

5-2-2011

Summary of May 2, 2011 Information Literacy Reading and Scoring of First Year Papers

Information Literacy Committee (Trinity University)

Follow this and additional works at: http://digitalcommons.trinity.edu/infolit_qep



Part of the [Library and Information Science Commons](#)

Repository Citation

Information Literacy Committee (Trinity University), "Summary of May 2, 2011 Information Literacy Reading and Scoring of First Year Papers" (2011). *Information Literacy Documents*. 2.
http://digitalcommons.trinity.edu/infolit_qep/2

This Report is brought to you for free and open access by the Information Literacy Committee at Digital Commons @ Trinity. It has been accepted for inclusion in Information Literacy Documents by an authorized administrator of Digital Commons @ Trinity. For more information, please contact jcostanz@trinity.edu.

Summary of May 2, 2011 Information Literacy Reading and Scoring of First Year Papers

Papers were collected from FYS and WW classes in late Spring 2008 (pre) and late Spring 2011 (post). A rubric developed by faculty over the past several years was used to score the papers. Readers were blind to whether the papers were pre or post. All identifying information was removed from the papers. Twenty-two readers each read 5 or 6 randomly assigned papers. Each paper was read by two readers. Twenty-two readers each read 5 or 6 randomly assigned papers. Each paper was read by two readers. A total of 64 papers were read twice.

Each learning objective on the rubric was scored as:
 B=Beginning, D=Developing, A=Advanced, N=Not Applicable

In the summaries below, both sets of scores for each paper are included.

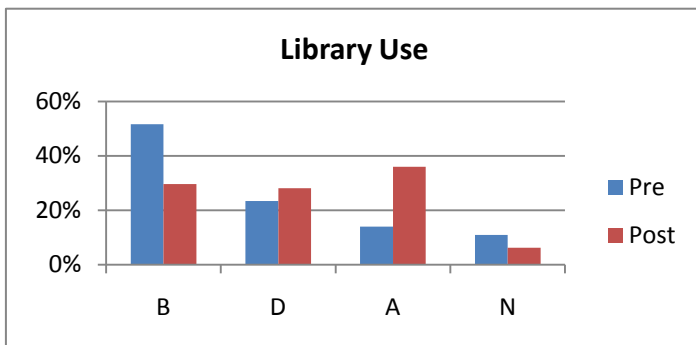
For 13 of the 14 objectives scored, the percentage in "Beginning" dropped from 2008 to 2011 and the percentage in "Advanced" increased.

ACCESS GOAL

(for complete wordings of objectives, please see the rubric)

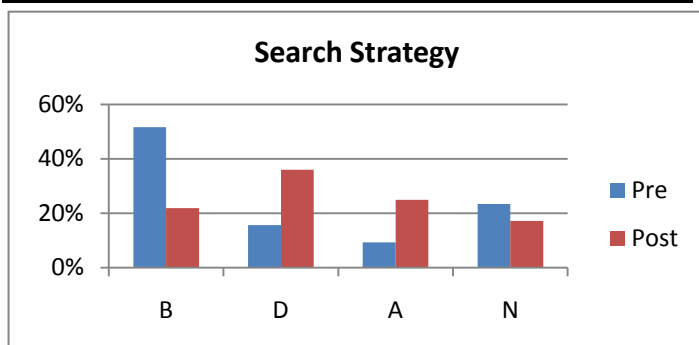
Objective: Library Use

	B	D	A	N
Pre	52%	23%	14%	11%
Post	30%	28%	36%	6%



Objective: Search Strategy

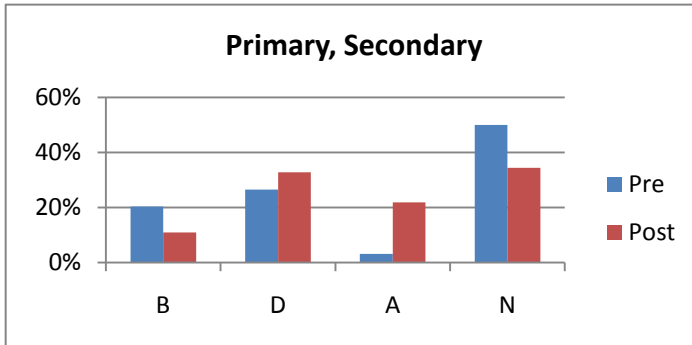
	B	D	A	N
Pre	52%	16%	9%	23%
Post	22%	36%	25%	17%



