



# University Summary & Closing the Loop Report Information Literacy Student Learning

June, 2025 v1

## INTRODUCTION

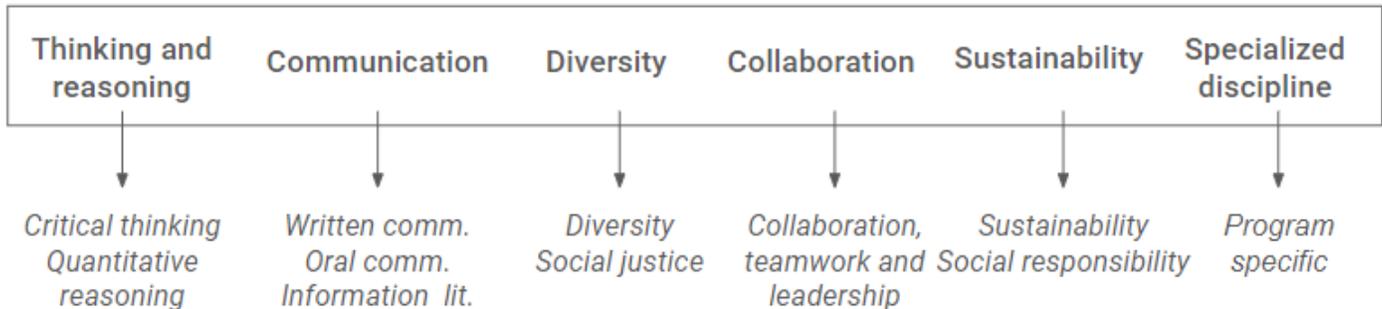
### Purpose of Report

This *University Summary and Closing the Loop Report* summarizes the development and assessment of the Information Literacy competency as part of students' learning experiences at Cal State East Bay.

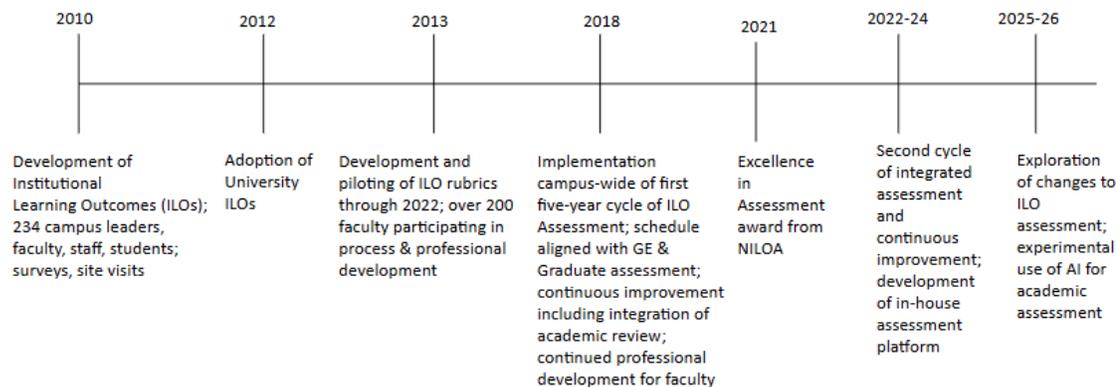
### Purpose of Institutional Learning Outcomes (ILOs)

[Institutional Learning Outcomes](#) (ILOs) are the expected learning achievements for all CSUEB graduates, both undergraduate and graduate, and align closely with [General Education](#) and program requirements. Developed collaboratively by campus leadership, faculty, staff, and students, ILOs express the unique identity of a CSUEB degree, including core competencies in thinking, reasoning, and communication, as well as outcomes related to diversity, social justice, sustainability, and specialized disciplines.

### CSUEB ILOs



### ILO Timeline



## Assessment Schedule

Following the [2022-2028 ILO Long term Assessment Schedule](#), which aligns the assessment schedule for undergraduate, graduate, and general education assessment, Cal State East Bay gathered recent student learning and administrative data to support the summary of learning of the University's Information Literacy learning outcomes. These data are intended to provide context for the student learning experience for this outcome during their university experience.

