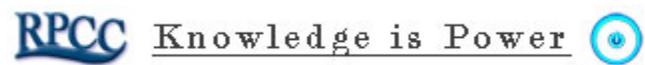


River Parishes Community College
Quality Enhancement Plan:
Improving Students' Information Literacy Skills



2008-2009 Annual Report

Title and Brief Description

This annual report details progress on the QEP during 2008-2009. This along with subsequent reports will culminate into the required SACS/COC Fifth-Year Interim Report (Part IV: The Impact Report of the Quality Enhancement Plan). The College is measuring the QEP learning outcomes on information literacy using external and internal assessment tools. Specifically, the College is assessing student performance of two groups during the life of the QEP measuring performance of freshmen and that of 30+ hour students to determine gains in information literacy competencies.

RPCC is using direct and indirect assessment measures to assess the student learning outcomes. The direct measures include SAILS: Standardized Assessment of Information Literacy Skills developed by Kent State University and the College's current general education assessment process as it relates to information literacy. The indirect measures include use of CCSSE: Community College Survey of Student Engagement and the College's library statistics and bibliographic instruction surveys. SAILS and the general education assessment tools are knowledge-based assessments that provide direct information on students' information literacy competencies. CCSSE and the College library data provide relevant associated data concerning instructional practices and student activities that promote and facilitate information literacy competencies.

Goal and Intended Outcomes of the QEP

The Goal of River Parishes Community College's QEP is to improve students' information literacy skills. Thus, RPCC is implementing a plan that facilitates learning opportunities for students to manage, access, evaluate, and use information ethically and effectively. The student learning outcomes of the QEP are as follows:

QEP Five Information Literacy Learning Outcomes

- 1. The information literate student determines the nature and extent of the information needed.*
- 2. The information literate student accesses needed information effectively and efficiently.*
- 3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.*
- 4. The information literate student, individually or as a member of a group, uses information to accomplish a specific purpose.*
- 5. The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.*

Each of these five learning outcomes is mapped to associated ACRL information literacy performance indicators, objectives, and more detailed outcomes in the ACRL Information Competency Standards for Higher Education and the Objectives for

Information Literacy Instruction: A Model Statement for Academic Librarians.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm> &

<http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm>

2008-09 Benchmarking Data: Impact on Student Learning Outcomes

This section will report fall 2008 data for freshmen and Spring 2009 data for students with 30+ hours as outlined in the QEP Assessment Grid in the full QEP document. Direct measurement tools of the five student learning outcomes include SAILS and the College's process for assessing general education outcomes, specifically as relates to information literacy. The SAILS test only covers learning outcomes (ACRL Standards) #1, 2, 3, & 5; therefore the QEP Implementation Team chose to use the general education assessment Rubric #12 to assess and measure #4. Indirect measures include CCSSE and library bibliographic instruction survey and statistical data relevant to the QEP. Assessment data from these direct and indirect measures are summarized in this section with the complete reports and data available.

Direct Measures

SAILS 2008-2009 Data

Fall 2008 Freshmen Information Literacy Performance:

The fall 2008 freshmen report indicates that RPCC freshmen performed “worse than” the other comparison “institution type” community colleges on ACRL Standards #1, 2, 3, & 5. These preliminary data are indicative of the evident need for information literacy instruction and the usefulness of this QEP focusing on improving student learning as it pertains to these competencies. (See Attached: SAILS Fall 2008 Freshmen Report, pp. 70-76).

Spring 30+ Student Information Literacy Performance:

The spring 2009 30+ hour student report indicates that RPCC students performed “about the same” as the other comparison “institution type” colleges on all four of the standards. While performance of RPCC 30+ hour students is about the same as other comparison institutions, there was one specific area in which RPCC students performed worse by comparison and that was in “*documenting sources*” (See Attached: SAILS Spring 2009 30+ Hour Student Report, p. 48 & pp. 62-66)

General Education Assessment (Rubric #12: Information Literacy)

Fall 2008 Freshmen Information Literacy Performance:

During fall 2008, the College responded to SACS Committee recommendations on the QEP and completed changes necessary to the Follow-Up Report. Benchmarking data for fall freshmen information literacy performance will begin with the fall 2009

semester. The changes in the Gen.Ed. Rubric #12 began in the Spring 2009 semester, so the fall 2009 freshmen will be the first group of first-year students for which the associated information literacy assessments will be collected and reported.

Spring 30+ Student Information Literacy Performance:

Benchmarking data for Gen. Ed. Rubric #12 began with the Spring 2009 semester. The skills sets addressed on this rubric are assessed for students' ability to demonstrate effective performance on a specific assignment or project. During the Spring 2009 semester, 488 individual assignments were collected for General Education Goal #12. The full-time faculty met during April 2009 to assess the assignments, then the individual rubrics were compiled at the end of the semester. The compiling and reporting of the data from Goal #12 for the Spring 2009 semester raised some questions about ways to improve the assignments and processes for the upcoming fall 2009 and future semesters. The QEP Implementation Team will work together with the Chair of the General Education Assessment Committee during at the start of the fall 2009 semester to discuss areas for improvement.

The general education assessment Rubric 12 data measures student performance on information literacy assignments related to ACRL Standard #4: *"The information literate student, individually or as a member of a group, uses information to accomplish a specific purpose."*

The General Education Rubric #12 assesses student work samples to determine whether the students have demonstrated the ability to perform skills sets effectively:

- _____1. demonstrates the ability to apply information using a variety of formats to plan and create a particular product or assignment.
- _____2. demonstrates the ability to revise the development process for the product or assignment. (examples: outlines, draft & final paper, peer-review, student’s own editing or reflection notes)
- _____3. demonstrates the ability to produce and effectively communicate the product or assignment.
- _____4. demonstrates the ability to effectively use search tools. (examples: library catalog, electronic databases, internet search engines)
- _____5. demonstrates the ability to correctly cite sources used for a specific assignment.

Each Gen. Ed. Goal #12 rubric was entered into SPSS in order to begin collecting benchmarking data and to form a baseline for comparison with future semester performance data. The results of the student performance was as follows:

- 1.) The average student performance score for all five of the rubric competencies for all 488 work samples was 2.88. This means that for all 488 work samples, the 30+ Hour students on average effectively demonstrated at least 2 of the skills sets; which is the minimum required for “passing.”

Item	N	Minimum	Maximum	Sum	Mean	Std. Deviation
GE12Csd09	488	0	5	1407	2.88	1.218
Valid N (listwise)	488					

- 2.) Out of all of the student samples 423 (86.68%) “passed” with a score of 2 or higher on the grading rubric. This means for the 488 30+ hour student work samples completed/collected, nearly 87% met at least the minimum competency pertaining to ACRL Standard #4: “The

information literate student, individually or as a member of a group, uses information to accomplish a specific purpose.”

Item	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pass	488	0	1	423	.8668	.34014
Valid N (listwise)	488					

3) Lastly, the five specific skills sets were reported separately to provide information as to how students were performing within the five specific skill sets within Gen. Ed. Goal / Rubric #12.

Item	N	Minimum	Maximum	Sum	Mean	Std. Deviation
GE12.1s09	488	0	1	249	.51	.500
GE12.2s09	488	0	1	79	.16	.369
GE12.3s09	488	0	1	333	.68	.466
GE12.4s09	488	0	1	427	.87	.331
GE12.5s09	488	0	1	319	.65	.476
Valid N (listwise)	488					

GE12.1s09 1. demonstrates the ability to apply information using a variety of formats to plan and create a particular product or assignment.

For this specific skill set, the average score for all 488 student work sample was 51% demonstrating competency of this particular skill set.

GE12.2s09 2. demonstrates the ability to revise the development process for the product or assignment. (examples: outlines, draft & final paper, peer-review, student’s own editing or reflection notes)

For this specific skill set, the average score for all 488 student work sample was 16% demonstrating competency of this particular skill set.

GE12.3s09 3. demonstrates the ability to produce and effectively communicate the product or assignment.

For this specific skill set, the average score for all 488 student work sample was 68% demonstrating competency of this particular skill set.

GE124s09 4. demonstrates the ability to effectively use search tools. (examples: library catalog, electronic databases, internet search engines)

For this specific skill set, the average score for all 488 student work sample was 87% demonstrating competency of this particular skill set.

GE125s09 5. demonstrates the ability to correctly cite sources used for a specific assignment.

For this specific skill set, the average score for all 488 student work sample was 65% demonstrating competency of this particular skill set.

Necessary Changes and Possible Foci for 2009-2010:

Some observations derived from the general education rubric #12 data include the need to discuss and possibly modify student assignments to make assignments more “standardized” in order to effectively show gains from freshmen to 30+ hours. Currently, the assignments are not as difficult for freshmen as these are for 30+ hour students. Additionally, the Rubric should include a place for the RPCC student ID in order to do an unduplicated report upon compiling the semester assignments into the General Education Goal #12 Rubric data.

It may be important for the General Education Assessment Committee along with the Implementation Team to possibly modify the Gen. Ed. Goal #12 Rubric assessment to include a way to determine whether or not the specific skills sets (#1-5) were all individually addressed in the assignment in order to determine whether or not the student attempted and passed/failed, versus the assignment not addressing one or more of the particular skills sets. De-duplicating the student assignments who complete more than one assignment for Gen. Ed. Goal #12 and identifying skills sets addressed would provide a more accurate percentage of how many passed or failed the rubric.

The CCSSE (2007-2009) comparison data indicate that the College should continue focusing efforts of the QEP to require students to write reports and papers across the curriculum that require integration of outside information and sources.

Indirect Measures

Spring 2007 CCSSE Data Compared to Spring 2009 CCSSE Data

The CCSS data provides some useful indirect data that informs what activities and engagement may improve students' information skills, such as writing papers, integrating outside information sources, and using computer information technologies. During the Spring 2007 semester, 11% of students surveyed reported that they wrote no papers or reports of any length. With the College's emphasis on information literacy, we hope to decrease this percentage. Additionally in the 2007 Spring survey, 13% of students surveyed reported they never worked on a paper or project that required integrating ideas or information from various sources. Lastly, in regard to the use of information technology, during the Spring 2007 survey, 56% of the students surveyed observed that their experiences at RPCC contributed to their knowledge, skills, and personal development in using computing and information technology either very much or quite a bit. This percentage is consistent with the national cohort.