UNDERSTAND GOAL

Objective: Primary, Secondary, Tertiary Sources

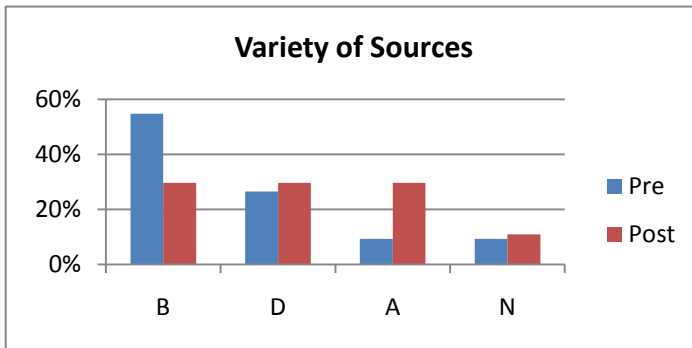
	B	D	A	N
Pre	20%	27%	3%	50%
Post	11%	33%	22%	34%



Note the high percentage of Not Applicables for this objective. Readers reported having trouble evaluating this one.

Objective: Variety of Sources

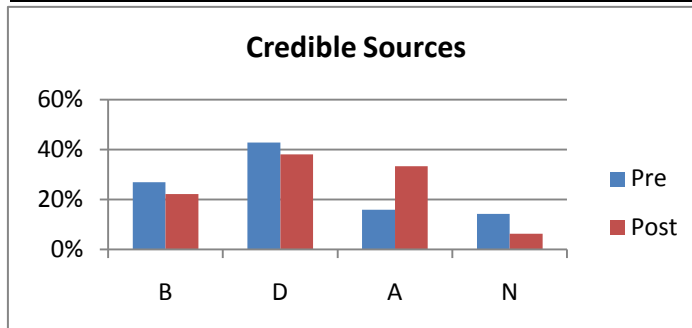
	B	D	A	N
Pre	55%	27%	9%	9%
Post	30%	30%	30%	11%



EVALUATE GOAL

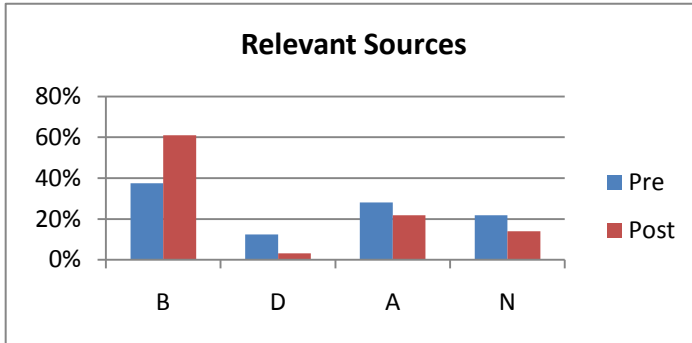
Objective: Credible Sources

	B	D	A	N
Pre	27%	43%	16%	14%
Post	22%	38%	33%	6%



Objective: Relevant Sources

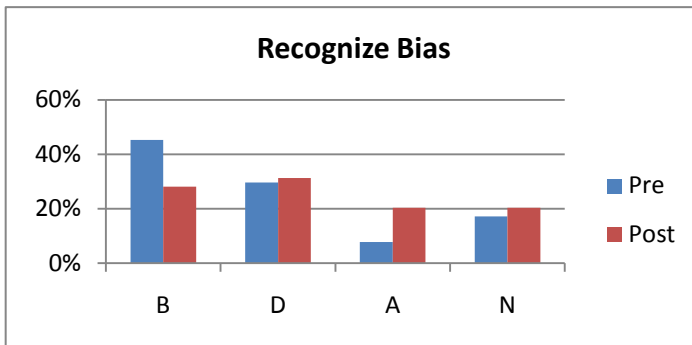
	B	D	A	N
Pre	38%	13%	28%	22%
Post	61%	3%	22%	14%



This is the only objective where improvement was not observed. As with the primary, secondary objective, many papers were scored "NA". Readers reported difficulty evaluating this when they were not familiar with the topic of the paper.

