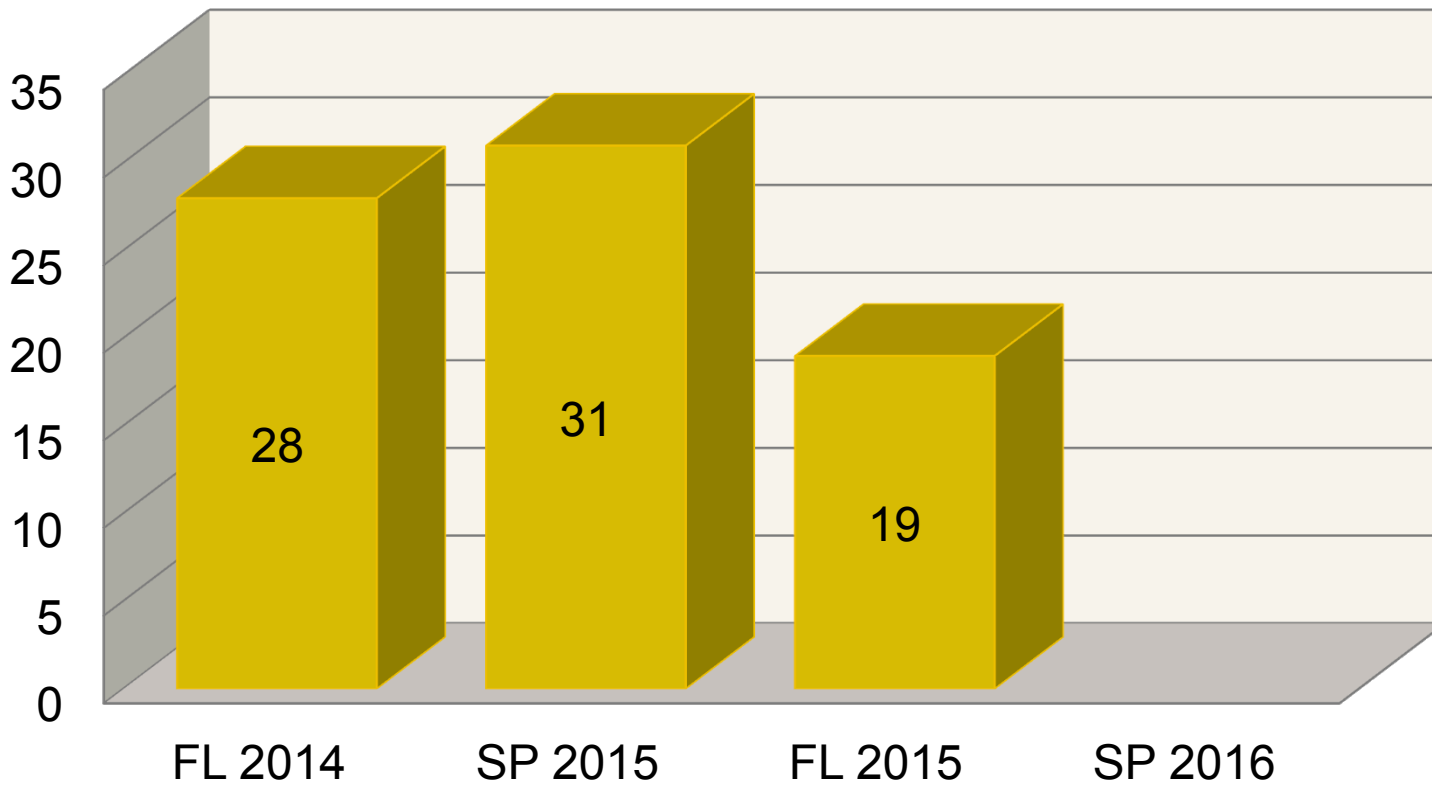


## Students



# INFORMATION LITERACY Instructor Participation

## Full-Time & Term



# Possible Questions to determine decrease in sections & participation:

- Did courses change?
- Were courses not offered?
- Did an instructor teach more sections of the same course (only counted once in data)?
- Was decrease due to enrollment?



