



LOS ANGELES
MISSION COLLEGE

**Institutional Learning Outcomes: Information Competency
Spring 2015 Assessment Report**

Prepared by:

**Learning Outcomes Assessment Committee
Information Competency Taskforce.**

Final Version: 10/28/2015

Assumption:

The college recognizes that it is important for students to be information competent when they leave Mission College since it is one of LAMC's Institutional Learning Outcomes.

Statement of Purpose

The purpose of this report is to present the process, results, observations, and recommendations of the spring 2015 assessment of the Institutional Learning Outcome: Information Competency.

Assessment Process

1. The assessment methods and process were developed and a pilot assessment implemented in spring 2014 by the ILO Information Competency Assessment Taskforce of LAMC's Learning Outcomes Assessment Committee (LOAC). The assessment taskforce recommended repeating the assessment using a larger sample. The spring 2015 survey reached 1,035 students, compared to 368 students reached in 2014. The assessment methods and process were also evaluated and revised in fall 2014 and the revised assessments tools were used in spring 2015.
2. 231 active courses linked one or more of their SLOs to the ILO of Information Competency. 146 of these courses were offered in spring 2015. Thirty-eight disciplines and forty-two sections participated in the assessment.
3. The Information Competency Taskforce Committee included:
 - The Library Chair, Donna Ayers, MLIS
 - Instructional Librarian, Sheila MacDowell, MLIS
 - Life Sciences Faculty, Dr. Stephen Brown
 - The LOAC Chair, Deborah Paulsen
 - The Research Analyst, Patricia Chow
4. Assessment participants were selected by the taskforce and by department chairs of disciplines that mapped at least one of their SLOs to the ILO of Information Competency.

Spring 2015 Information Competency Assessment Participants

| Semester | Section | Course | Assignment evaluated using the IC Rubric | # of pages | Research Assignment | Student Survey |
|---------------|--------------------|-----------------------|--|------------|---------------------|----------------|
| Spring 2015 | 3126 | Art 111 | Research paper/Report | n/a | 10 | 16 |
| Spring 2015 | 0147 | Bio 6 | Essay | 1000 wds | 29 | 23 |
| Spring 2015 | 0157 | Bio 7 | Essay | 1000 wds | 30 | 27 |
| Spring 2015 | 0177 | Ch. Dev 11 | Research paper/Report | n/a | 10 | 27 |
| Spring 2015 | 3162 | Chicano 08 | | | | 41 |
| Spring 2015 | 0165 | Chicano 37 | Essay | 2-3pg | 20 | - |
| Spring 2015 | 0186 | Cinema 3 | | | | 25 |
| Spring 2015 | 3214 | Econ 2 | | | | 31 |
| Spring 2015 | 0214 | Eng. 021 | Essay | 2-3pg | 13 | - |
| Spring 2015 | 0235 | Eng. 102 | | | | 32 |
| Spring 2015 | 0236 | Eng. 102 | Research paper/Report | 2500 wds | 14 | 36 |
| Spring 2015 | 0237 | Eng. 102 | Research paper/Report | 2500 wds | 14 | 31 |
| Spring 2015 | 0238 | Eng. 102 | | | | 32 |
| Spring 2015 | 0244 | Eng. 206 | | | | 13 |
| Spring 2015 | 0245 | Eng. 208 | Essay | n/a | 10 | 9 |
| Spring 2015 | 0264 | ESL 8 | | | | 30 |
| Spring 2015 | 3249 | ESL 8 | | | | 26 |
| Spring 2015 | 3271 | Geog. 2 | Project | | 12 | 23 |
| Spring 2015 | 0293 | Health 11 | Research Paper/Report | | 15 | 37 |
| Spring 2015 | 0296 | Health 11 | Research Paper/Report | | 19 | 49 |
| Spring 2015 | 0301 | History 02 | | | | 11 |
| Spring 2015 | 0302 | History 11 | Research paper | 7-8pg | 10 | 28 |
| Spring 2015 | 0303 | History 11 | | | | 35 |
| Spring 2015 | 3281 | History 11 | Essay | 4-5pg | 10 | 16 |
| Spring 2015 | 0306 | History 12 | | | | 31 |
| Spring 2015 | 0309 | Hum 001 | Oral presentation | | 14 | 37 |
| Spring 2015 | 0332 | LIB SCI 101 | Annotated bibliography | | 20 | 14 |
| Spring 2015 | 3370 | Micro 20 | Research Paper/Report | | 10 | - |
| Spring 2015 | 3371 | Micro 20 | Research paper/Report | | 10 | - |
| Spring 2015 | 0334 | Mkt. 21 | | | | 25 |
| Spring 2015 | 0333 | Mgmt. 002 | Research paper/Report | 2-3pg | 10 | 8 |
| Spring 2015 | 3313 | Mgmt. 013 | Exercise | | 12 | 22 |
| Spring 2015 | 0337 | Mgmt. 031 | Exam | | 11 | 7 |
| Spring 2015 | 0403 | Music 111 | Research paper | | 11 | 30 |
| Spring 2015 | 3381 | Music 111 | Research paper | | 11 | 20 |
| Spring 2015 | 3395 | Philosophy 06 | | | | 35 |
| Spring 2015 | 3396 | Philosophy 020 | Research paper/Report | 5-7pg | 20 | 24 |
| Spring 2015 | 0424 | Physiology 001 | Research paper/Report | Lab | 25 | 29 |
| Spring 2015 | 0425 | Physiology 001 | Research paper/Report | Lab | 30 | 28 |
| Spring 2015 | 3401 | PHYS SC 1 | | | | 27 |
| Spring 2015 | 0459 | SOC 004 | Research paper/Report | | 11 | 27 |
| Spring 2015 | 0460 | SOC 011 | Essay | n/a | 48 | 41 |
| TOTALS | 42 Sections | 38 Disciplines | 28 assign. used IC rubric | | 453 | 1035 |