Objective: Recognize Bias

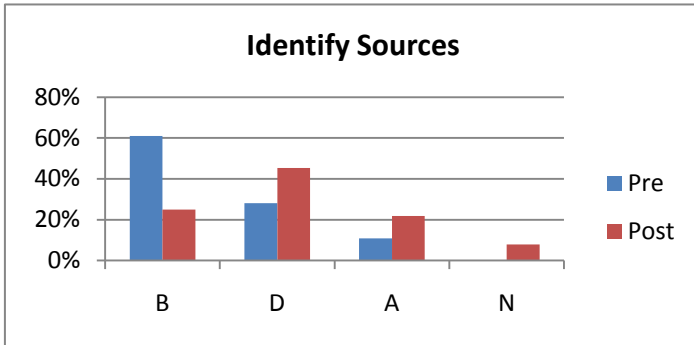
	B	D	A	N
Pre	45%	30%	8%	17%
Post	28%	31%	20%	20%



USE ETHICALLY GOAL

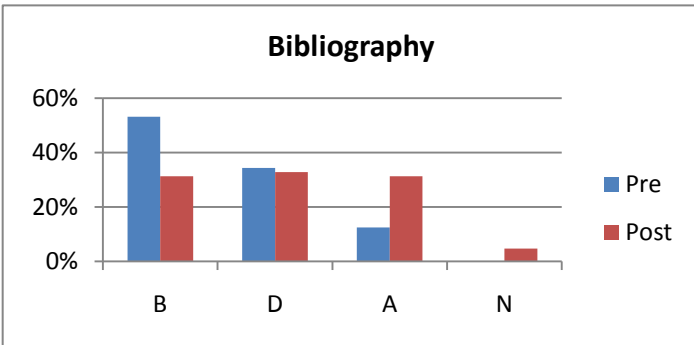
Objective: Properly Identify Sources

	B	D	A	N
Pre	61%	28%	11%	0%
Post	25%	45%	22%	8%



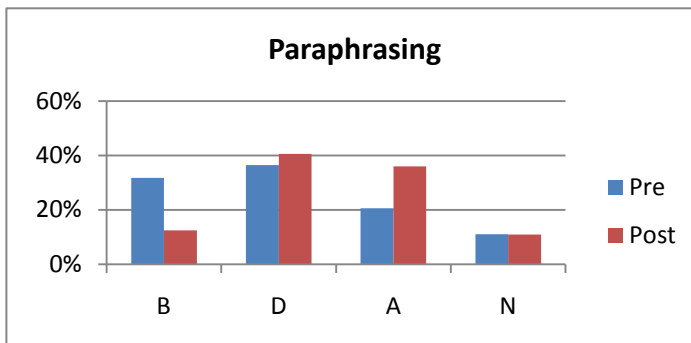
Objective: Bibliography

	B	D	A	N
Pre	53%	34%	13%	0%
Post	31%	33%	31%	5%



Objective: Paraphrasing

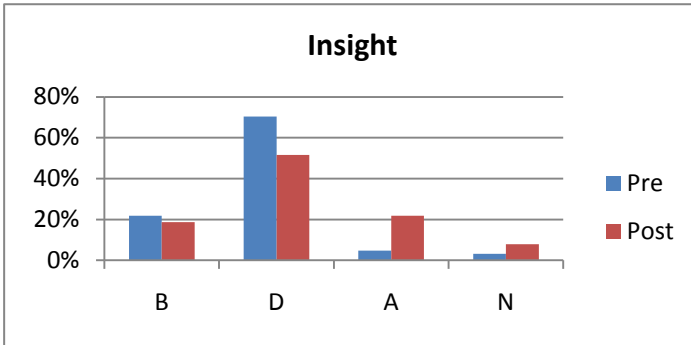
	B	D	A	N
Pre	32%	37%	21%	11%
Post	13%	41%	36%	11%