# Determine the extent of Information needed FL 2015

# of Students

◎ **4-Excellent = 124**

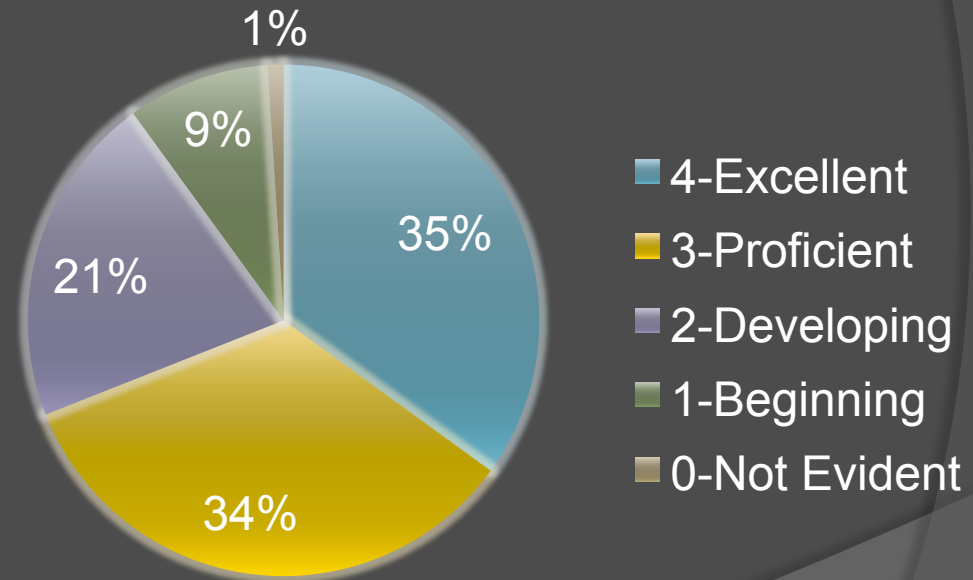
◎ 3-Proficient = 119

◎ 2-Developing = 76

◎ 1-Beginning = 33

◎ 0-Not Evident = 2

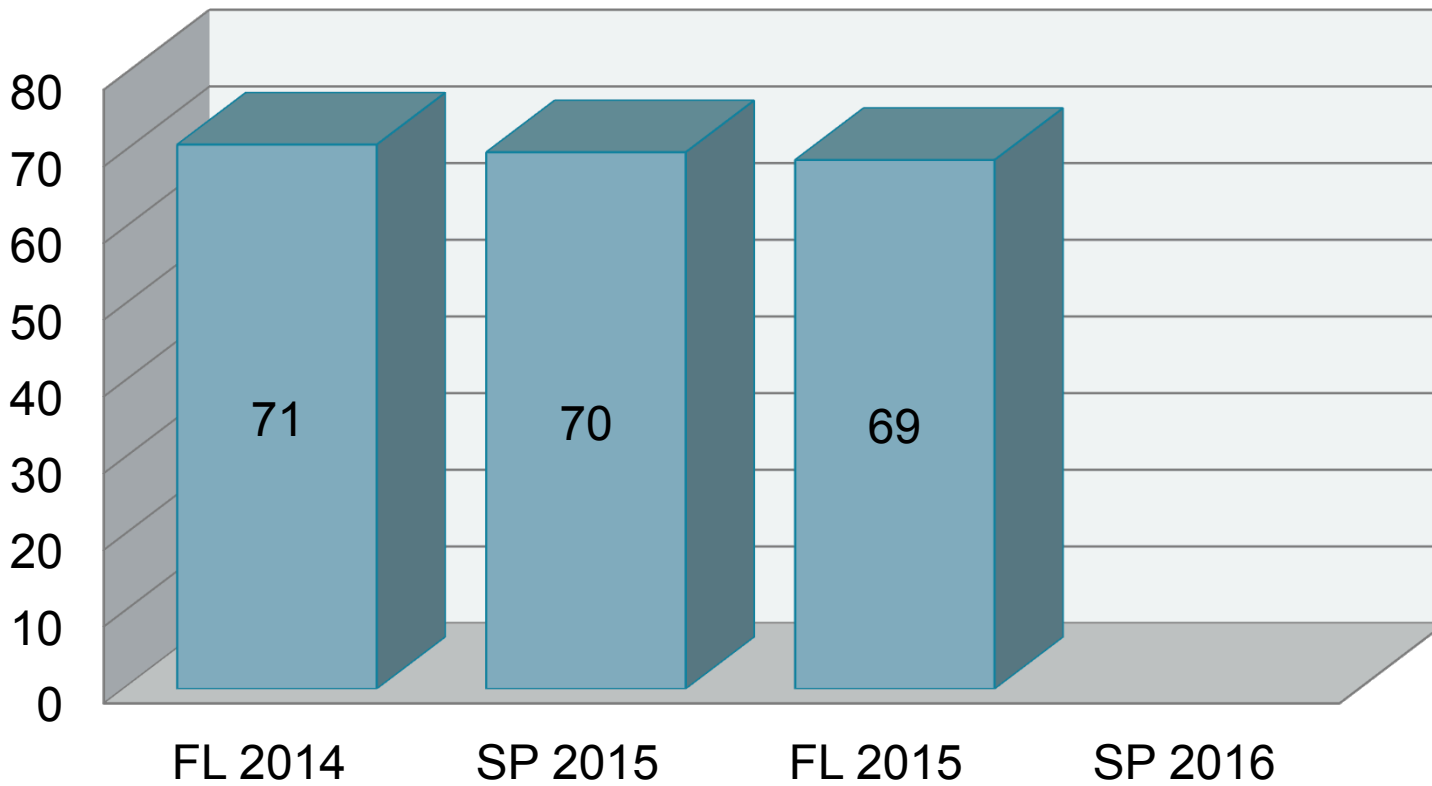
% of Students