5. The assessment was comprised of two parts.
 - Part I was developed to assess students' application of IC outcomes. For this assessment, the Information Competency Assessment Taskforce adopted a common rubric (LOAC minutes, 3/13/2014) to be used by faculty to assess a research assignment, essay or other assignment that required information competency related outcomes in one of their classes. The rubric was evaluated and revised by the Information Competency Taskforce Committee in Fall 2014.
 - Part II was designed to assess what students know. For this part of the assessment, a student information competency survey was developed and distributed to students enrolled in the classes that participated in the common rubric assessment. Questions were designed to measure the information competency outcomes adopted by Los Angeles Mission College's Academic Senate in 2002. The survey was revised in Fall 2014 after the Spring 2014 pilot assessment. The survey was produced on Class Climate and included Student ID numbers so that results could be linked to college data.

Assessment Results

The ILO Information Competency Assessment Taskforce reviewed and analyzed the data from the two assessments in June 2015 and again in October 2015 when additional data was available. The observations and recommendations made by the taskforce were presented to the Learning Outcomes Assessment Committee in Fall 2015 for discussion.

Assessment Results-Part I – Common Rubric Assessment: Results by Outcomes and Course

Students scored fairly evenly across each criteria of the rubric for a total score overall of 3.1 out of 4 points or 77.6%. Since the benchmark for this rubric is set at 75% this score meets the benchmark.

The Rubric score is set at 3.0 or seventy-five percent as this indicates that students are competent according to the criteria identified in the rubric (appendix 1). Whereas a 2.0 or fifty percent score indicates that students are developing these skills. Students scored highest in the area of “Know” and “Find” at 3.2 or eighty-one percent and lowest in the area of “Use” and “Follow Ethics” at 3.0 or seventy-five percent. Students in 20 sections were considered able to evaluate sources but in the other 10 sections evaluating skills fell below the benchmark.

Three Life Sciences classes did not meet the benchmark for “Follow Ethics.” A review of these assessments revealed that many students did not use sources or cite them correctly using the American Psychological Association (APA) style guide. Students tend to be more familiar with citing sources using the Modern Language Association (MLA) style guide. Librarians will discuss ways to promote the Mission College library APA guides and resources.

| | Know | Find | Evaluate | Use | Follow Ethics |
|------------------------------------|----------|----------|----------|----------|---------------|
| Sections at or above the Benchmark | 22 / 78% | 21 / 75% | 18 / 64% | 18 / 64% | 20 / 71% |
| Total Sections | 28 | 28 | 28 | 28 | 28 |

Evaluating class sections as a whole indicates that students “Know” they need information and can “Find” the needed information. Students scored below the benchmark when “Evaluating” and “Using” information and just met the benchmark for “Following Ethics.”

Observations and Recommendations--Part I – Common Rubric Assessment

The scores using the common information assessment rubric were high, as expected, as higher level classes were selected for the assessment. Faculty assessors identified specific strengths and weaknesses of students in terms of information competency skills in their assessment analysis narrative. Library workshops, library class orientations and LAMC library online research guides were listed as important resources that helped students succeed with this ILO.

- *“They had a customized workshop provided by the library to strengthen skills in choosing resources, citation, and ethical issues connected to research.” (ChDev 011)*
- *“They were directed towards online and library resources for formatting citations.” (Soc. 004)*
- *“I offer extra credit to any student who attended one or more of the library research workshops. A quick look at my grade book indicated to a large extent those who attended workshops did much better analyzing and developing a thorough discussion of their subject”. (History 11).*

Curriculum modifications planned included scheduling field trips to the library, or giving extra credit to students who attend a library workshop.

- *“I think my students could use help accessing information. This could be done by scheduling a field trip to the LA Mission College Library. I believe my students could use some help evaluating information critically.” (Human 001).*

Several faculty requested additional tutoring hours in the Learning Resource Center in the resource requests field. Life Sciences faculty stated that they will provide more hands-on help in class and initiate a departmental discussion regarding the use of citations. Librarians have added evening and Friday workshops in response to the spring 2014 Pilot Assessment. Librarians will discuss additional ways to reach online and evening students.