CREATE GOAL

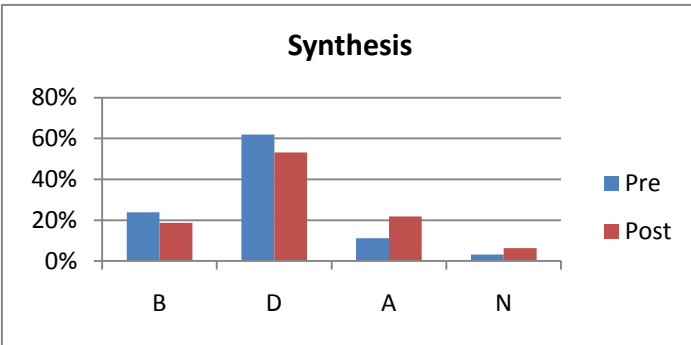
Objective: Insight

	B	D	A	N
Pre	22%	70%	5%	3%
Post	19%	52%	22%	8%



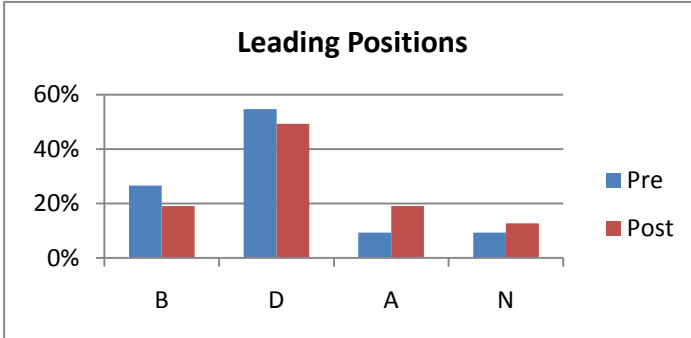
Objective: Synthesis

	B	D	A	N
Pre	24%	62%	11%	3%
Post	19%	53%	22%	6%



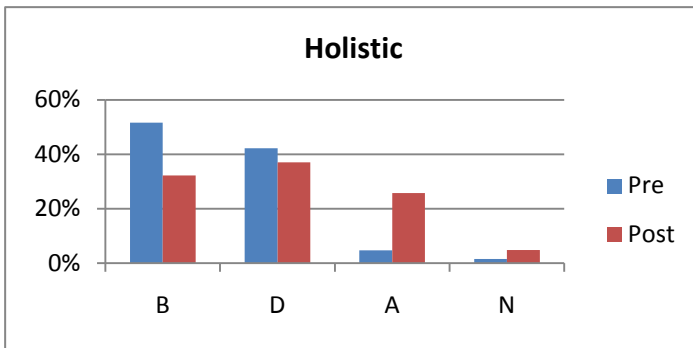
Objective: Leading Positions

	B	D	A	N
Pre	27%	55%	9%	9%
Post	19%	49%	19%	13%



HOLISTIC INFORMATION LITERACY RATING

	B	D	A	N
Pre	52%	42%	5%	2%
Post	32%	37%	26%	5%



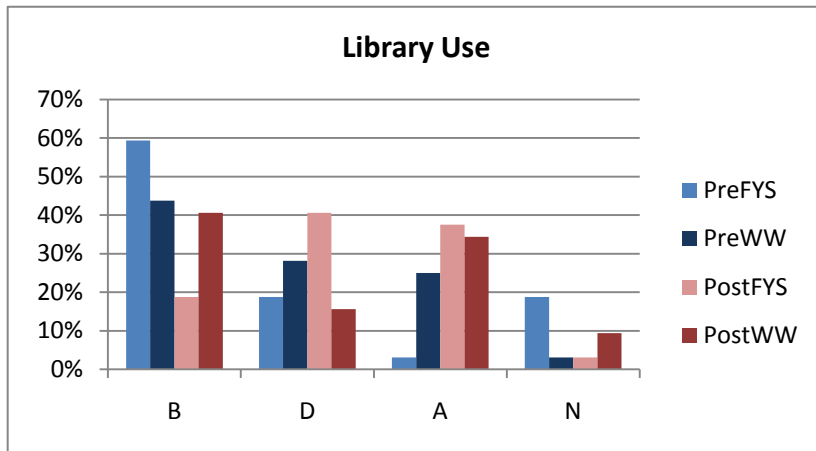
First Year Seminar and Writing Workshop Results

The data were further subdivided to show results for first year seminar courses and writing workshop courses. The two objectives noted by reviewers as being difficult to evaluate (primary, Secondary, tertiary sources and relevant sources) are excluded here. For most of the other objectives, improvements occurred in both the FYS and WW sections. The two exceptions were properly identifying sources where there was a slight decline in the "Advanced" category for writing workshop and bibliography where there was a slight increase in the "Beginning" category for writing workshop.

