

General Education Information Literacy Assessment, 2024-25

In spring 2025, the Learning Assessment Committee and the General Education-Information Literacy Work Group assessed the following outcome: Apply a variety of credible sources to support a given topic. The assessment was conducted by drawing a random sample of class sections from courses mapped to the Information Literacy outcome. The sampling technique also focused on sections with a relatively high percentage of students with 45+ credit hours earned. For the assessment, faculty identified the most rigorous writing assignment in the class, which included a minimum of three citations, and submitted student work to the Outcomes Assessment Office. Volunteers from across the College attended norming sessions and scored the papers in four learning outcomes categories. Scoring was based on a 4-point scale (4=excellent, 3=good, 2=fair, and 1=poor). The criteria for success were set at 70% of students scoring a 3 or higher on the rubric (individual items and overall). In all, 602 assessments were scored, and each assessment was read by two scorers (with a third reading for scores that were more than one point apart). The tables below show the high-level results from the assessment.

Table 1. Overall Results by Earned Credit Hours and Learning Outcome Category (2025)

Earned Credit Hours	% Scoring 3 or Higher (N=602)*			
	Sources support the topic	Credibility of sources selected	Accuracy of the citations in text	Accuracy of the citations in the bibliographic reference page
0 -15 (n=102)	96.1	95.1	61.8	62.7
16 -30 (n=182)	97.3	97.8	68.1	70.9
31 - 44 (n=152)	99.3	98.7	77.6	74.3
45 or more (n=165)	98.8	97.6	67.9	70.9

*Students that did not report the number of credit hours earned are not included in Table 1.

Overall, in spring 2025 students scored well in the categories of “sources support the topic” and “credibility of sources selected.” However, the assessment showed room for improvement in the areas of “accuracy of citations in text” and “accuracy of citations in the bibliographic reference page.” Scorers discussed issues with clarity with some of the instructions students were given regarding use of citation style, and the Work Group will consider this in developing the improvement plan.

Table 2 shows the percentage of students who scored 3 or higher in each of the learning outcomes categories by assessment year. When comparing the results of the follow-up assessment conducted in 2023 and the primary assessment conducted in 2025, the study revealed that students continued to struggle in the two categories related to the accuracy of citations.

Table 2. Overall Results by Learning Outcome Category: Two-Year Comparison (2023 and 2025)

Year	% Scoring 3 or Higher			
	Sources support the topic	Credibility of sources selected	Accuracy of the citations in text	Accuracy of the citations in the bibliographic reference page
2023 (N=691)*	93.8 (n=648)	90.6 (n=626)	61.0 (n=382)	76.1 (n=526)
2025 (N=602)*	98.0 (n=590)	97.5 (n=587)	69.4 (n=418)	70.4 (n=424)

*Not all artifacts were assessed on all four criteria.

Next Steps: In FY2026, the Learning Assessment Committee and the General Education-Information Literacy Work Group will gather feedback and develop an Information Literacy Improvement Plan for the College. The plan will be implemented in FY2027, and a follow-up assessment of this outcome will be conducted in FY2028. More information on the Information Literacy outcome can be found on the [Information Literacy HIP page](#).