UTICA
UNIVERSITY

Goal 7: Information Literacy

Method: Course-embedded assessment in ENG 102 scored by course instructors using adopted rubric

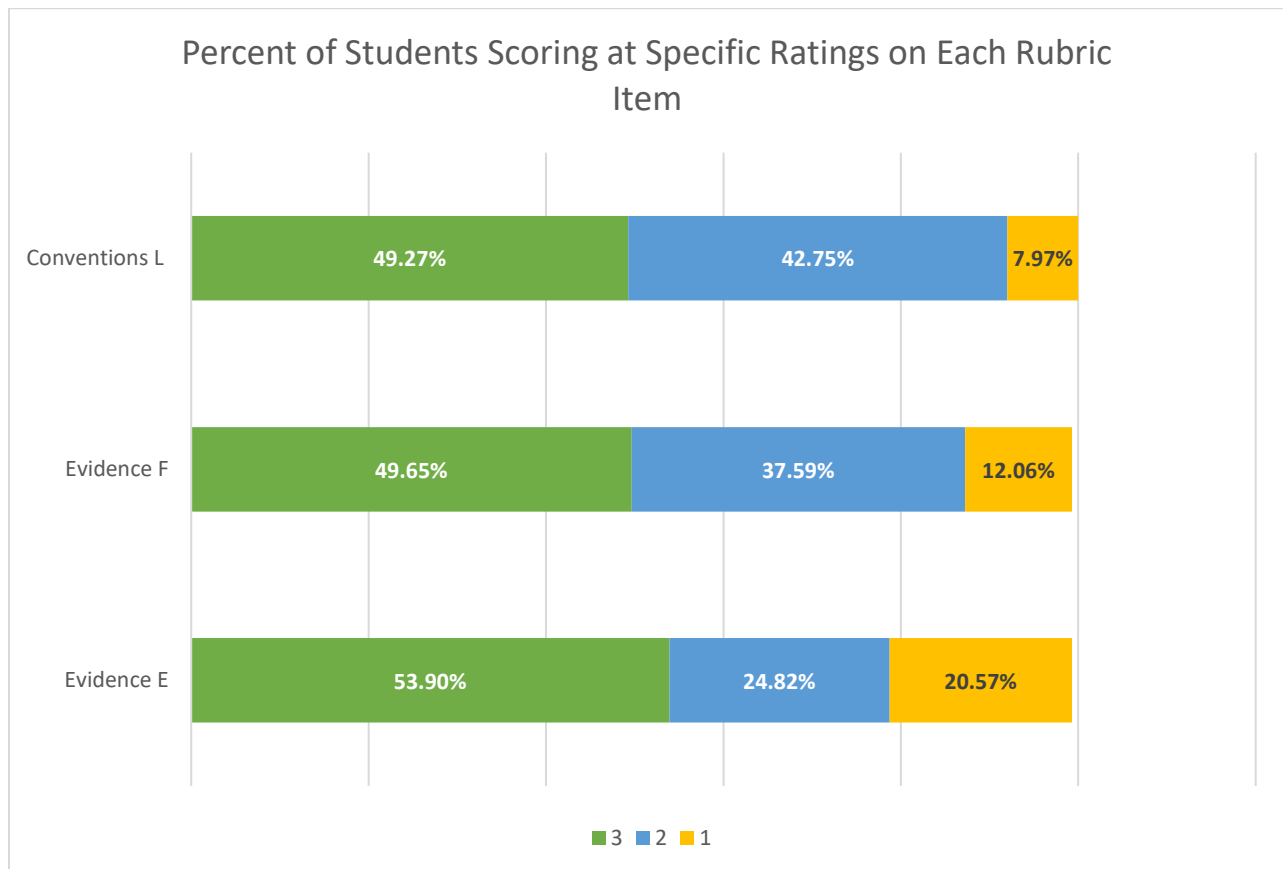N = 140

Rubric Legend: 3 = Accomplished   2 = Developing   1 = Needs Improvement

Average Scores Earned in Each Category Assessed[1]

Evidence E	Evidence F	Conventions L
2.34	2.38	2.41

Percent of Students Scoring at Specific Ratings on Each Rubric Item

Conventions L: 49.27% (3), 42.75% (2), 7.97% (1)
Evidence F: 49.65% (3), 37.59% (2), 12.06% (1)
Evidence E: 53.90% (3), 24.82% (2), 20.57% (1)

■3 ■2 ■1

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[1] See rubric for specific criteria in each rubric category.

Writing Rubric for GE Goal 1 (Writing)

		Needs Improvement (1)	Developing (2)	Accomplished (3)
1) Purpose & Focus	A	Text is ambiguous; text is internally	Points of ambiguity in text are eventually resolved.	Text is unambiguous throughout.
	B	Text lacks focused idea.	Text has a focused idea.	A focused idea drives the text.
	C	Text does not respond to the assignment or answer the question at hand.	Text somewhat responds to assignment or answers the question at hand.	Text explicitly responds to assignment or answers the question at hand.
2) Evidence	D	Text does not offer relevant examples or definitions.	Text offers some relevant examples to the main idea but are not integrated.	Examples are apt, original, and well-integrated.
	E	Text offers questionable sources and/or documentation doesn't follow conventions	Text offers credible sources; sources are documented according to conventions	Text synthesizes credible and properly documented sources
	F	Text only regurgitates information; text doesn't use research to support the author's own ideas, claims, conclusions, interpretations, or taxonomy	Text somewhat uses research to support the author's own ideas, claims, conclusions, interpretations, or taxonomy	Text uses research to thoroughly support the author's own original ideas, claims, conclusions, interpretations, or taxonomy
3) Structural Integrity	G	Beginning, middle, and/or end is missing or obscure; the ideas interrupt the flow of the thought, distracts from content.	Text has a clear beginning, middle, and end; the order makes sense for the task	Text has a clear beginning, middle, and end, and a discernable order that serves a clear purpose.
	H	Paragraphs within text are inadequate (too many or too few paragraphs) and/or are distracting.	Paragraphs have internal organization.	Paragraphs have internal and external organization.
4) Language	I	Diction or vocabulary is inappropriate to academic discourse.	Diction and vocabulary are appropriate to academic discourse.	Diction and vocabulary demonstrate an awareness of audience.
5) Conventions	J	Errors in punctuation, spelling, syntax are numerous and may interfere with reading.	Errors in punctuation, spelling, syntax are present but do not interfere with reading.	Text is mostly free of spelling, punctuation, syntactic, and other mechanical errors.
	K	Text is formatted inconsistently and does not conform to any style guide or manual.	Format and style are consistent throughout text (though might not cohere to conventions).	Text is prepared in accordance with a style guide or manual.
	L	Does not attempt to follow conventions for documenting sources or display understanding of when attribution is needed.	Attempts to document sources and use attribution when appropriate.	Follows conventions for citing sources and demonstrates and understanding of when attribution is required.

Shaded rubric items measure information literacy (Goal 7).

Method: Question on Graduate-to-Be survey regarding students' perceptions of how well their undergraduate coursework developed their information literacy skills

	Great Deal	Much	Somewhat	Little	Very Little
December 2023	36.6%	37.3%	20.6%	3.9%	1.6%
June 2024	40.00%	42.47%	14.02%	2.89%	0.62%
December 2024	40.85%	36.60%	16.60%	2.98%	2.98%
June 2025	36.24%	41.41%	19.06%	2.35%	0.94%