ACCESS GOAL

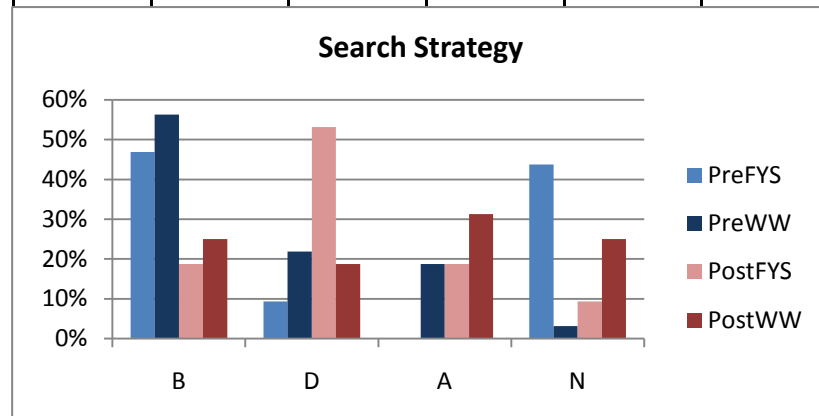
Objective: Library Use

	B	D	A	N
PreFYS	59%	19%	3%	19%
PreWW	44%	28%	25%	3%
PostFYS	19%	41%	38%	3%
PostWW	41%	16%	34%	9%



Objective: Search Strategy

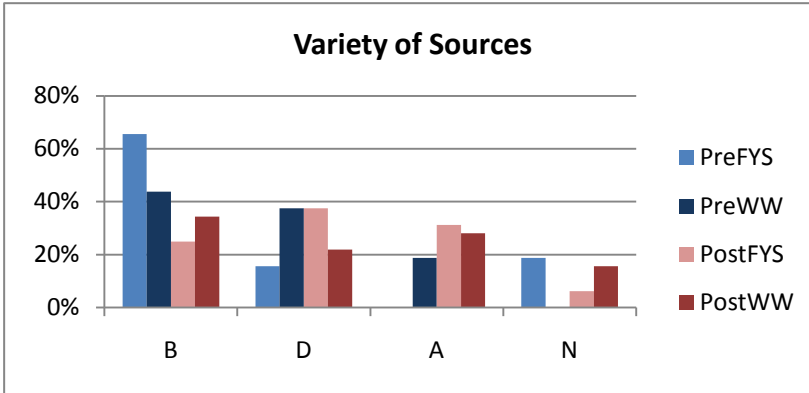
	B	D	A	N
PreFYS	47%	9%	0%	44%
PreWW	56%	22%	19%	3%
PostFYS	19%	53%	19%	9%
PostWW	25%	19%	31%	25%



UNDERSTAND GOAL

Objective: Variety of Sources

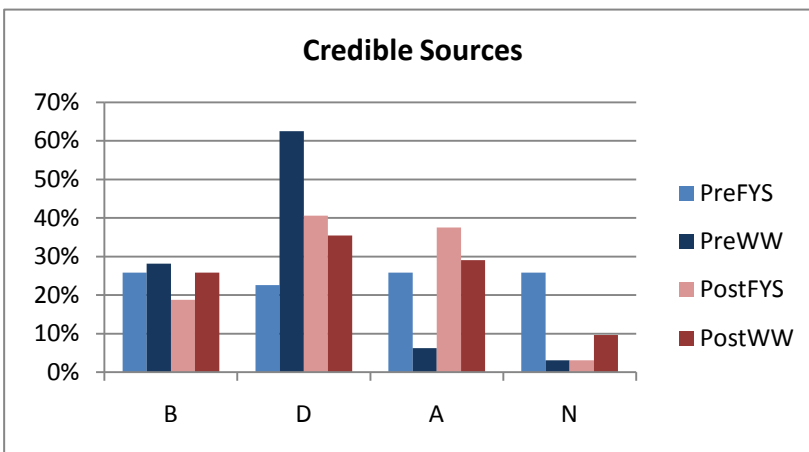
	B	D	A	N
PreFYS	66%	16%	0%	19%
PreWW	44%	38%	19%	0%
PostFYS	25%	38%	31%	6%
PostWW	34%	22%	28%	16%