# COMPARE:

Determine the extent of Information needed

**Rubric 3 + 4 = Proficient**



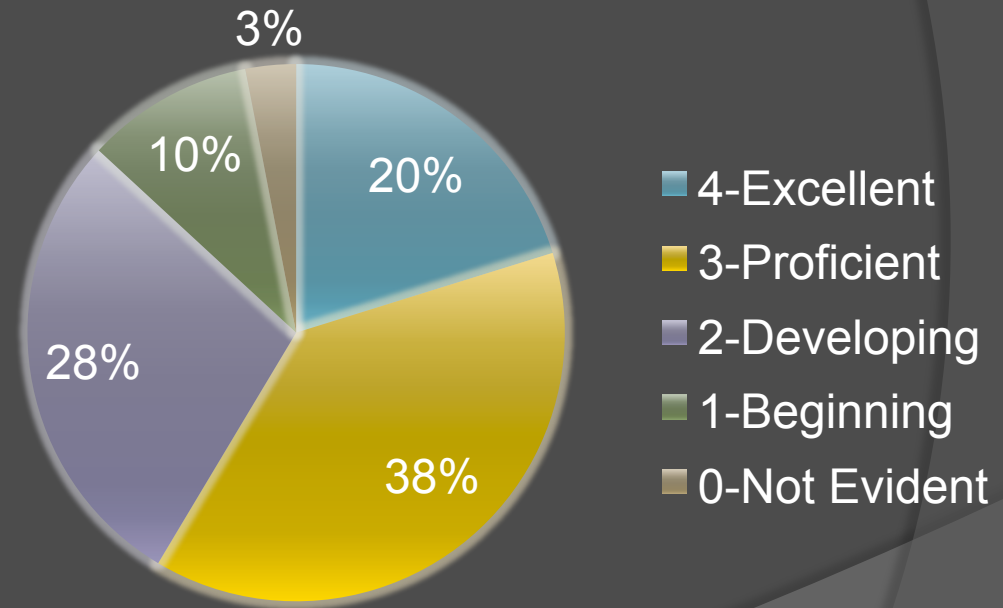
# Integrate relevant information from appropriate sources

## FL 2015

### # of Students

- 4-Excellent = 72
- 3-Proficient = 135**
- 2-Developing = 98
- 1-Beginning = 37
- 0-Not Evident = 12