Assessment Results--Part I: Common Rubric Assessment: Results by Outcome and Course.

| Course | Know | Find | Evaluate | Use | Follow Ethics |
|--------------------|------------------|------------------|------------------|------------------|----------------------|
| Art 111 | 2.9 / 72% | 3.1 / 78% | 3.1 / 78% | 3.1 / 78% | 3.0 / 75% |
| Bio 6 | 3.4 / 86% | 4.0 / 100% | 3.3 / 84% | 3.1 / 77% | 3.6 / 90% |
| Bio 7 | 3.7 / 93% | 3.7 / 93% | 3.6 / 91% | 3.4 / 86% | 3.5 / 88% |
| ChDev. 011 | 3.7 / 83% | 3.8 / 90% | 3.5 / 88% | 3.1 / 78% | 3.4 / 85% |
| Chicano 037 | 3.5 / 88% | 3.5 / 88% | 3.5 / 88% | 3.3 / 83% | 3.3 / 83% |
| Eng. 021 | 2.8 / 71% | 3.0 / 75% | 2.8 / 71% | 2.8 / 71 | 2.9 / 71% |
| Eng. 102 (0236) | 3.1 / 77% | 3.2 / 79% | 3.7 / 92% | 2.8 / 71% | 2.9 / 71% |
| Eng. 102 (0237) | 3.1 / 77% | 3.2 / 79% | 2.8 / 71% | 2.8 / 71% | 2.9 / 73% |
| Eng. 208 | 3.3 / 83% | 3.2 / 81% | 3.3 / 83% | 3.1 / 78% | 3.6 / 89% |
| Geog. 002 | 3.1 / 78% | 2.9 / 72% | 2.4 / 72% | 2.9 / 72% | 2.8 / 69% |
| Health 011 (0293) | 3.5 / 88% | 3.1 / 78% | 2.7 / 68% | 2.9 / 73% | 3.2 / 80% |
| Health 011 (0296) | 3.2 / 80% | 2.9 / 72% | 2.6 / 66% | 2.9 / 72% | 3.0 / 75% |
| History 011 (0302) | 2.3 / 58% | 2.5 / 63% | 2.5 / 63% | 2.0 / 50% | 3.0 / 75% |
| History 011 (3281) | 3.5 / 88% | 3.3 / 83% | 3.3 / 83% | 3.3 / 83% | 3.5 / 88% |
| Hum 001 | 3.4 / % | 3.2 / 79% | 3.2 / 78% | 3.2 / 79% | 3.2 / 79% |
| Lib Sci. 101 | 3.7 / 92% | 3.1 / 72% | 2.8 / 70% | 3.0 / 75% | 3.8 / 95% |
| Micro 020 (3370) | 2.9 / 73% | 2.9 / 73% | 3.0 / 75% | 3.2 / 80% | 2.1 / 53% |
| Micro 020 (3371) | 3.3 / 83% | 3.2 / 80% | 3.2 / 80% | 3.1 / 78% | 2.1 / 53% |
| Mgmt. 002 | 3.3 / 81% | 2.9 / 72% | 2.8 / 69% | 3.0 / 75% | 3.0 / 75% |
| Mgmt. 013 | 2.7 / 67% | 3.0 / 75% | 2.8 / 69% | 2.8 / 69% | 3.1 / 78% |
| Mgmt. 031 | 4.0 / 100% | 3.8 / 96% | 3.8 / 96% | 3.5 / 88% | 3.5 / 88% |
| Music 111 (0403) | 3.4 / 85% | 3.4 / 85% | 3.2 / 80% | 3.0 / 75% | 3.8 / 95% |
| Music 111 (3381) | 3.5 / 88% | 3.4 / 85% | 3.3 / 83% | 3.2 / 82% | 3.7 / 93% |
| Phil. 020 | 3.2 / 79% | 2.9 / 73% | 2.8 / 71% | 3.0 / 75% | 2.8 / 71% |
| Physiol 001 (0424) | 3.0 / 75% | 3.0 / 75% | 2.9 / 73% | 2.8 / 70% | 3.0 / 75% |
| Physiol 001 (0425) | 2.6 / 66% | 2.5 / 62% | 2.4 / 61% | 2.5 / 61% | 2.6 / 66% |
| Soc 004 | 3.4 / 84% | 3.4 / 84% | 3.3 / 82% | 3.4 / 84% | 3.3 / 82% |
| Soc 011 | 3.8 / 95% | 3.8 / 95% | 3.5 / 89% | 3.5 / 88% | 3.5 / 88% |
| Average | 3.2 / 81% | 3.2 / 81% | 3.1 / 78% | 3.0 / 75% | 3.0 / 75% |

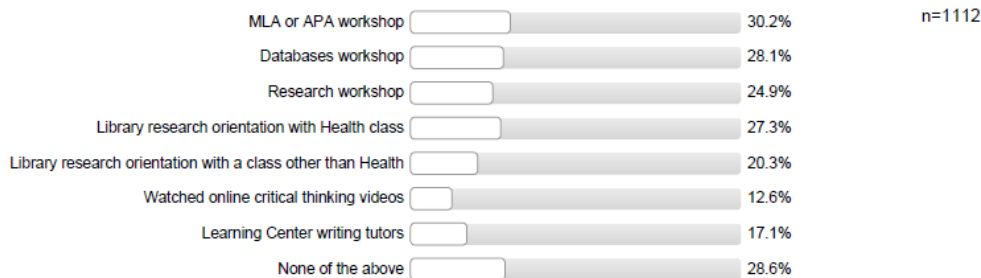
Observations and Recommendations--Part 2- Survey Assessment

1,025 students responded to the Information Competency Assessment Survey. 18 students completed the survey online. The survey results show that 71.4 percent of students surveyed on campus have attended a library MLA or APA citations workshop, a database or research workshop, had an in-class orientation, viewed online videos or visited Learning Center tutors. However only 27.8 percent of online students availed of these resources. Because the number of online students surveyed is small it is difficult to draw conclusions from the results. Some online students also take classes on campus and these students may have completed a library workshop or had an orientation in class. It can be inferred that library programs contributed to student's success with the information competency ILO.