EVALUATE GOAL

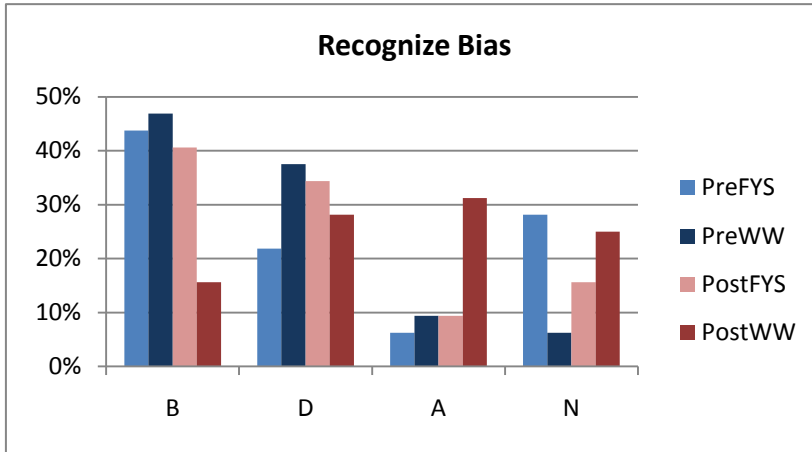
Objective: Credible Sources

	B	D	A	N
PreFYS	26%	23%	26%	26%
PreWW	28%	63%	6%	3%
PostFYS	19%	41%	38%	3%
PostWW	26%	35%	29%	10%



Objective: Recognize Bias

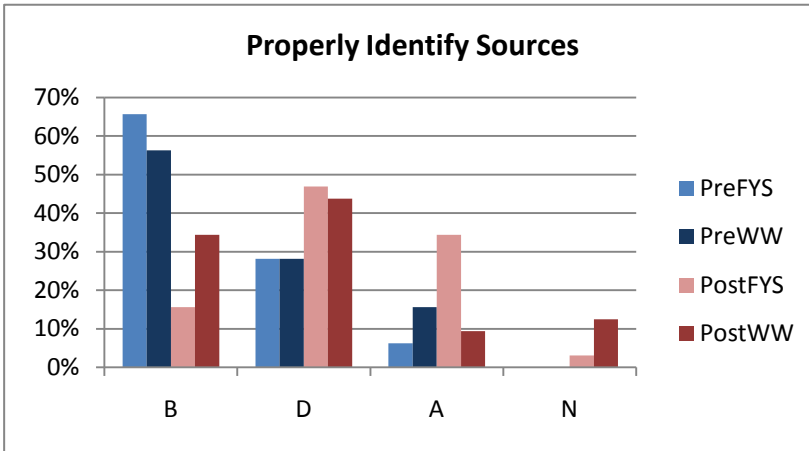
	B	D	A	N
PreFYS	44%	22%	6%	28%
PreWW	47%	38%	9%	6%
PostFYS	41%	34%	9%	16%
PostWW	16%	28%	31%	25%



USE ETHICALLY GOAL

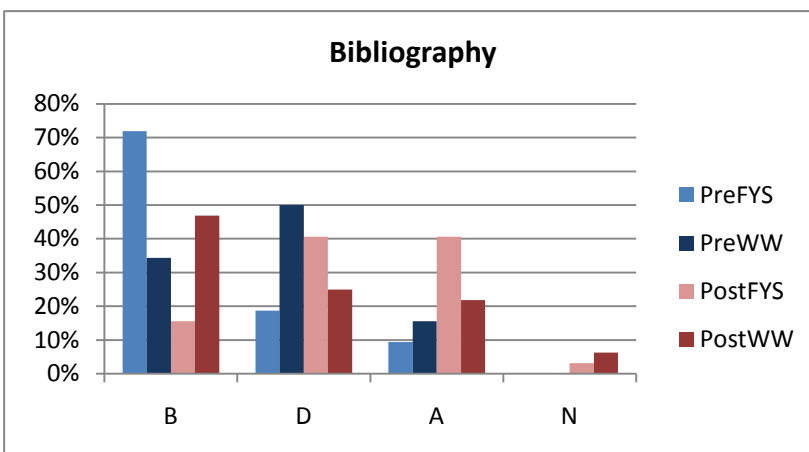
Objective: Properly Identify Sources

	B	D	A	N
PreFYS	66%	28%	6%	0%
PreWW	56%	28%	16%	0%
PostFYS	16%	47%	34%	3%
PostWW	34%	44%	9%	13%