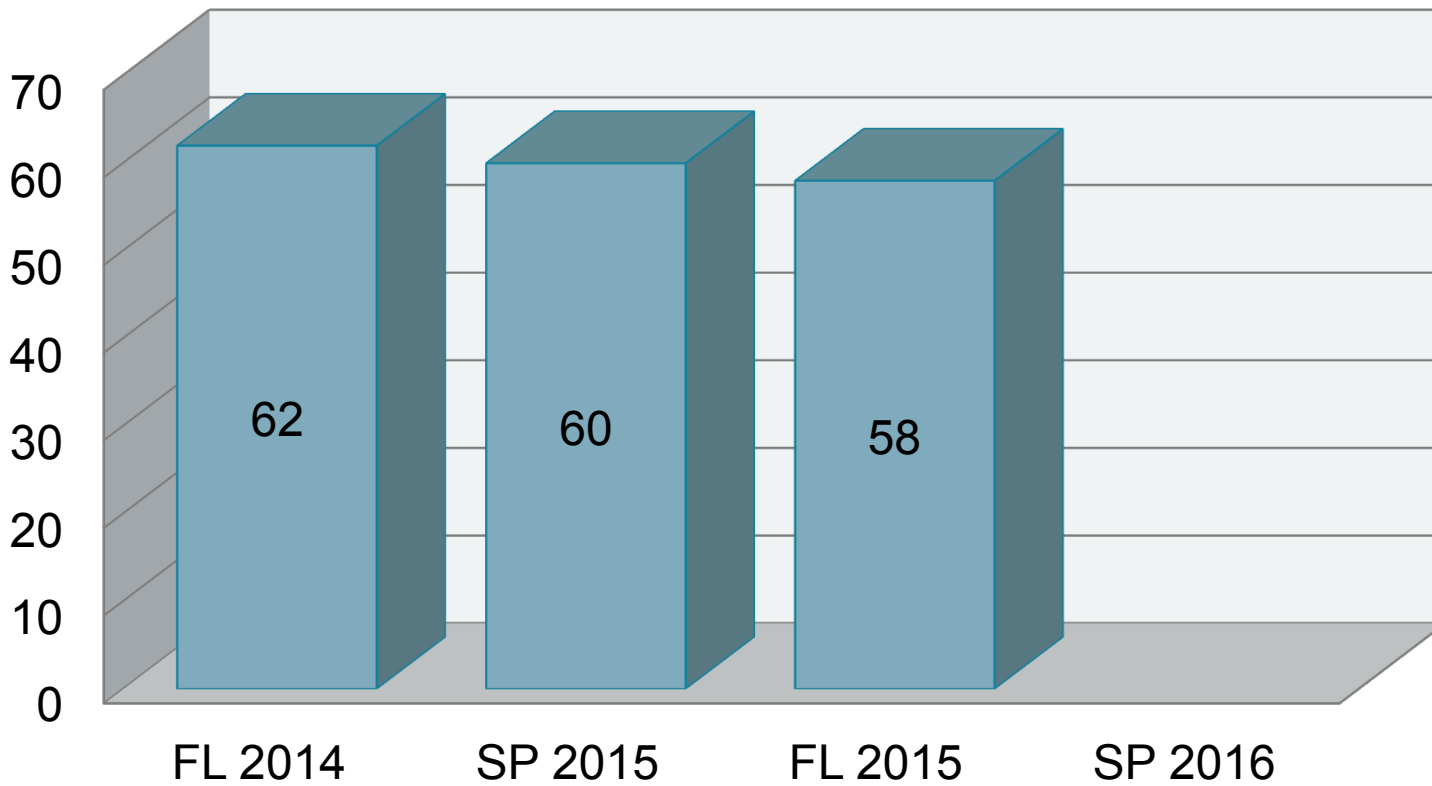
### % of Students



# COMPARE:

Integrate relevant information from appropriate sources

**Rubric 3 + 4 = Proficient**



# Use information legally & ethically in appropriate disciplines

## FL 2015

# of Students

% of Students

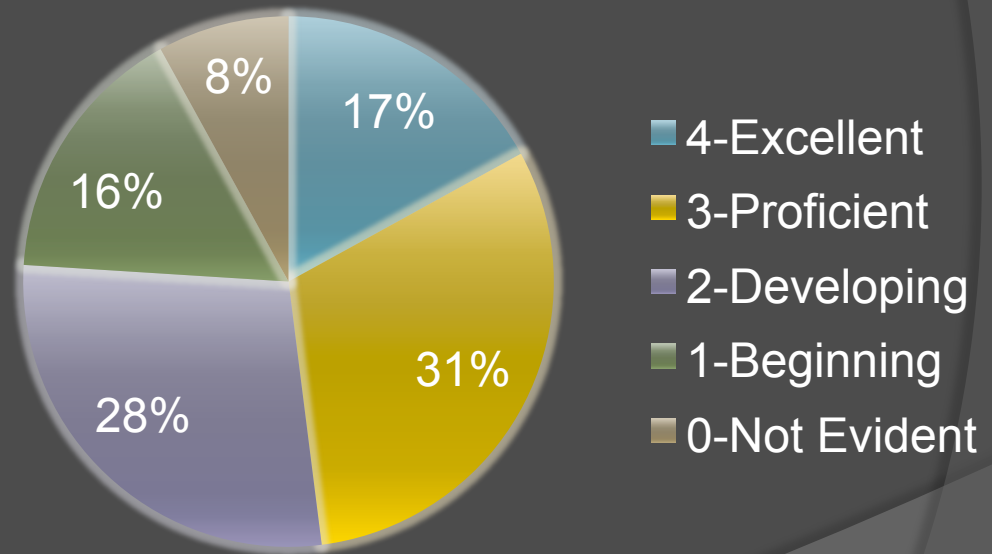
○ 4-Excellent = 61

○ **3-Proficient = 111**

○ 2-Developing = 98

