

Paradise Valley Community College Library Information Literacy Assessment Report Spring 2010

To begin, why assess? :

It is the goal of the Library Division to:

- Play a foundational role in the institution's missions, goals, and objectives;
- Support and collaborate with faculty and administration;
- Provide a systematic and thorough use of quantitative and qualitative measures;
- Assess and evaluate approaches that lead to improvement;
- Set realistic goals for student learning within an instructional timetable, and;
- Evaluate the assessment program.

This is the fourth year of the Library Division's active participation in the General Education Assessment program at Paradise Valley Community College. Assessment provides benchmarks of student learning as well as achievement of instructional goals. Effective collaboration within the Library Division's Ilab and information literacy framework creates a teaching and learning experience where students benefit from the research expertise of a Faculty Librarian guiding them through their content area's objectives. During the instructional time together, students are provided hands on practice of learned research skills as well as relevant research time. Effective collaboration with the Library Division's Ilab and information literacy framework creates an active working participation between content area faculty members and their Library Faculty counterpart to include co-planning of the assignments as well as co-teaching opportunities.

Time Period: Spring Semester 2010

Division Name: Library Division

Type of Assessment: Program Assessment where multiple instructors assess learning in two or more courses. Specifically, Ilab pre/post test and the Information Literacy Rubric were used in 26 Sections consisting of 651 students.

Learning Outcome(s) Assessed:

- The student will be able to determine the nature and extent of the information needed.
- The Student will be able to access needed information effectively and efficiently.
- The Student will be able to evaluate information and its sources critically and incorporate selected information from his or her knowledge value system.

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Faculty member(s) who participated in this assessment:

John Chavez, Faculty Librarian	Catherin Snyder, Psychology Faculty
Shelle Witten, Faculty Librarian	Bill Lyons, Sociology Faculty
Cinthya Ippoliti, Faculty Librarian	Sandy Zapp, English Faculty
Sheila Afnan-Manns, Faculty Librarian	Renee Cornell, English Faculty
Kandice Mickelsen, Faculty Librarian	Lou Kresge, English Faculty
Kathleen Walker, Psychology Faculty	Danica Gianni, English Faculty
Doug Barry, Psychology Faculty	Teresa Panther-Yates

Course(s) where the assessment tools were implemented:

ENG101, PSY101, SOC101

What assessment strategy did you use?

- Ilab Pre/Post Test through BlackBoard: A 21-question pre/post test was utilized during Spring 2010 with 7 questions within each of the domains (Determining, Accessing, Evaluating).
- Information Literacy Rubric was used for the 4 sections of SOC101 with only one domain (Accessing) assessed due to time-constraints and assignment objectives.

What challenges did you experience implementing this assessment tool?

The Ilab experience traditionally aligns within the instructor's schedule. To that end, aside from an instructional session for both the pre- and the post-test, one or two additional instructional sessions which speak to the learning objectives are scheduled. After three semesters participating in GenEd assessment, we recognize a specific number of instructional sessions are necessary for student success.

How did you analyze the results of your assessment?

Ilab Pre/Post Test: It is important to note that all 22 sections of Ilab experienced an increase in the post test score on average; scores rose from a low of a 2 point increase to a high of a 6 point increase on average. On an individual basis 37 students (.07%) decreased in score between the pre and post test with 13 students (.02%) posting the same score between pre and post test.

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Quantitative: 524 students across 22 sections participated in Ilab. Since a handful (19) of these students participated in Ilab in both their English and Psychology classes, only 505 students were incorporated within these statistics. All students accessed the pre/post test via Blackboard with 402 (79.6%) out of 505 students successfully completing both the pre- and the post-test. Those students who completed both the pre/post test are classified as “viable” and their scores lay the foundation for the Library Division’s statistical analysis.