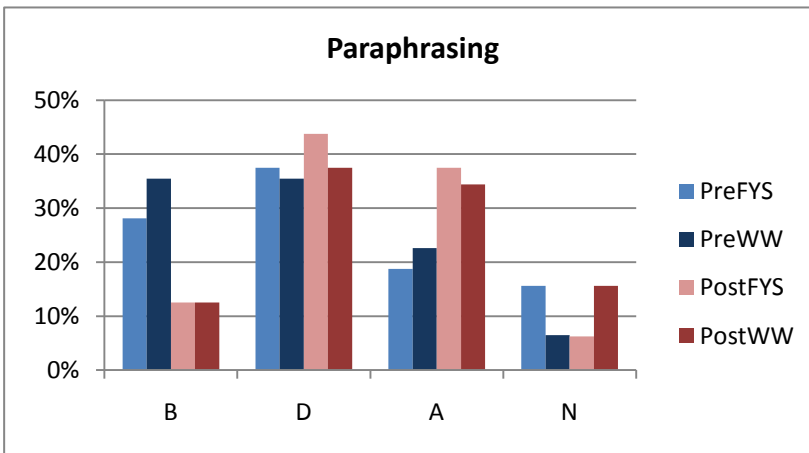
Objective: Bibliography

	B	D	A	N
PreFYS	72%	19%	9%	0%
PreWW	34%	50%	16%	0%
PostFYS	16%	41%	41%	3%
PostWW	47%	25%	22%	6%



Objective: Paraphrasing

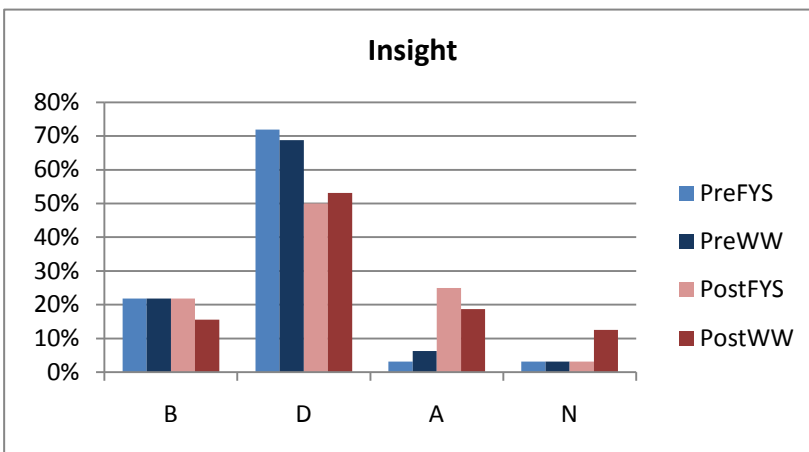
	B	D	A	N
PreFYS	28%	38%	19%	16%
PreWW	35%	35%	23%	6%
PostFYS	13%	44%	38%	6%
PostWW	13%	38%	34%	16%



CREATE GOAL

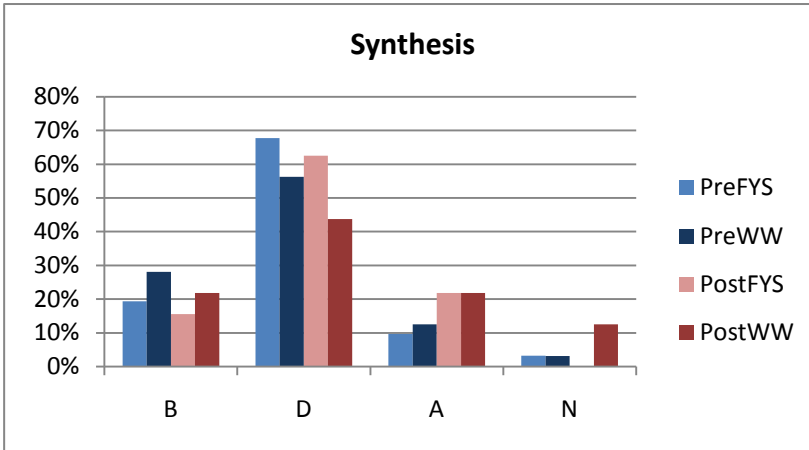
Objective: Insight

	B	D	A	N
PreFYS	22%	72%	3%	3%
PreWW	22%	69%	6%	3%
PostFYS	22%	50%	25%	3%
PostWW	16%	53%	19%	13%



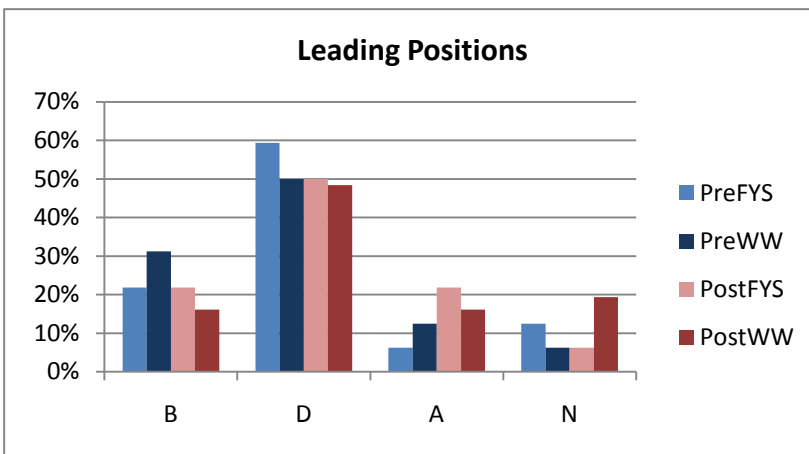
Objective: Synthesis

	B	D	A	N
PreFYS	19%	68%	10%	3%
PreWW	28%	56%	13%	3%
PostFYS	16%	63%	22%	0%
PostWW	22%	44%	22%	13%



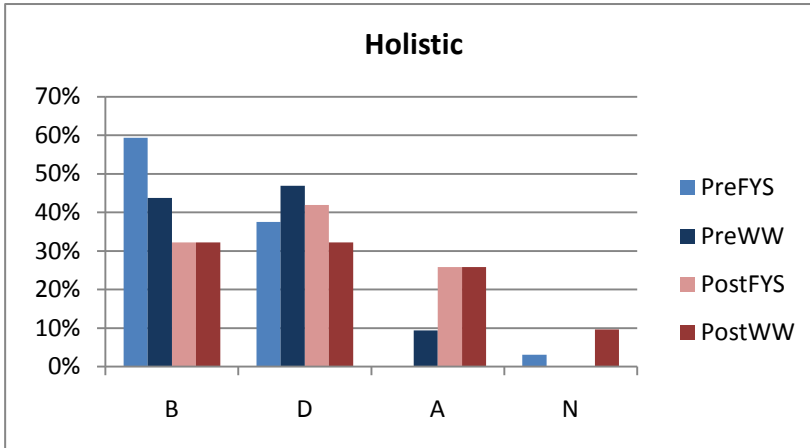
Objective: Leading Positions

	B	D	A	N
PreFYS	22%	59%	6%	13%
PreWW	31%	50%	13%	6%
PostFYS	22%	50%	22%	6%
PostWW	16%	48%	16%	19%



HOLISTIC INFORMATION LITERACY RATING

	B	D	A	N
PreFYS	59%	38%	0%	3%
PreWW	44%	47%	9%	0%
PostFYS	32%	42%	26%	0%
PostWW	32%	32%	26%	10%



Reader to Reader Consistency

Each paper was read by two readers and the readers did not always agree on their ratings of the papers. Each paper was classified on each of the objectives as to whether the readers agreed exactly, were off by one category (beginning and developing or developing and advanced), were off by two categories (beginning and advanced), or other (one reader indicated NA and the other did not).

Overall, more than half of the ratings matched exactly, with an additional 32% being within one category. Only 3% were at the opposite ends of the scale.

objective	match exactly	one off	two off	other
Library Use	52%	31%	3%	14%
Search Strategy	53%	27%	5%	16%
Primary, Secondary	33%	31%	2%	34%
Variety of Sources	61%	27%	2%	11%
Credible Sources	44%	35%	3%	18%
Relevant Sources	47%	33%	3%	17%
Recognize Bias	47%	28%	6%	19%
Properly Identify Sources	53%	38%	5%	5%
Bibliography	64%	30%	2%	5%
Paraphrasing	32%	44%	8%	16%
Insight	59%	27%	3%	11%
Synthesis	56%	33%	2%	10%
Leading Positions	49%	35%	2%	14%
Holistic	60%	32%	2%	6%
Overall	51%	32%	3%	14%