UNIVERSITY OF SCRANTON

INFORMATION LITERACY PROJECT: FOR SPRING 2012

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Purpose of the project

The Task: The project has formalized a component of the introductory marketing class for undergraduate business students at Kania School of Management(MKT 351), bridging stated programmatic objectives mandated by AACSB (accrediting body for business programs at KSOM) and information literacy standards mandated by the Middle States accreditation standards.

The present project was to create a teaching-assessment module on information literacy that can be linked to specific curriculum and program level outcomes for Kania School.

Brief description of project

A course embedded assessment exercise was used. The course chosen was MKT 351 Introduction to Marketing. This course is required of all Kania School of Management undergraduate students as a business core course. The course is offered in Fall, Spring, Intersession and Summer sessions to accommodate student needs.

A.   Standard 4, item 1 of ACRL Information Literacy Standards for Higher Education:

http://www.ala.org/acrl/standards/informationliteracycompetency

Standard Four : The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.
    Outcomes Include:
    a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
    b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
    c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
    d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

Assessment Exercise: Embedded in component of course (Marketing Plan Term Project):
The students were tasked to prepare an intermediate report on segmentation and target marketing and a final powerpoint presentation for the marketing plan term project which is a requirement for the MKT 351 Introduction to Marketing class.

In order to complete the plan they need to collect segmentation data about the target market for their offering. This involves both secondary research and some primary research. The data is then reviewed and forms the basis for the selection of the target market. An analytical model is then used to develop an estimate for the market potential to be compared to a revenue/profit goal provided as part of the assignment. This was the content of the intermediate report.

The power-point presentation then documented the information in the segmentation exercise above and demonstrated how the information was used to make the marketing decisions (product, place, promotion and price).

The knowledge and skills needed for the tasks above come from previous classes, experience and content of MKT 351.

Rubrics to assess the information literacy outcomes (in the standard) were adapted from http://discover.education.purdue.edu/challenge/pbl/2002_2003/enl_progress/ppprubric.htm and used to assess the student submissions of the segmentation plan (content accuracy, sequencing of information, effectiveness) and the subsequent power-point presentation (use of graphics, text-font choice and spelling and grammar). The rubric used is presented in Appendix-A.

Implementation Timeline :

Time: Spring 2012 and Summer 2012
MKT 351 Introduction to Marketing 2 Online Sections
Total number of Course Participants: 36. Total useful submissions:32

Co-Investigators: Prof. Mary Elizabeth (Betsey) Moylan (WML) & Satya (SP) Chattopadhyay (KSOM)

Results of Assessment: The data on the assessment exercise is presented in Appendix-B. The data showed that:

9 out of 32 students (28%) assessed were found to "Significantly Exceed Expectations"
21 out of 32 students (66%) assessed were found to "Meet Expectations"
2 out of 32 students (6%) assessed were found to "Somewhat Meet Expectations"

The results demonstrate that overall, 94% of the students assessed were at or above expectations for the traits assessed (using the overall average score, rounded off to the nearest .5)

However, 12 out of 32 students (37.5%) scored less on the presentation than on the report overall.

Implications of Assessment: Our students appear to meet the Standard 4, item 1 of ACRL Information Literacy Standards for Higher Education. However:
1.   The present study has a small sample size.
2.   It appears the sample performed at a slightly lower level for the presentation powerpoint compared to the source document (segmentation study)

Closing the Loop: In order to fulfill the goals of this assessment exercise, the information gathered has been taken back to the classroom and changes made in the project instructions/requirements in order to improve future performance. The new instructions follow the example provided in the URL below, and are included in Appendix-C
: http://discover.education.purdue.edu/challenge/pbl/2002_2003/enl_progress/ppprubric.htm