- **Student Assessment Survey conducted in-class**

Academic Affairs, OIE Surveys

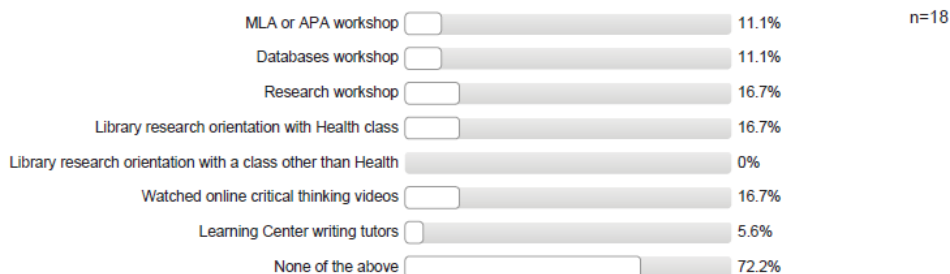
Which support services have you used at LAMC? **Mark all that apply.**



- **Student Assessment Survey conducted Online**

Academic Affairs, OIE Surveys

Which support services have you used at LAMC? **Mark all that apply.**



Correct Responses by Question: Student Assessment Survey conducted in-class

| | | | | | | | |
|---|-------|--------------|-------------|--------------|--------------|-------|--------------|
| Q2.1 Information Competency is one of Mission College's Institutional Learning Outcomes. Information Competency is described as: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 4.4% | 7.1% | 5% | 83.5% | 976 | 83.5% |
| Q2.2 Which is the best place to find research published by scholars, experts or professionals? | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 3.8% | 1.4% | .6% | 94.3% | 1010 | 94.3% |
| Q2.3 A primary source is: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 48.8% | 14.7% | 33.4% | 3% | 1020 | 48.8% |
| Q2.4 An abstract is: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 11.5% | 8% | 79.3% | 1.3% | 1027 | 79.3% |
| Q2.5 You see the following citation: Bonilla-Silva, E. (1997) Rethinking racism: Toward a structural interpretation. American Sociological Review, 62, 465-480. This citation is for: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 35.9% | 6.7% | 55.3% | 2.1% | 1024 | 55.3% |
| Q2.6 Question eliminated | | | | | | | |
| Q2.7 An effective thesis statement | | | | | | | |
| | | 1 | 2 | 3 | | Total | % Correct |
| | Total | 54.8% | 71.2% | 41.5% | | 1112 | |
| Q2.8 How do you know if someone is an authority on climate change? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 3.8% | 10.1% | 33.3% | 52.9% | 904 | 52.9% |
| Q2.9 Which requires a current source of information? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 19.9% | 5.1% | 62.2% | 12.8% | 1003 | 62.2% |
| Q2.10 Who would represent the target audience for the Journal of Nutrition Education and Behavior? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 7.3% | 9% | 4.8% | 78.9% | 945 | 78.9% |
| Q2.11 Which of the following is true about plagiarism? | | | | | | | |
| | | 1 | 2 | 3 | | Total | % Correct |
| | Total | 47.2% | 82.4% | 59.5% | | 1112 | |
| Q2.12 APA and MLA style both refer to? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 3.7% | .07% | 1.1% | 94.5% | 1019 | 94.5% |

Correct Responses by Question: Student Assessment Survey conducted Online

| | | | | | | | |
|---|-------|--------------|-------------|--------------|--------------|-------|--------------|
| Q2.1 Information Competency is one of Mission College's Institutional Learning Outcomes. Information Competency is described as: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4..0 | Total | % Correct |
| | Total | 5.9% | 5.9% | 0% | 88.2% | 17 | 88.2% |
| Q2.2 Which is the best place to find research published by scholars, experts or professionals? | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 11.8% | 0% | 0% | 88.2% | 17 | 88.2% |
| Q2.3 A primary source is: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 38.9% | 33.3% | 22.2% | 5.6% | 18 | 38.9% |
| Q2.4 An abstract is: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 11.1% | 5.6% | 77.8% | 5.6% | 18 | 77.8% |
| Q2.5 You see the following citation: Bonilla-Silva, E. (1997) Rethinking racism: Toward a structural interpretation. American Sociological Review, 62, 465-480. This citation is for: | | | | | | | |
| | | 1.0 | 2.0 | 3.0 | 4.0 | Total | % Correct |
| | Total | 27.8% | 0% | 66.7% | 5.6% | 18 | 66.7% |
| Q2.6 Question eliminated | | | | | | | |
| Q2.7 An effective thesis statement | | | | | | | |
| | | 1 | 2 | 3 | | Total | % Correct |
| | Total | 72.2% | 83.3% | 72.2% | | 18 | |
| Q2.8 How do you know if someone is an authority on climate change? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 0% | 11.1% | 33.3% | 55.6% | 18 | 55.6% |
| Q2.9 Which requires a current source of information? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 11.1% | 0% | 72.2% | 16.7% | 18 | 72.2% |
| Q2.10 Who would represent the target audience for the Journal of Nutrition Education and Behavior? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 5.6% | 5.6% | 0% | 88.9% | 18 | 88.9% |
| Q2.11 Which of the following is true about plagiarism? | | | | | | | |
| | | 1 | 2 | 3 | | Total | % Correct |
| | Total | 50% | 100% | 61.1% | | 18 | |
| Q2.12 APA and MLA style both refer to? | | | | | | | |
| | | 1 | 2 | 3 | 4 | Total | % Correct |
| | Total | 0% | 0% | 11.8% | 88.2% | 17 | 88.2% |