○ 1-Beginning = 56

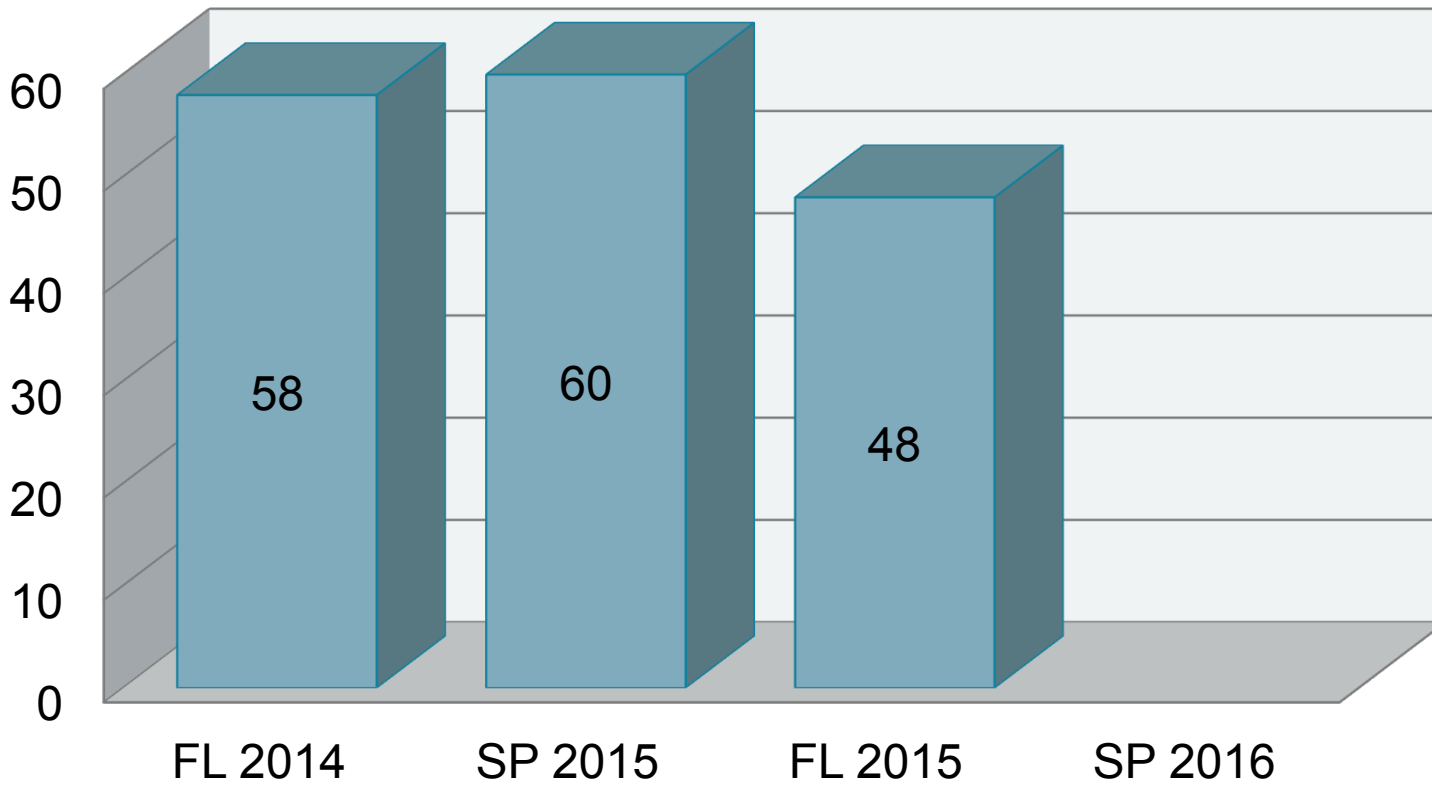
○ 0-Not Evident = 28



# COMPARE:

Use information legally & ethically in appropriate disciplines

**Rubric 3 + 4 = Proficient**

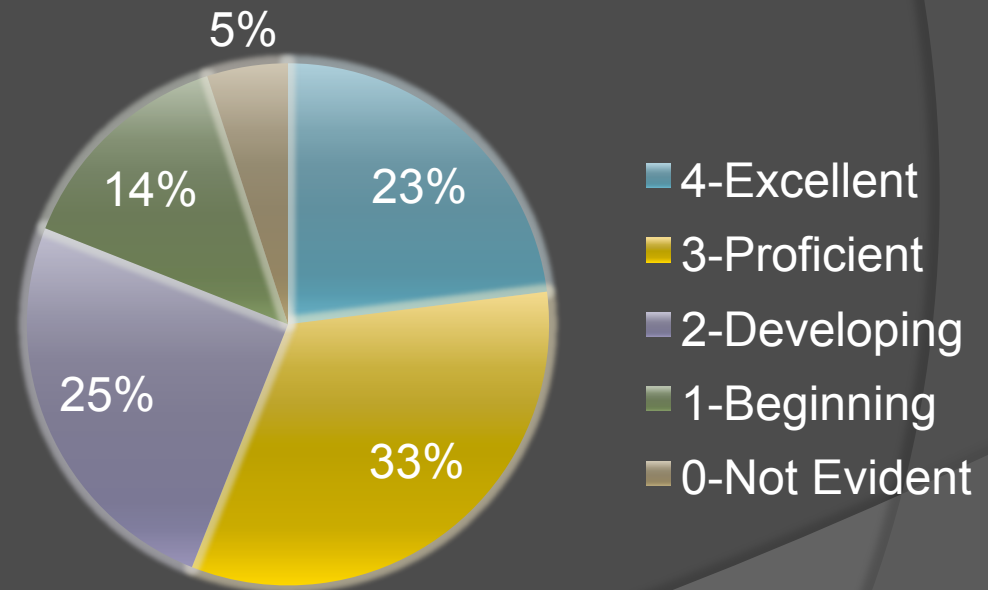


# Cite sources legally & ethically FL 2015

## # of Students

- 4-Excellent = 83
- 3-Proficient = 118**
- 2-Developing = 87
- 1-Beginning = 50
- 0-Not Evident = 16

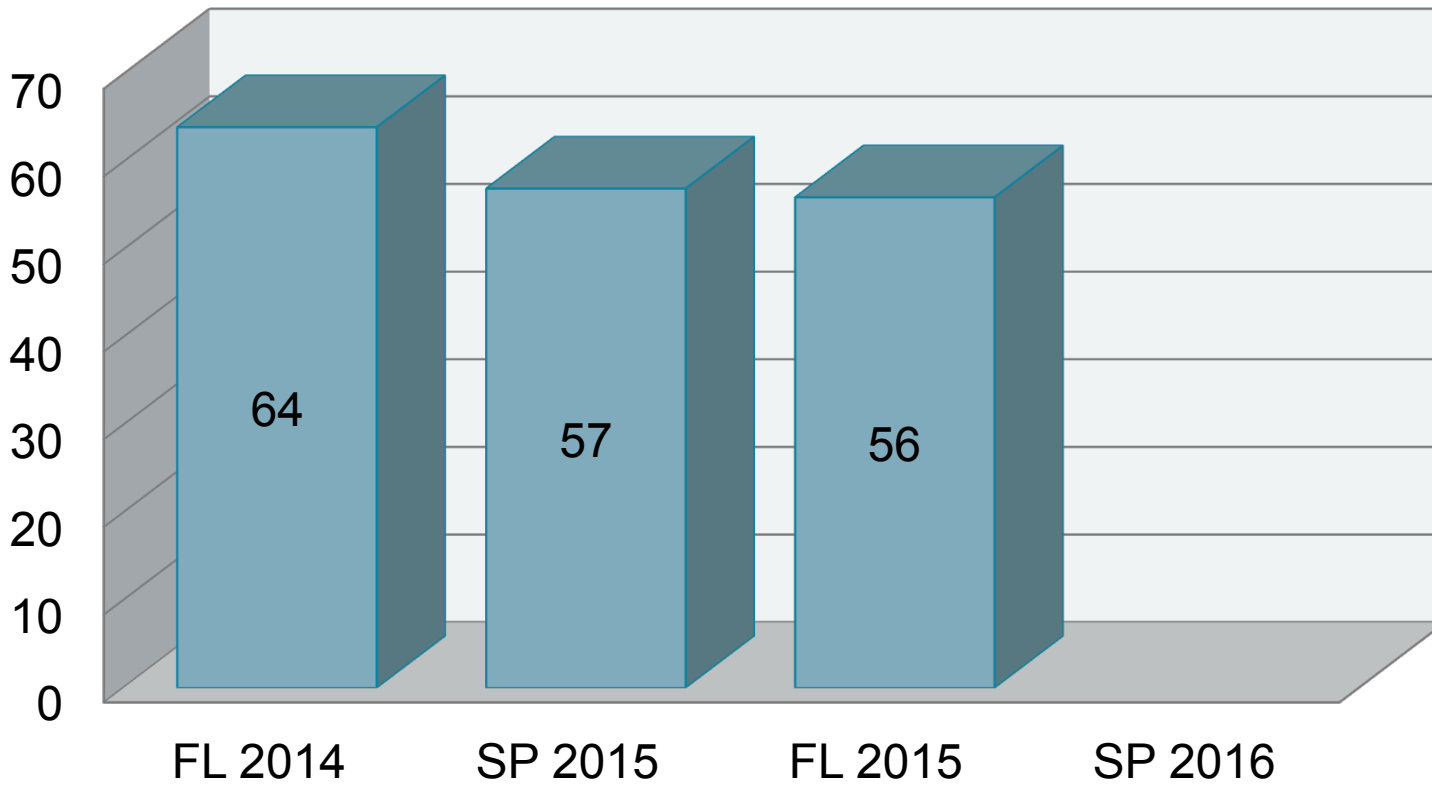
## % of Students



# COMPARE:

## Cite sources legally & ethically

**Rubric 3 + 4 = Proficient**





# Why is there a lower percentage in proficiency?

## ◎ Possible Questions:

- Is this decrease due to the newness and lack of knowledge of assessment?
- Is this decrease due to the newness and lack of knowledge of rubric?
- Were the assignments appropriate?
- Change in instructors?

# ASSESSMENT RESULTS

Quantitative Reasoning  
FL 2015

# QUANTITATIVE REASONING

# RUBRIC

## QUANTITATIVE REASONING

Definition: the ability to use and understand numbers to interpret, evaluate, and express information in quantitative terms

	<b>Excellent 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Evident 0</b>
<b>Interpretation</b> Ability to explain mathematical information presented in various forms (equations, graphs, diagrams, tables, words, etc.)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but makes some errors.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Makes no attempt to explain information presented in mathematical forms.
<b>Organization and Presentation</b> Ability to organize and present relevant information in various mathematical forms (equations, graphs, diagrams, tables, words, etc.)	Skillfully organizes relevant information into an insightful presentation in a way that contributes to a further or deeper understanding	Competently organizes relevant information into an appropriate and desired presentation.	Completes organization of information but resulting presentation is only partially appropriate or accurate.	Attempts organization of information but resulting mathematical presentation is inappropriate or inaccurate.	Makes no attempt to organize and present information.
<b>Calculation</b>	Calculations attempted are all successful and sufficiently comprehensive to solve the problem. Calculations are also expertly presented with exceptional detail.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are not attempted.
<b>Analysis/Synthesis</b> Ability to make and draw conclusions based on quantitative analysis.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, careful qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgements, drawing reasonable and appropriate qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for ordinary judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Does not use quantitative analysis as the basis for judgements



# FL 2015 PARTICIPANTS

COURSES

21

SECTIONS

48

STUDENTS

621

# FL 2015 FACULTY PARTICIPANTS

FULL-TIME

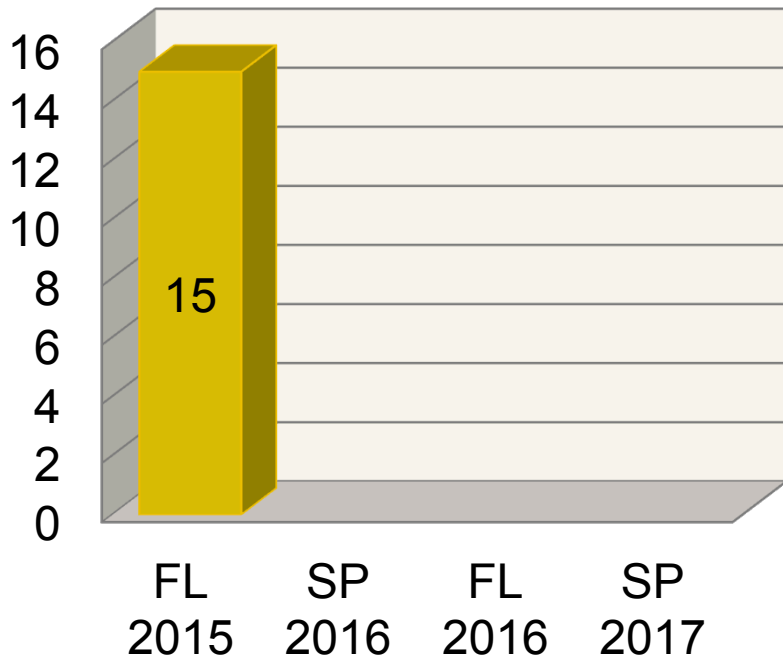
TERM

15

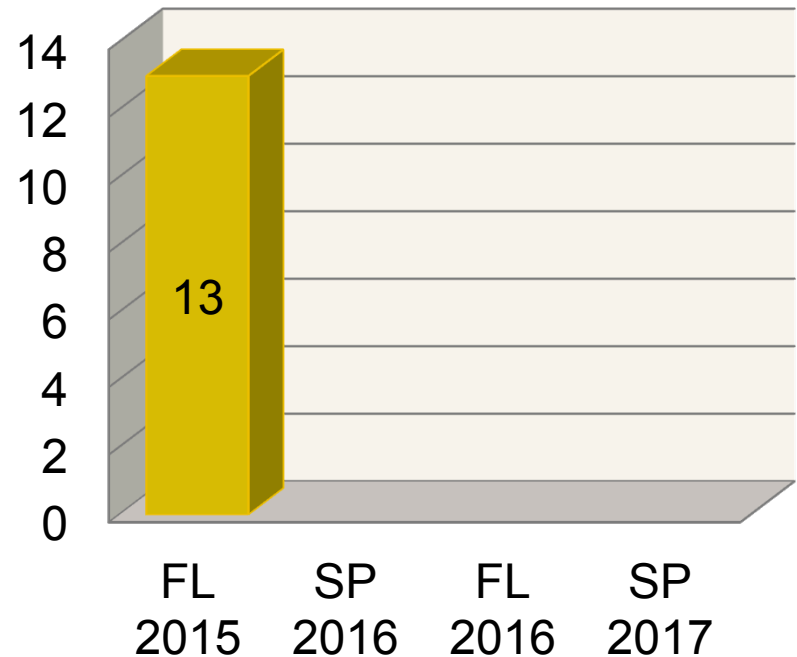
13

# Quantitative Reasoning Instructor Participation

## Full Time



## Term





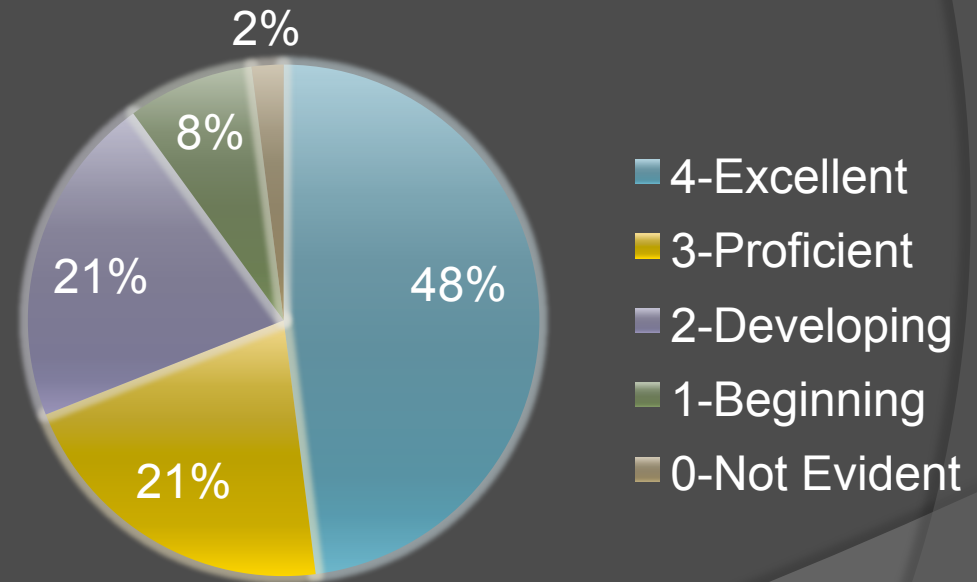
# Interpretation

## FL 2015

### # of Students

- **4-Excellent = 300**
- 3-Proficient = 128
- 2-Developing = 128
- 1-Beginning = 49
- 0-Not Evident = 16

### % of Students

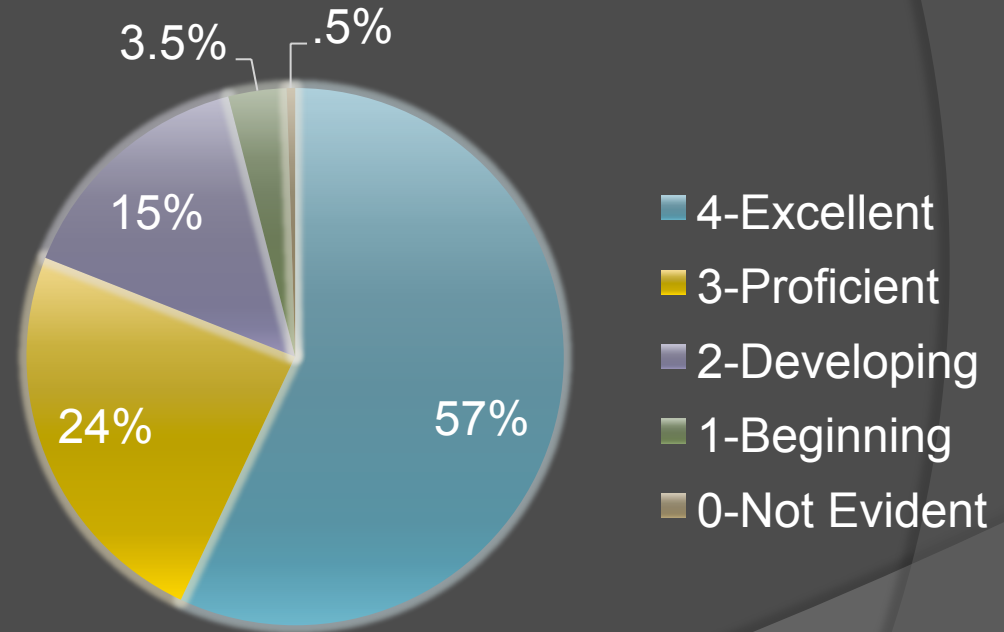


# Organization & Presentation FL 2015

## # of Students

- ◎ **4-Excellent = 354**
- ◎ 3-Proficient = 148
- ◎ 2-Developing = 94
- ◎ 1-Beginning = 22
- ◎ 0-Not Evident = 3

## % of Students



# Calculation

## FL 2015

# of Students

% of Students

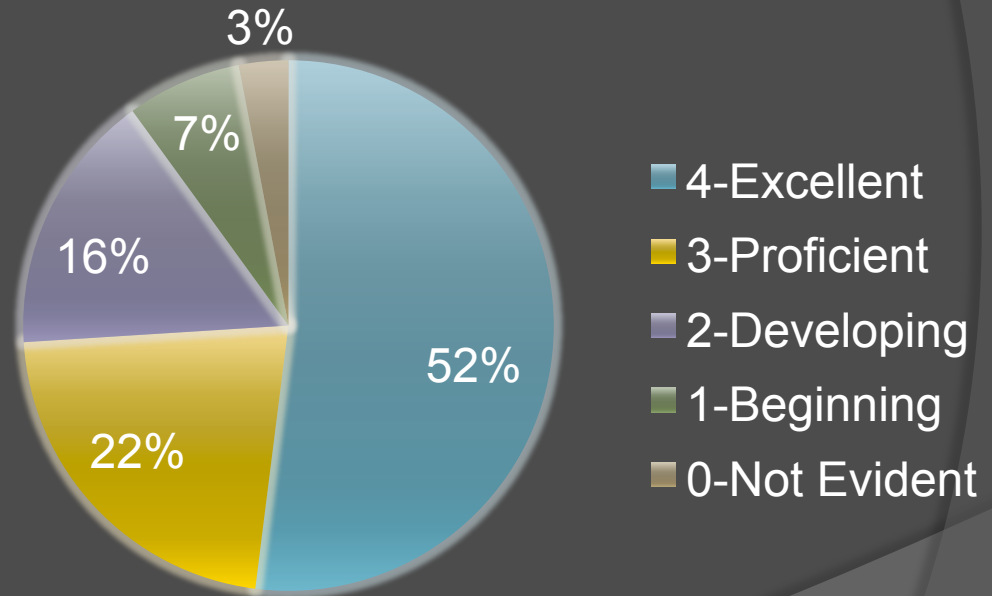
◎ **4-Excellent = 321**

◎ 3-Proficient = 139

◎ 2-Developing = **101**

◎ 1-Beginning = 42

◎ 0-Not Evident = 18



# Analysis/Synthesis

## FL 2015

# of Students

% of Students

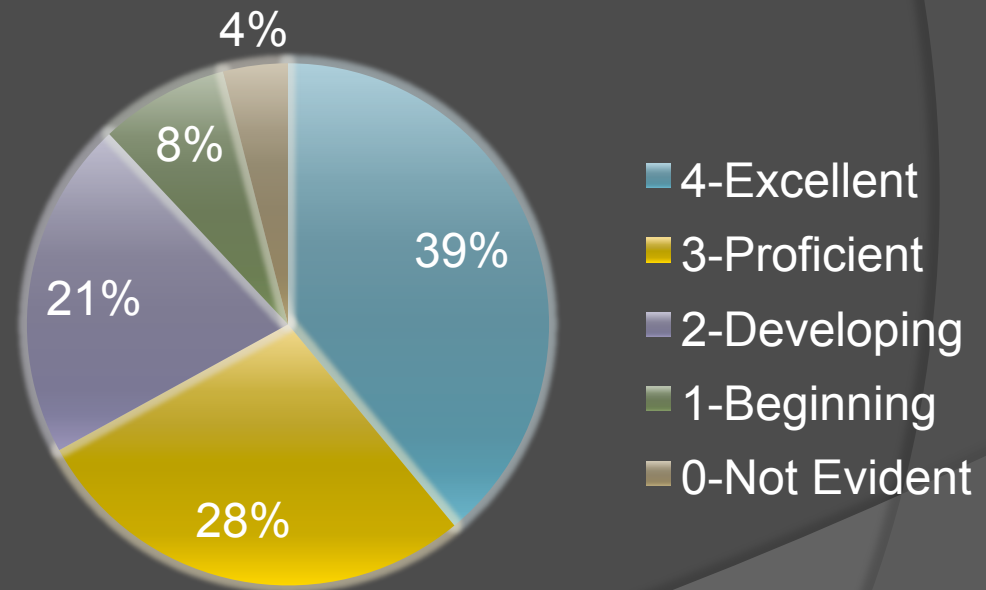
⦿ **4-Excellent = 240**

⦿ 3-Proficient = 171

⦿ 2-Developing = 130

⦿ 1-Beginning = 53

⦿ 0-Not Evident = 27



# Improvements

- ⦿ Department Rubric Trainings (and 1-1)
- ⦿ Digital Assessment Submissions ( Faculty provided score sheets)
- ⦿ More Streamline Submission (Outcome Report)
- ⦿ Provide Overall Course Results (Ex: all ENG\_101)
- ⦿ Extend Semester Data to 4 semesters (2 –FL & 2-SP)
- ⦿ Extended Involvement with Rubric Creation
- ⦿ Additional Assessment Academy Member
- ⦿ Full-Time & Term Faculty Participation will be provided in data
- ⦿ Reflection (Outcome Report)

# Global Awareness - Timeline

- SP2016 - Rubric Development
- SP2016 (end) – Faculty will be provided Global Awareness Rubric
- SM2016 – Rubric Pilot
- SM2016 (end) – Faculty will be notified if any minor changes are made to the rubric
- FL 2016 – Assessment of Global Awareness begins
  - 4 semester cycle (FL2016, SP2017, FL2017, & SP2018)