

Campus Partner Support for Information Literacy Assessment

Collaboration and Compromise
CSU Libraries Conference June 2025



Collaborators

Library Involvement

Stephanie Alexander, Assessment Librarian
Library Instruction and Curriculum Committee (LCIC)
Kristin Hart, Dean of Libraries

Campus Collaborators

Ana Almeida, Chair of Biological Sciences, chair of the Institutional Learning Outcomes Subcommittee
Kevin Kaatz, Director of General Education, past chair of Committee on Academic Planning and Review
Julie Stein, Senior Facilitator, Academic Effectiveness, Academic Affairs

Relevant Campus Bodies

Educational Effectiveness Council (faculty and MPPs), part of Office of Academic Affairs (OAA)
ILO Subcommittee (part of Committee on Academic Planning and Review of the Academic Senate)

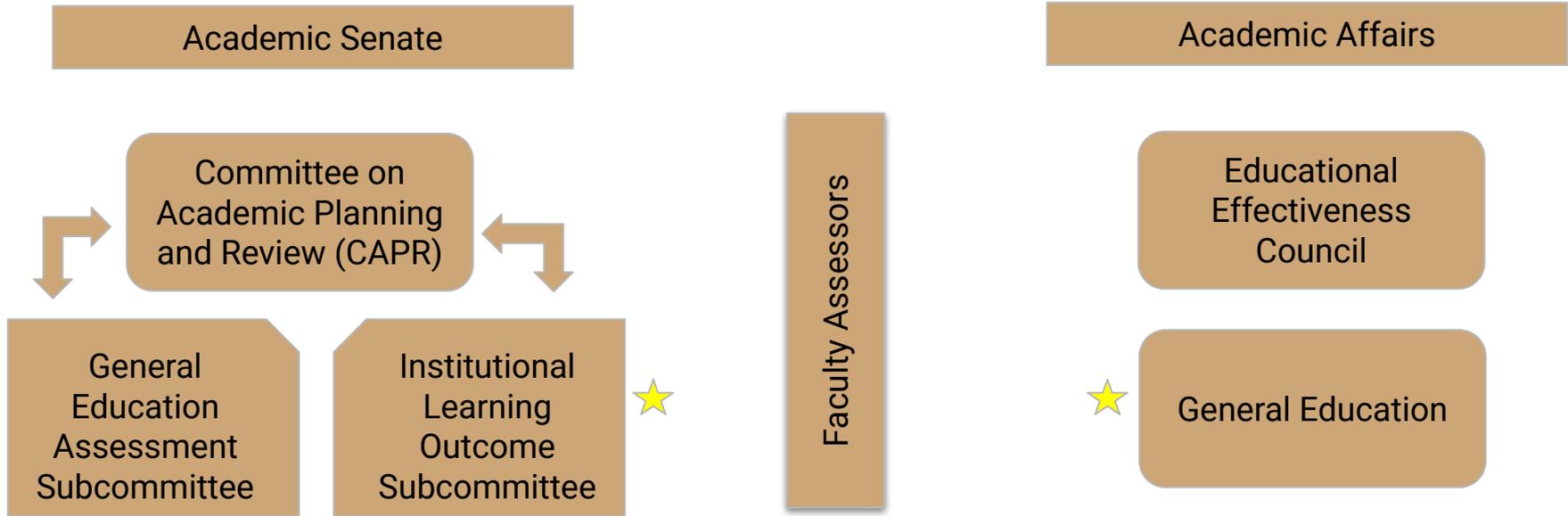
Institutional Learning Outcome Assessment at East Bay

- Institutional Learning Outcome Subcommittee is a subcommittee of CAPR (Academic Senate)
 - Faculty were previously funded for this work as summer stipends
 - Elected Senate position
- Faculty (representative of all colleges) develop rubrics for various ILOs
- In the past, deans would collaborate to identify courses that *should* be addressing the ILOs, would identify faculty teaching those classes to participate in the process as volunteers.
- Director of GE then identified courses in upper division GE classes that met various ILOS and created a clear expectation that faculty teaching those classes would participate in the process.
- East Bay won assessment awards as assessment gained momentum at the university

Keys to success of Information Literacy Assessment:

- Access to upper division GE courses
- Development of Signature Assignment

Institutional Learning Outcome Assessment at East Bay



History of Information Literacy Assessment at East Bay

Development of the Signature Assignment

2018	Attempted to assess the Information Literacy ILO with the Written Communication ILO <i>Did not result in assessable data</i> (just big ol' pile of research papers)
2021	Collected student artifacts from assignments which addressed information literacy concepts, but which were not necessarily aligned to IL rubric <i>Did not result in assessable data</i> (students summarized rather than evaluated sources)
2022	Simplified the IL rubric from six to two criteria (retained "Search" and "Evaluate," which were not covered in other campus rubrics)
2025	Designed a signature assignment aligned to IL rubric to be used in upper division GE courses; assignment was <u>only</u> focused on what was needed for IL assessment (topic, search, evaluation of sources) <i>Did result in assessable data</i> (students explained their search process, discussed source relevance and their evaluation of the credibility of the sources)