Information Competency ILO Survey Results Spring Pilot 2014 compared with Spring 2015

| | <u>2014</u> | <u>2015</u> | <u>Change</u> |
|--|--------------|--------------|---------------|
| Number of Responses (correct response is bold) | 368 | 1,025 | |
| Q1 Information Competency is one of Mission College's Institutional Learning Outcomes. Information Competency is described as: | | | |
| A The ability to read complex documents. | 2.2% | 4.0% | 1.8% |
| B The ability to search the free web for information. | 4.6% | 6.2% | 1.6% |
| C The ability to summarize information you need. | 3.5% | 4.5% | 1.0% |
| D The ability to recognize when information is needed and to locate, evaluate and use information effectively and responsibly. | 87.5% | 73.0% | -14.5% |
| No response | 2.2% | 12.3% | 10.1% |
| Q2 Which is the best place to find research published by scholars, experts or professionals? | | | |
| A amazon.com in 2014; wikipedia.com in 2015 | 0.3% | 3.5% | 3.2% |
| B newspapers | 2.2% | 1.3% | -0.9% |
| C general interest magazines | 0.0% | 0.6% | 0.6% |
| D book and scholarly journals | 97.6% | 85.7% | -11.9% |
| No response | 0.0% | 9.0% | 9.0% |
| Q3 A primary source is: | | | |
| A an original document such as a diary, letter, etc. | 45.1% | 44.4% | 0.2% |
| B the first book or journal article written on a topic | 15.8% | 13.9% | -1.9% |
| C an article or book that extensively analyzes a topic | 36.4% | 30.7% | -5.7% |
| D a collection of critical essays | 2.7% | 2.8% | 0.1% |
| No response | 0.0% | 8.2% | 8.2% |
| Q4 An abstract is: | | | |
| A a quotation from a book | 10.9% | 10.2% | -0.7% |
| B a full text article | 4.9% | 7.0% | 2.1% |
| C a summary of a resource | 81.0% | 73.9% | -7.1% |
| D a type of government document | 1.6% | 1.2% | -0.4% |
| No response | 1.6% | 7.7% | 6.1% |
| Q5 You see the following citation: Bonilla-Silva, E. (1997) Rethinking racism: Toward a structural interpretation. American Sociological Review, 62, 45-80. This citation is for: | | | |
| A a book | 32.1% | 32.7% | 0.6% |
| B a newspaper article | 4.1% | 6.4% | 2.3% |
| C a journal article | 60.1% | 50.9% | -9.2% |
| D a website | 3.0% | 2.0% | -1.0% |
| No response | 0.8% | 7.9% | 7.1% |

| | | | | |
|------------|---|--------------|--------------|---------------|
| Q6 | Which of the following choices provides the best list of keywords to use for the following assignment? Prepare a presentation on the gains achieved by women during the 1980s. | | | |
| A | presentation, women, gains | - | 4.6% | - |
| B | women, gains, achieved | - | 8.0% | - |
| C | women, gains, 1980s | - | 75.6% | - |
| D | gains, achieved, 1980s | - | 4.5% | - |
| | No response | | 7.3% | - |
| Q7 | An effective thesis statement (2014) | | | |
| A | Should be clear and specific | 10.9% | - | - |
| B | Identifies the subject of the paper and is a statement not a question | 10.1% | - | - |
| C | Takes a stand rather than simply announcing a subject | 2.7% | - | - |
| D | All of the above* | 74.5% | - | - |
| | No response | 1.9% | - | - |
| Q7 | An effective thesis statement (2015) | | | |
| A | Should be clear and specific | - | 55.5% | - |
| B | Identifies the subject of the paper and is a statement not a question | - | 71.8% | - |
| C | Takes a stand rather than simply announcing a subject | - | 40.9% | - |
| Q8 | How do you know if someone is an authority on climate change? | | | |
| A | She has her own website | 1.1% | 3.0% | 1.9% |
| B | She uses technical jargon that most readers wouldn't understand | 4.9% | 8.1% | 3.2% |
| C | Numerous articles on global warming cite her work** | 66.8% | 43.1% | -23.7% |
| D | She has a PhD | 27.2% | 26.7% | -0.5% |
| | No response | 0.0% | 19.0% | 19.0% |
| Q9 | Which requires a current source of information? | | | |
| A | An analysis of the 2000 Presidential election recount | 18.2% | 17.9% | -0.3% |
| B | A critique of Shakespeare's sonnets | 5.7% | 4.4% | -1.3% |
| C | Marketing statistics on flat screen TVs | 63.6% | 56.4% | -7.2% |
| D | A biography on Cesar Chavez | 11.1% | 11.4% | 0.3% |
| | No response | 1.4% | 10.0% | 8.6% |
| Q10 | Who would represent the target audience for the Journal of Nutrition Education and Behavior? | | | |
| A | Members of Weight Watchers | 6.8% | 6.1% | -0.7% |
| B | Professors, researchers and students in human nutrition** | 83.7% | 66.7% | -17.0% |
| C | Athletes and coaches | 7.6% | 7.8% | 0.2% |
| D | Chefs looking for nutritious recipes | 1.4% | 4.0% | 2.6% |
| | No response | 0.5% | 15.3% | 14.8% |