## Overview of Student's Development of Information Literacy at CSUEB

*Upper Division GE:* At Cal State East Bay, students develop their information literacy skills through a required upper division GE course area "B", "C", and "D." These courses contain the following characteristics: "Information literacy, in which students describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work," *Faculty Guide to GEOC Course Approvals* (p. 15-16). Additionally, the GE Framework document states that, "Departments offering GEOC courses will participate in GEOC program assessment by providing student work aligned to GEOC learning outcomes."

*Disciplinary outcomes:* The Information Literacy outcome is aligned to degree program outcomes throughout the curriculum.

### *University Libraries Instruction and Support:*

The University Library offers a five-course [Critical Information Studies program](#) that supports students' development of a critical consciousness about the information universe. They also offer course-integrated instruction, research guides, research consultations, workshops, and other instructional services and tools for faculty and students.

## Changes Impacting Institutional Assessment

It is important to note that changes in higher education, the CSU, and accreditation have impacted ILO assessment including Information Literacy:

- *Changing accreditation standards:* In the new 2023 standards, WSCUC no longer requires evidence during reaffirmation of academic outcomes assessments at the ILO level (near graduation at the undergraduate upper division level), for the five "core competencies" of written communication, oral communication, information literacy, critical thinking, and quantitative reasoning. However, the campus needs to continue to follow the local guidelines for academic review through CAPR as well as the CSU CO executive orders for GE assessment.
- *Reduction in funded faculty support:* Lower campus enrollment and subsequent budget cutbacks have removed much of funded faculty support for assessment. Assessment activities have transitioned to faculty governance groups (the ILO and GE Assessment Subcommittees of CAPR).
- *ILO-GE Assessment platform will need to be rebuilt.* The campus has used several assessment platforms – Blackboard Outcomes, Watermark's Assessment platform, and then Google Suite. The institution plans to migrate from the Google Suite to Microsoft 365 in the near future, resulting in the ILO-GE academic assessment needing to be re-built on a new platform.

- *Use of AI needs to be evaluated for integrating into the process:* The emerging use of AI for designing and assessing academic content, along with the growing use of AI by students must be addressed with changes to the assessment process going forward. Since spring 2025, a faculty working group has been experimenting with using AI to assess ILO student work including Information Literacy.
- *National assessment resources and support changing:* While assessment related organizations such as NILOA, AAC&U, and WSCUC provided a wide range of initial guidance, resources, and funding, virtually no external project funding or resources have been available since 2018.

**METHODS**

Relevant data and university sources for upper information literacy were gathered from several relevant sources (Table 1).

*Table 1. Key data, sources, and dates of collection*

<b>Data and Sources</b>	<b>Date</b>
Assessment of upper division General Education courses with an Information Literacy characteristic collected in fall 2024 and assessed in spring 2025	Spring, 2025
Graduate Assessment	Spring, 2025

*Table 2. Numbers of course sections assessed by college for Information Literacy in upper division GE 2024-25.*

<b>College</b>	<b>Departments Represented</b>	<b># sections</b>
CBE	Management	2
CEAS	Kinesiology Recreation	3 1
CLASS	English History Sociology	1 1 1
CSCI	Biology Math	1 1
<b>Total</b>		<b>12 course sections</b>

## Information Literacy Rubric

The [ILO Information Literacy](#) Rubric was the measurement tool used for assessing the two criteria of “Search” and “Evaluate.”

Figure 1. Information Literacy Rubric

Cal State East Bay Revised ILO Information Literacy Rubric 9-12-22				
<b>Description:</b> 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
<b>Search</b> 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.
<b>Evaluate</b> 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

Each course had a research related assignment asking students to search for and examine different sources of information outside their course textbook and materials. This was followed by a graded [“Signature Assignment”](#) prompting students to reflect on questions about their information search and selection process. Student work from a “Signature Assignment” is often used in GE courses across disciplines for assessment to help students reflect on their learning related to a core competency.

## Assessment of Undergraduate Student Work for Information Literacy 2024-25

Faculty from the ILO Subcommittee of CAPR representing each of the five colleges assessed 120 student work samples from 12 upper division GE course sections (upper division B, C, D) after first receiving [Assessment and Calibration Training](#). 10 student samples were randomly selected from each of the sections identified in Table 2.

## Graduate Assessment

All graduate programs are assessed according to the University's [Committee on Academic Planning and Review](#) policies and the [2022-2028 ILO Long term Assessment Schedule](#) and posted on the [Graduate Program Assessment](#) page.

