



## INFORMATION LITERACY ASSESSMENT DATA ANALYSIS 2019 CHAPMAN UNIVERSITY

### Summary of Analysis

In AY 2018-2019, 33 of 49 undergraduate major degree programs participated in assessing 843 student work samples. The institution expects all undergraduate programs to participate in the core competencies assessment. Of these assessments, 304 (36%) work samples were rated as “exceeding expectations, 357 (43%) work samples were rated as “meeting expectations,” and 182 (22%) work samples were rated as “not meeting expectations.” Please note that some programs do not distinguish between “exceeded” and “met” expectations.

Core Competency	Total	Exceeded	Met	Did Not Meet
Information Literacy (33 Programs)	843	304	357	182
	100%	36%	43%	22%

Of the 33 programs, 15 programs reported more than 10% of work samples as not meeting expectations, and nine programs reported more than 20% of work samples as not meeting expectations. Three of the nine programs reported more than 50% of work samples as not meeting expectations. One of the three programs uses part of an ETS exam to measure the students’ information literacy skills. And while the overall pass rate is still developing, the program notes improvement from the previous year. The other two programs also used a standardized information literacy assessment (i.e., SAILS). And while the students did not meet SAILS expectations, the students rated better than five peer group programs and the program expectations. One of the programs is considering adopting a “met” expectations based on peer group performance rather than the standard SAILS “met” expectations. The other program will see if improvements will be made next year.

The number of programs submitting data and the number of assessments is lower than the other core competencies assessment data. The institution plans to offer a less burdensome option to assess students’ information literacy and increase the number of participation.

### Year-over-Year Assessment Data Analysis

Although programs were reporting core competencies assessments for the past five years, this was the first year scores were aggregated across programs and colleges through the use of an online system. As such, we expect to be able to provide institutional year-over-year data analysis with next year’s assessment data.