Information Literacy Rubric (2018 vs. 2022)

CSU East Bay ILO Information Literacy Rubric, Approved by Academic Senate 5-1-2018				
To recognize when information is needed; to be able to identify, locate, and evaluate information; to use and share effectively and responsibly information in a manner appropriate to the disciplinary context.				
Criteria	4	3	2	1
Scope: Identifies the question/problem/ concept to be investigated, in order to determine the information needed in the assignment.	Question/problem/ Concept is specifically and clearly identified.	Question/ problem/ concept is adequately identified.	Question/problem/ concept is inadequately identified.	Question/problem/ concept is not identified.
Gather: Uses search strategies (e.g. keywords, databases, library resources) to gather a range of sources.	Describes effective search strategies used to find sources.	Describes mostly effective search strategies used to find sources.	Describes somewhat effective search strategies used to find sources.	Describes ineffective search strategies used to find sources.
Evaluate: Evaluates gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise)	Thoroughly evaluates sources for relevance and credibility.	Adequately evaluates sources for relevance and credibility.	Minimally evaluates sources for relevance and credibility.	Does not evaluate sources for relevance and credibility.
Analyze: Analyzes content and perspectives of evaluated source material; shows connections between sources.	Thoroughly analyzes content and perspectives of source material; makes explicit connections between sources.	Adequately analyzes content and perspectives of source material; makes general connections between sources.	Minimally analyzes content and perspectives of source material; makes few connections between sources.	Does not analyze content and/or perspectives of source material; makes no connections between sources.
Communicate: Demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Clearly demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Generally demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Sometimes demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Demonstrates little or no use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.
Attribute: Demonstrates effective and ethical use of sources (e.g. bibliography, in-text citation for quoting, paraphrasing, and summarizing) appropriate to the assignment.	Consistently demonstrates correct and effective use of source-attribution strategies.	Generally demonstrates correct and effective use of source-attribution strategies.	Minimally demonstrates correct and effective use of source-attribution strategies.	Does not use source-attribution strategies.

Cal State East Bay Revised ILO Information Literacy Rubric 9-12-22				
Description: Information literacy is the ability to explore information through effective search strategies. Students evaluate diverse sources and provide justification of the relevance and credibility, given the context of their information need.				
Criteria	4	3	2	1
Search Use of search strategies to explore information sources. <i>(e.g. search terms, truncation, filters, choice of database and/or library resources)</i>	Appropriate search strategies used to explore information sources.	Mostly appropriate search strategies used to explore information sources.	Minimally appropriate search strategies used to explore information sources.	Does not use appropriate search strategies.
Evaluate Evaluates gathered sources for relevance and credibility <i>(e.g. peer-reviewed, author expertise, context)</i>	Thoroughly evaluates sources.	Adequately evaluates sources.	Minimally evaluates sources.	Does not evaluate sources.

Signature Assignment (Four Questions)

1. State the topic or question you used
2. Describe the search process you used to find information sources (articles, websites, books, etc.) on your stated topic or question
3. Describe one information source from your search that you did use
4. Describe one information source from your search that you did not use

Information Literacy Assessment Results Dashboard

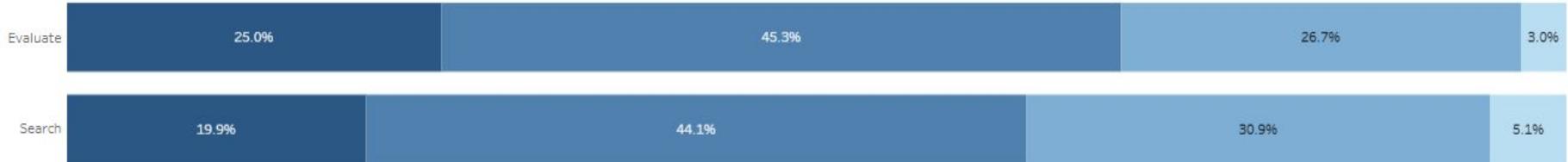
2024 - 2025 Cal State East Bay ILO Assessment: Information Literacy

Full Distribution of Information Literacy Rubric Scores

College: (All) | First-Gen Classification: (All) | Pell Classification: (All) | URM Classification: (All)

ILO Rubric Values

- 1 - Major Gaps
- 2 - Some Gaps
- 3 - Competent
- 4 - Fully Competent

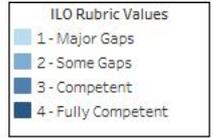


Evaluate – 70.3% of artifacts assessed as **competent**;
Search – 64% of artifacts assessed as **competent**.