| | | | | |
|------------|--|--------------|--------------|--------------|
| Q11 | Which of the following is true about plagiarism? (2014) | | | |
| A | The same essay submitted to different classes is plagiarism | 3.8% | - | - |
| B | Passing off someone else's work as your own is plagiarism | 25.8% | - | - |
| C | Giving credit to your sources is a way to avoid plagiarism | 1.1% | - | - |
| D | All of the above* | 69.0% | - | - |
| | No response | 0.3% | - | - |
| Q11 | Which of the following is true about plagiarism? (2015) | | | |
| A | The same essay submitted to different classes is plagiarism | - | 47.0% | - |
| B | Failure to give credit to ideas you borrow is plagiarism | - | 82.3% | - |
| C | Crediting your sources is a way to avoid plagiarism | - | 59.1% | - |
| Q12 | APA and MLA style both refer to? | | | |
| A | Library classification systems | 3.8% | 3.5% | -0.3% |
| B | Formats for documenting the sources used for a paper** | 95.9% | 86.6% | -9.3% |
| C | Call numbers | 0.0% | 0.7% | 0.7% |
| D | Articles indexes | 0.3% | 1.1% | 0.8% |
| | No response | 0.0% | 8.1% | 8.1% |

* Question format changed to "Mark all that apply" in 2015.

** Answer choices were ordered differently in 2015.

Percent of Respondents Who Answered Each Question Correctly Disaggregated by Demographic Group