The Spring 2009 semester survey indicates that 8% of students completing the survey indicated they never wrote a paper or report of any length. This is down from the 11% in the Spring 2007. While this improvement is positive, the number of students

reporting never working on a paper or project that required integrating ideas of information from various sources is up from 13% in 2007 to 17% in 2009. With the emphasis of the QEP on information literacy, this percentage should improve. The national cohort average is 11.2%. The College should target 11% as a target to achieve by the end of the fifth year period of the QEP. Lastly, in regard to the use of information technology, during the Spring 2009 survey, 65.1% of the students surveyed observed that their experiences at RPCC contributed to their knowledge, skills, and personal development in using computing and information technology either very much or quite a bit. This is above the mean average for the national cohort and much improved since the 2007 survey.

Library Statistics & Survey Data

The Library and Learning Resources service faculty and staff assist in promoting students' information literacy skills. The resources and services provided give students tools necessary to develop and improve research, writing, computer and critical thinking skills, all integral to information literacy.

Students' usage of the Library/Learning Resource Center and its resources as well as students' participation in bibliographic instruction sessions have an indirect impact on information literacy competencies. The data included in this report pertaining to Library Services Statistics and student surveys related to bibliographic instruction sessions provide benchmarking data relevant to the QEP. The usage statistics provide information on access of Library/Learning Resources such as number of visits to the

Library/Learning Resources and numbers of items circulated, accessed, or retrieved. This data is useful in that it provides a benchmark for the QEP. As the QEP is implemented these percentages should remain steady and/or increase a bit as more faculty assign information literacy assignments and as enrollment continues to grow.

QEP Promotion Plan Update:

The College has fulfilled nearly all of the actions and initiatives set forth in the 2008-2009 Promotion Plan (attached). During the Summer 2009 the QEP Implementation Team drafted an updated promotion action plan for FY 2009-2010. (attached)

Annual QEP Implementation Audit:

The QEP Implementation Team outlined an annual implementation timeline to ensure the effectiveness of the plan. The Spring 2009 – Summer 2009 Implementation Timeline has been effectively accomplished as shown in the following chart, completed documentation for each of these is available in the offices of Academic and Student Affairs.

Spring 2009 – Summer 2009 at a Glance

Timeframe	Actions	Process Assessment Tool	Implementation Assessment Data	Completion / Status
Jan. 2009	Continue Implementing Promotion Plan 2008-09	Number of Actions/Items in-progress or completed	Checklist of Items Completed from the Promotion Plan	2008-2009 Promotion Plan Implemented & Item Checklist Status Attached <input checked="" type="checkbox"/>
Jan. 2009	Revise Gen. Ed. Rubric #12	Creation of New Rubric for Gen. Ed. Goal #12	Copy of Old and New Rubrics for Gen. Ed. Goal #12	Copies of Old & New Rubrics available in Office of Academic Affairs <input checked="" type="checkbox"/>
Jan. 2009	Faculty Professional Development	Completion of Workshop/ Training	1.) Copy Power Point from Dr. McGuire's Workshop 2.) Sign-In & Agenda for In-Service info. on QEP & Gen. Ed.	Presentation Done & Copies available in Office of Academic Affairs <input checked="" type="checkbox"/>
Feb. 2009	Implement External Assessment Instruments: SAILS CCSSE	Purchase & Administer Spring 2009 SAILS & CCSSE Instruments	Copy of Spring 2009 SAILS Report and 2009 CCSSE Report	SAILS & CCSSE Administered Spring 2009 <input checked="" type="checkbox"/>
March – April 2009	Implement Internal Assessment Instruments	Distribute 30+ Hour Student Report & Collect Library Survey & Statistic Data Related to QEP	Assessment & Data Collection of Spring 2009 Course-embedded student work samples & Library Data	30+ Hour Student Assessments Collected & Assessed / Library Data Collected <input checked="" type="checkbox"/>
April 2009	Develop Promotion Plan for 2009-2010	QEP Implementation Team Meeting Agendas regarding Promotion Plan	Copy of Annual Promotion Plan for Fall 2009-Spring 2010	Promotion Plan for 2009 – 2010 Attached <input checked="" type="checkbox"/>
May-July 2009	Compile Annual QEP Report 2008-2009	Copy of 2008-09 Annual Report detailing progress on: 1.) learning outcomes 2.) promotion plan 3.) implement audit	Copy of Minutes of Chancellors Cabinet at June or July 2009 Meeting	Completed <input checked="" type="checkbox"/>
July 2009	Order SAILS for fall 2009	Requisition	Receipt of SAILS instrument for fall 2009	Fall 2009 SAILS instrument received <input checked="" type="checkbox"/>

Appendices

SAILS Fall 2008 Freshmen Report

SAILS Spring 2009 30+ Hour Report

General Education Rubric #12

Spring 2009 CCSSE Data

Library/Learning Resources Statistics

QEP Promotion Plan 2008-09