GenEd Assessment Scoring Rubric:

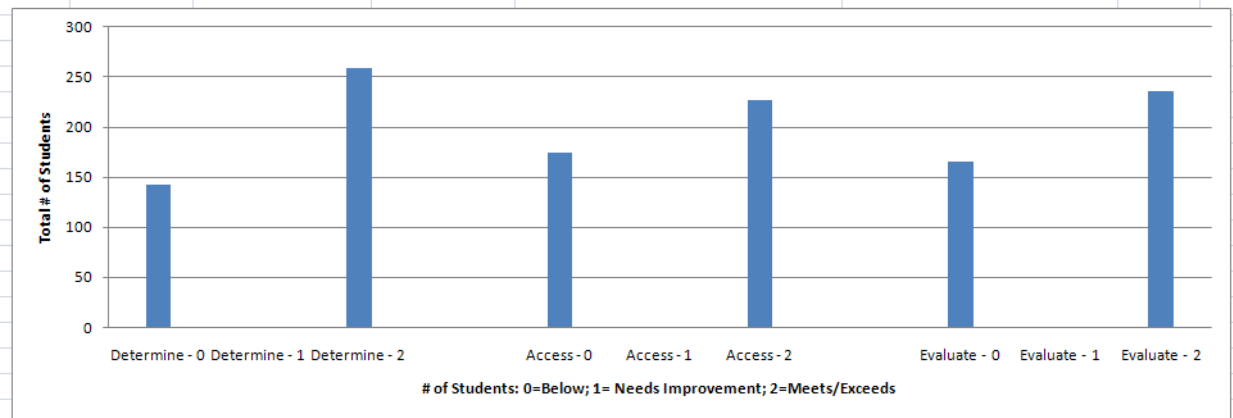
0 / Does Not Meet Minimum Competency = 59% and below;

1 / Needs Improvement = 60-69%;

2 / Meets or Exceeds Competency = 70% and above

NOTE: Competency and proficiency are synonymous as defined by the American Heritage Dictionary. Using proficiency as an educational measure, the Library Division interprets Meets and Exceeds at 70% and above.

Domain	Total by Domain	% by Domain	Total # of Viable Students/505	% of Viable Students/505
Determine - 0	143	0.355721393		
Determine - 1	0	0		
Determine - 2	259	0.644278607	402	0.796039604
Access - 0	175	0.435323383		
Access - 1	0	0		
Access - 2	227	0.564676617	402	0.796039604
Evaluate - 0	166	0.412935323		
Evaluate - 1	0	0		
Evaluate - 2	236	0.587064677	402	0.796039604



Qualitative: The Ilab instruction sessions culminate with a survey—Questions and a sampling of student responses are listed below:

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Q1: In addition to citation assistance, describe another area in which the Ilab sessions supported your learning this semester:

- Learning how to search in databases and on the Internet using “and” and “or”.
- Helpful in learning how to use the databases properly.
- Helped broaden my research on papers not just for English but any class.
- Ilab was extremely helpful in it comes to research a topic.
- How to find online resources more efficiently.
- Finding scholarly and credible resources.
- Identifying useful websites.
- Hands on instruction was valuable.
- It is hard to catch on when the time we get to learn citations and other helpful info is so short. I feel the class is too fast and, therefore, I was unable to learn everything. The teacher was fantastic though.
- I feel the most useful aspects of the research sessions with the librarian is what are ways to avoid plagiarism and how to write an APA citation and in-text citation.
- Use more videos.
- I appreciated learning how to use Academic OneFile.
- Taught me how to broaden and narrow my search.
- Gave me a change to actually participate and complete some research in class, and ask questions whether or not the source you found was a scholarly one or not.
- How to better understand how to search.
- Getting a chance to print my sources, gave me a head start on my paper.
- Searching for specific stuff using Google and how to narrow my search by domain name.
- Everything was perfect.

Q2: I found the pace of the research sessions with the librarian to be:

On average, 83% of students believe the pace to be “just right.” Of the remaining 17%, approximately 12% believe the pace to be “too fast” while 5% believe the pace to be “too slow.”