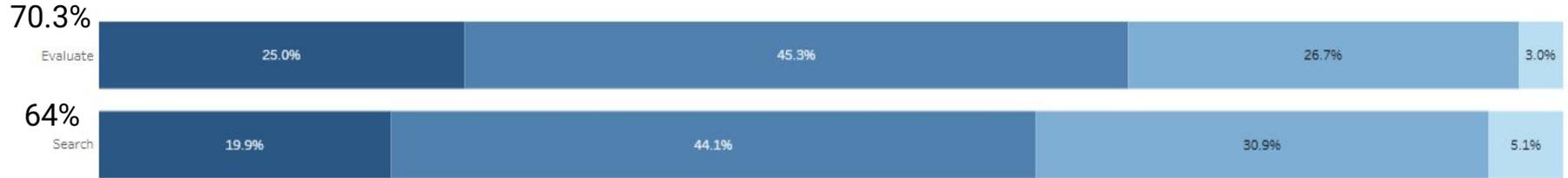
“All” Compared to Historically Underserved Students

2024 - 2025 Cal State East Bay ILO Assessment: Information Literacy

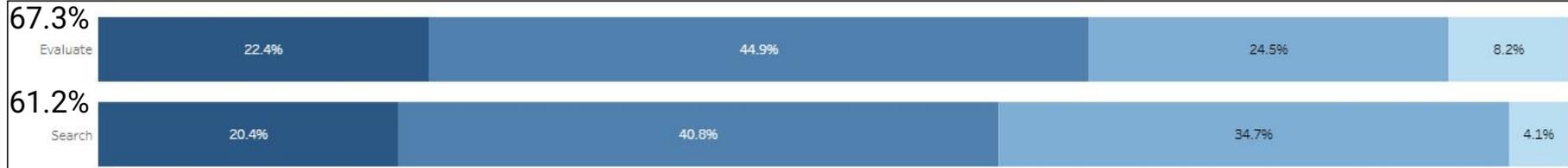
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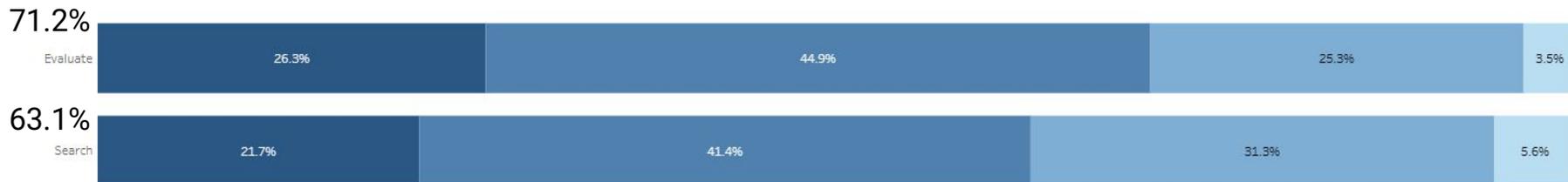


College: (All) | First-Gen Classification: First Gen | Pell Classification: Pell | URM Classification: URM



Transfer Compared to Frosh

Transfers (84% of sample)

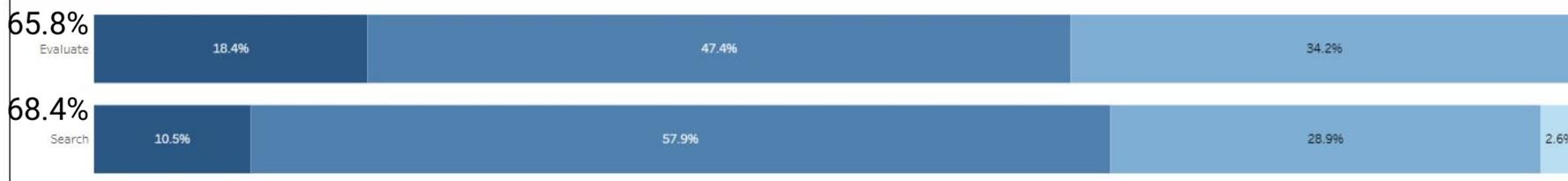


Create a Comparison Group

Use the filters below to create a comparison group in relation to the score distributions of the chart above.

Non-transfer (16% of sample)

Group type: Frosh
College: (All)
First-Gen Classification: (All)
Pell Classification: (All)
URM Classification: (All)



Possible Actions

- Provide better guidance for students to delve deeper into using search strategies and evaluating the credibility of sources in the era of AI;
- Highlight the importance of this competency when demonstrating use of AI to build critical thinking skills;
- Update signature assignment to help students increase authenticity and curiosity, and delve deeper beyond basic Google search;
- Promote use of library and other resources among the transfer community;
- Strengthen Information Literacy skills, especially “Evaluate,” among the frosh community.

Implications for Libraries

- Impact of library-lead course-integrated instruction on student performance
- Course modality impact on student performance
- What other questions can we ask that will help us use this data to shape library services?

Future of ILO assessment at Cal State East Bay

Very labor intensive process

Can AI be helpful for these assessments and using these rubrics?

Questions?