### RESULTS and CLOSING THE LOOP

#### Assessment of Information Literacy

View the 2024-25 CSUEB ILO Assessment results for Information Literacy Dashboard [here](#). 70.3% of student work samples were assessed as competent or fully competent for "Evaluate." 64% of student work samples were assessed as competent or fully competent for "Search." Historically underserved students scored slightly lower with 67.3 % competent for "Evaluate" and 61.2% competent for "Search."

Since prior assessments for Information Literacy were either too small to report or from pilot projects, this represents a benchmark for CSUEB for future assessments of information literacy.

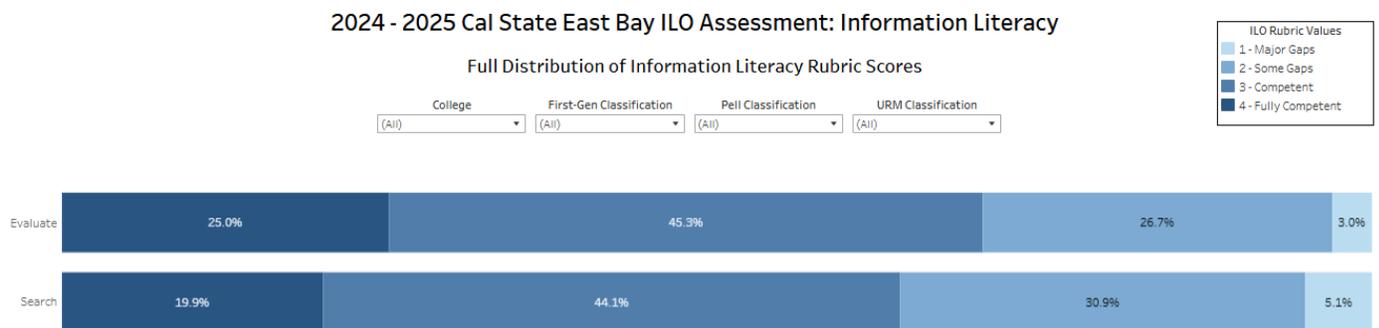


Figure 2. Assessment results for student performance of the two ILO Information Literacy rubric categories.

## Faculty Assessor Feedback for Assessment of ILO Information Literacy

ILO Subcommittee faculty representing each of the five academic colleges who assessed student work from ILO Information Literacy assignments provided themes and possible action.

Table 3. Faculty Assessor's Themes and Possible Actions Resulting from Analysis

Themes	Possible Action
<ul style="list-style-type: none"><li>• Some strong examples of student learning (bringing knowledge from other courses, critical thinking, voice);</li><li>• Students stronger for “evaluating” than “searching”, except for frosh;</li><li>• Students generally stronger explaining “relevance” of sources than explaining “credibility” of sources;</li><li>• Some “search” and “evaluate” explanations don’t align (use of AI, critical thinking, faulty memory).</li></ul>	<ul style="list-style-type: none"><li>• Provide better guidance for students to delve deeper into using AI for search strategies and to evaluate credibility of sources;</li><li>• Highlight the importance of this competency when demonstrating use of AI to build critical thinking skills;</li><li>• Update Signature assignment to help students increase authenticity and curiosity, and delve deeper beyond basic google search;</li><li>• Promote use of library and other resources among the transfer community;</li><li>• Strengthen Information Literacy skills, especially “Evaluate”, among the frosh community.</li></ul>

### General Education

General Education will examine if stronger outcomes statements may be appropriate in upper division GE courses to support student learning for Information Literacy.

### Graduate Assessment

Reports cover additional detail regarding assessment of graduate programs and are supplemental to the University Summary Reports covering all programs which may be accessed through the [university assessment website](#).

### Institutional Learning Outcomes (ILO) Subcommittee of CAPR

The assessment results were presented to ILO Subcommittees in the spring 2025 term with the analysis and closing the loop to continue in the fall 2025 term.

### University Libraries

In spring 2025, the University Libraries Dean and several faculty attended a presentation of the assessment results. In fall 2025, University Libraries will continue to participate in the analysis and closing the loop activities. Additionally, led by a University Libraries faculty member and the college dean, the assessment results and implications were presented at the CSU Libraries Conference in June, 2025 in a presentation titled, [Campus Partner Support for Information Literacy Assessment](#).