Q3: Using Boolean Logic terms (AND, OR, NOT) such as children AND autism, I am now better able to broaden or narrow my topic when conducting research:

100% of students “strongly agree” or “agree” with this statement within all 22 sections.

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Q4: Based on Ilab instruction, I am better able to generate and/or identify the correct keywords to search databases and the web.

On average, 92% of students “strongly agree” or “agree” with this statement.

Q5: Based on Ilab instruction, I am now better able to identify criteria for evaluating information especially websites.

On average, 87% of students “strongly agree” or “agree” with this statement.

Information Literacy Rubric: 127 students participated in the one-shot Information Literacy instruction session. Students were required to demonstrate the Information Literacy domain of Accessing by creating a correct MLA citation with accompanying summary/paraphrase/quote showing proper in-text citation and use of signal phrase.

90% (115 Students) received a 2 (Meets or Exceeds Competency); 7% (10 students) received a 1 (Needs Improvement); 2% (5 Students) received a 0 (Does Not Meet Minimum Competency)

What changes did you suggest and/or implement as a result of this assessment?

First, it is the Library Division’s instructional goal to further specify the objectives/outcomes within each domain. Second, it is the Library Division’s instructional goal to teach to the specific objective/outcomes within each domain. Third, it is the Library Division’s goal to support student learning by matching the objectives/outcomes to student participation thereby increasing the number of students who “Meet or Exceed Competency.”

Ilab Pre/Post Test:

Specifically, within the domains of Accessing and Evaluating, resides the most room for improvement via Information Literacy instruction. The pre/post test (with modifications) will continue to form the foundation for information literacy instruction in 2011/2012.

Evaluating: In this particular domain, the number of instructional sessions plays a factor. The evaluation of sources, specifically web resources, is the final caveat in the lesson plan and usually suffers in time allotment if another area needs additional focus. With that in mind, the following Ilab framework is proposed:

- Session 1: Pre test with broad subject search in a general database
- Session 2: Aligned with causal paper – TSW perform a subject search in Ebrary/GVRL to establish a firm foundation of the subject matter. TSW narrow search through keyword and Boolean logic to include federated searches within the general and subject specific

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databases. TSW practice citing sources and using signal phrases to introduce in-text citations.

- Session 3: Aligned with argument paper – TSW access the pro/con and newspaper subject specific databases. TSW apply advanced web techniques and evaluate web resources. TSW practice citing sources and using signal phrases to introduce in-text citations.
- Session 4: Review and post test

Accessing: This domain requires the highest level of critical thinking as students are required to analyze the determined research need and translate that analysis into practical research strategies to include: choosing the correct database, understanding the need for a variety of information sources, scrutinize sources to correctly cite and access citation assistance, etc. At this time, instruction needs to be modified to meet the unanswered need within the Accessing domain with a future look to modifying the pre/post test questions.

Test Modification: Based on statistical analysis, the Library Division also learned that each domain must have a minimum of 10 questions to present a clear picture of each percentage.

Information Literacy Rubric: It is the Library Division's instructional goal to frame a mini pre-session questionnaire that culminates with a student product at the end of each session for a total of two information literacy instructional sessions. The questionnaire and student product will map to all three domains located on the Information Literacy Rubric.

How has your understanding of and involvement in assessment been enhanced this year?

The Library Division's understanding of and involvement in assessment continues to grow each year. For example, from spring 2009 to spring 2010, the Division's participation grew from 15 to 26 Ilab sections which constitute a 74% increase in sections taught. This growth assists in a more robust group to analyze whether quantitatively or qualitatively. The Library Division is also in the process of aligning with other divisions and their interpretation of 0, 1 and 2.

How has your progress in assessment been limited this year?

The Library Division's limitations fall within the number of faculty members available to conduct Information Literacy instruction as well as those instructional faculty members interested in Information Literacy collaboration.