| | N | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7A | Q7B | Q7C | Q8 | Q9 | Q10 | Q11A | Q11B | Q11C | Q12 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| All | 1,025 | 73.0% | 85.7% | 44.4% | 73.9% | 50.9% | 75.6% | 55.5% | 71.8% | 40.9% | 43.1% | 56.4% | 66.7% | 47.0% | 82.3% | 59.1% | 86.6% |
| Gender | | | | | | | | | | | | | | | | | |
| F | 510 | 74.3% | 85.9% | 43.3% | 73.9% | 49.4% | 76.3% | 57.5% | 71.8% | 41.6% | 43.9% | 56.9% | 71.4% | 50.4% | 82.9% | 58.0% | 87.3% |
| M | 350 | 74.3% | 88.3% | 45.4% | 74.6% | 55.7% | 76.6% | 55.4% | 72.3% | 42.9% | 42.9% | 59.1% | 62.6% | 43.4% | 84.0% | 58.9% | 86.9% |
| Age | | | | | | | | | | | | | | | | | |
| Under 18 | 13 | 76.9% | 92.3% | 76.9% | 46.2% | 30.8% | 69.2% | 53.8% | 61.5% | 38.5% | 38.5% | 53.8% | 69.2% | 30.8% | 76.9% | 84.6% | 76.9% |
| 18-21 | 406 | 72.7% | 89.2% | 50.5% | 76.8% | 54.2% | 79.3% | 56.4% | 75.4% | 48.8% | 42.1% | 59.1% | 65.5% | 47.0% | 85.7% | 62.8% | 88.4% |
| 22-25 | 201 | 82.6% | 87.1% | 45.3% | 73.1% | 50.7% | 77.1% | 55.7% | 72.1% | 40.8% | 47.8% | 60.7% | 69.7% | 53.7% | 84.6% | 61.2% | 89.6% |
| 26-30 | 84 | 71.4% | 86.9% | 25.0% | 75.0% | 53.6% | 82.1% | 58.3% | 72.6% | 39.3% | 56.0% | 57.1% | 77.4% | 42.9% | 86.9% | 57.1% | 91.7% |
| 31-40 | 75 | 69.3% | 86.7% | 22.7% | 73.3% | 53.3% | 69.3% | 60.0% | 64.0% | 28.0% | 41.3% | 45.3% | 70.7% | 33.3% | 77.3% | 44.0% | 80.0% |
| 41-50 | 44 | 70.5% | 75.0% | 47.7% | 63.6% | 56.8% | 65.9% | 50.0% | 70.5% | 29.5% | 27.3% | 50.0% | 61.4% | 52.3% | 70.5% | 38.6% | 75.0% |
| Over 50 | 37 | 67.6% | 73.0% | 40.5% | 73.0% | 29.7% | 56.8% | 62.2% | 54.1% | 27.0% | 32.4% | 64.9% | 62.2% | 59.5% | 73.0% | 40.5% | 81.1% |
| Ethnicity | | | | | | | | | | | | | | | | | |
| Hispanic | 635 | 74.2% | 87.4% | 41.9% | 73.4% | 53.4% | 75.3% | 53.9% | 72.6% | 40.3% | 43.1% | 55.1% | 66.3% | 43.9% | 84.1% | 58.3% | 86.3% |
| White | 95 | 76.8% | 81.1% | 49.5% | 77.9% | 57.9% | 83.2% | 67.4% | 76.8% | 45.3% | 36.8% | 68.4% | 76.8% | 62.1% | 85.3% | 64.2% | 91.6% |
| Asian | 65 | 67.7% | 86.2% | 56.9% | 70.8% | 38.5% | 76.9% | 64.6% | 61.5% | 46.2% | 60.0% | 63.1% | 66.2% | 56.9% | 73.8% | 52.3% | 86.2% |
| Black | 25 | 80.0% | 92.0% | 32.0% | 76.0% | 28.0% | 80.0% | 44.0% | 76.0% | 56.0% | 32.0% | 56.0% | 76.0% | 48.0% | 84.0% | 64.0% | 88.0% |
| Multiethnic | 6 | 100.0% | 83.3% | 83.3% | 100.0% | 83.3% | 83.3% | 100.0% | 66.7% | 66.7% | 66.7% | 83.3% | 83.3% | 83.3% | 83.3% | 83.3% | 83.3% |
| Native | 3 | 100.0% | 100.0% | 33.3% | 100.0% | 66.7% | 100.0% | 66.7% | 66.7% | 100.0% | 33.3% | 66.7% | 66.7% | 0.0% | 100.0% | 66.7% | 66.7% |
| Unit Load | | | | | | | | | | | | | | | | | |
| 3-6 units | 146 | 71.2% | 88.4% | 42.5% | 73.3% | 56.8% | 78.1% | 56.2% | 69.2% | 34.9% | 45.9% | 58.9% | 71.9% | 49.3% | 84.9% | 56.2% | 85.6% |
| 6-11 units | 376 | 73.7% | 85.1% | 40.7% | 71.8% | 53.2% | 74.5% | 57.7% | 71.5% | 43.9% | 44.7% | 55.6% | 68.1% | 48.1% | 83.2% | 56.1% | 84.0% |
| 12+ units | 290 | 78.6% | 90.3% | 48.3% | 79.7% | 52.8% | 80.0% | 57.2% | 74.1% | 46.6% | 42.4% | 61.4% | 66.6% | 45.2% | 84.5% | 64.5% | 92.1% |
| Units | | | | | | | | | | | | | | | | | |
| <15 units | 163 | 71.8% | 86.5% | 45.4% | 69.9% | 52.8% | 75.5% | 58.9% | 71.2% | 45.4% | 38.7% | 50.3% | 62.0% | 46.6% | 81.0% | 54.6% | 83.4% |
| 15-29 units | 158 | 72.2% | 89.2% | 46.8% | 76.6% | 51.3% | 81.0% | 59.5% | 72.8% | 43.0% | 39.2% | 59.5% | 68.4% | 50.6% | 90.5% | 63.9% | 91.1% |
| 30-44 units | 116 | 76.7% | 94.8% | 45.7% | 76.7% | 54.3% | 72.4% | 53.4% | 74.1% | 42.2% | 49.1% | 62.9% | 68.1% | 51.7% | 81.9% | 59.5% | 88.8% |
| 45-59 units | 104 | 76.0% | 87.5% | 47.1% | 84.6% | 52.9% | 74.0% | 64.4% | 67.3% | 50.0% | 46.2% | 51.9% | 68.3% | 48.1% | 85.6% | 64.4% | 90.4% |
| 60+ units | 195 | 77.9% | 82.1% | 35.4% | 73.8% | 54.9% | 79.0% | 57.9% | 74.4% | 40.0% | 44.6% | 61.5% | 71.3% | 46.7% | 83.1% | 57.9% | 87.2% |
| Highest English | | | | | | | | | | | | | | | | | |
| ENGLISH | 347 | 81.3% | 89.0% | 43.5% | 79.8% | 58.2% | 81.8% | 62.0% | 77.2% | 51.6% | 49.3% | 64.3% | 69.7% | 49.9% | 85.3% | 65.4% | 90.8% |
| ENGLISH | 56 | 69.6% | 92.9% | 42.9% | 69.6% | 57.1% | 73.2% | 60.7% | 71.4% | 41.1% | 26.8% | 66.1% | 62.5% | 51.8% | 92.9% | 66.1% | 83.9% |
| ENGLISH | 50 | 74.0% | 90.0% | 38.0% | 66.0% | 44.0% | 68.0% | 52.0% | 76.0% | 28.0% | 26.0% | 32.0% | 70.0% | 34.0% | 94.0% | 48.0% | 96.0% |
| DEV COM | 3 | 100.0% | 100.0% | 66.7% | 100.0% | 66.7% | 100.0% | 66.7% | 33.3% | 66.7% | 100.0% | 100.0% | 66.7% | 66.7% | 100.0% | 33.3% | 100.0% |
| DEV COM | 6 | 83.3% | 100.0% | 50.0% | 66.7% | 16.7% | 100.0% | 50.0% | 100.0% | 16.7% | 50.0% | 33.3% | 83.3% | 66.7% | 66.7% | 66.7% | 100.0% |
| DEV COM | 11 | 81.8% | 81.8% | 27.3% | 81.8% | 45.5% | 72.7% | 54.5% | 72.7% | 36.4% | 36.4% | 36.4% | 72.7% | 45.5% | 90.9% | 27.3% | 90.9% |
| DEV COM | 23 | 60.9% | 47.8% | 26.1% | 56.5% | 21.7% | 65.2% | 47.8% | 47.8% | 39.1% | 26.1% | 34.8% | 60.9% | 60.9% | 73.9% | 34.8% | 73.9% |
| ESL 008 | 2 | 100.0% | 100.0% | 50.0% | 50.0% | 0.0% | 100.0% | 50.0% | 100.0% | 0.0% | 50.0% | 0.0% | 50.0% | 0.0% | 50.0% | 50.0% | 100.0% |
| ESL 006 | 24 | 54.2% | 62.5% | 41.7% | 62.5% | 25.0% | 54.2% | 75.0% | 45.8% | 12.5% | 29.2% | 37.5% | 66.7% | 62.5% | 54.2% | 25.0% | 79.2% |
| ESL 005 | 3 | 33.3% | 66.7% | 33.3% | 33.3% | 33.3% | 33.3% | 66.7% | 33.3% | 0.0% | 0.0% | 33.3% | 66.7% | 33.3% | 66.7% | 0.0% | 66.7% |
| ESL 004 | 1 | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 100.0% | 100.0% | 0.0% | 0.0% | 0.0% | 100.0% |

Observations and Recommendations Part II: Information Competency Student Assessment Survey

The data were compared to the results of the pilot 2014 Information Competency ILO assessment. The data were also disaggregated by gender, age, ethnicity, unit load being taken, total units completed, and highest level of English/Dev Com/ESL completed, and the committee discussed patterns in the disaggregated data.

- For most questions, there was a positive correlation between higher levels of English attainment and better scores on the questions.
- The expected positive correlation between more units completed and better scores was seen for most questions when excluding the “60+ units completed” category.
- Students enrolled in twelve units or more had better scores on most questions, indicating that full time students are more successful than part time students.

This indicates that, for the most part, the longer students have attended LAMC, the better they are at information competency. This suggests that attending LAMC leads to increased attainment of the ILO. The assessment also identified areas that are in need of improvement, such as citation formats, thesis statements, and understanding what constitutes plagiarism.

Conclusions:

One of the most essential services provided by academic librarians is the instruction of students in information literacy. Librarians collaborate with faculty to create research guides and give orientations in the classroom or in the library computer lab (LRC205). The library also offers drop-in workshops for six weeks during each semester. Many faculty give students extra credit for attending these workshops. The survey results showed that 71.4% of students surveyed on campus and 27.8% of online students surveyed availed of library workshops, orientations, online guides as well as using the Learning Center tutors. Students met the benchmark for the information competency ILO in the rubric assessment. In Fall 2015 Librarians added *Questionpoint*, an online reference service, so that all students, including online and evening students would have reference services available to them 24/7.

Recommendations:

- Classes and programs need instructional support materials and tutors. Several instructors requested extended learning resource center hours to accommodate night classes.
 - *“Students would benefit from additional tutoring, extra hours and availability would help.” (LibSci101)*
 - *“Training for students and tutors.” (Micro 020).*
 - *“Online APA workshops” (Physiol 001).*
- Request that the Learning Center be open on Friday and Saturday and extend week-day hours to match the library times.
- Promote library orientations and workshops especially the new evening research and citation workshops.
 - *“I’d like to take students to a library orientation on locating, evaluating, and citing articles before completing this assignment in future semesters.”(Soc 004).*
- Develop research and citation tutorials for online students.
 - *“Offering the APA workshops is an excellent way to assist students to learn about scholarly sources. It would be better if the workshops were also available online for students to have access to any time.” (Physiol 001).*
- Expand the number of online students surveyed in the next IC-ILO assessment.
- Review and revise the survey questions. Survey questions that have “all of the above” as an answer make it difficult to fully assess the results.
- Because Information Competency is an institutional learning outcome, measuring student performance of the ILO is incomplete if we do not assess faculty understanding of the ILO and how they share the information with students. The taskforce recommends that a survey be developed and given to faculty who mapped one of their SLOs to the information competency ILO.
- Use Flex Day or Spring into Spring for deep dialog about plagiarism-strengthen and reinforce common plagiarism statement on syllabi.

Appendices

IC Rubric

IC Student Survey

Appendix 1

Information Competency Rubric

Information Competency—

...to know when there is an information need, to find, evaluate, and effectively and responsibly use information

| Outcome | Exemplary 4.00 pts | Proficient 3.00 pts | Developing 2.00 pts | Unsuccessful 1.00 pts |
|--|---|---|--|--|
| Know: Student will define their information needs. | Has a well-developed and engaging topic, research question or thesis (if applicable). Defines the scope of the topic, research question or thesis completely Identifies key concepts | Defines the scope of the topic, research question or thesis completely Can determine key concepts | Defines the scope of the topic, research question, or thesis incompletely (parts are missing, remains too broad or too narrow, etc.) | Cannot formulate a topic, research question, or thesis based on an information need |
| Find: Student can access information. | Retrieves relevant, quality information from a variety of sources Uses extensive and relevant sources by experts within a discipline Demonstrates ability to refine search and sources | Retrieves relevant information from a variety of sources Utilizes types of information (sources) that relate to key concepts or answer the research question | Retrieves relevant information from limited and similar sources Selects information sources which only partially relate to research question | Retrieves information that lacks relevance and quality |
| Evaluate: Student can evaluate information critically. | Compares and evaluates information according to specific criteria appropriate to the discipline Analyzes own and other's ideas and work thoroughly Evaluates the relevance of contexts | Selects sources that are appropriate for academic work Uses timely and credible sources which demonstrate a variety of viewpoints Identifies and evaluates information | Selects sources that are appropriate for academic work Uses timely and credible sources that reflect a bias and are not balanced | Uses sources that are not timely, accurate, relevant or credible |
| Use: Student uses information to accomplish the planned objective. | Expands on conclusions from sources and is able to clearly communicate ideas Communicates, organizes and synthesizes information from sources and achieves intended purpose | Communicates, organizes and synthesizes information from sources and achieves intended purpose | Communicates, organizes and synthesizes information from sources, but does not synthesize information so that the intended purpose is not fully achieved. | