

Assessment of Information Literacy at BYU- Hawaii

Winter 2016-17 Results Analysis Discussion and Recommendations

The following are recommendations from the Information Literacy Assessment Committee after discussing and reviewing the Winter 2016-2017 Information Literacy Results Analysis.

1. Information Literacy Rubric

- The results posited that no papers were scored at the Initial stage for both the sophomore and senior levels. If this criterion evokes no responses then perhaps the instrument is not effective in accomplishing our Information Literacy assessment goal and would need reevaluation of the stage's descriptors. A rubric is supposed to differentiate the scores, spread them across the scale instead of clumping most of the results in the center.
- The *Shares information effectively and responsibly* criterion will need to be revised.

2. Faculty and Librarians

- The committee recommends that Faculty need to view and draw inference from the past two information literacy assessment results and use the information to determine how to improve information literacy in their curriculum and courses. Faculty and librarians need to work together to develop and enhance students' information literacy skills instead of the assumption that the responsibility lies solely with the librarians.

3. Artifacts and Comparison

- As mentioned in the Results report the comparison of the senior level information literacy skills between English 315 papers and senior thesis papers, differ due to the differing assignments used for assessment. However, the committee realizes that it might not be a fair comparison because of the time and effort taken to work on the research assignments in the different disciplines. Senior thesis papers have ample time of at least one (1) full semester to complete the research assignment, with help and guidance from a mentor along with the opportunity for revision. Whereas, English 315 students are given at least 1 month to work on their research assignment with minimal guidance, inadequate time for revisions and in a topic partially relevant to their chosen majors.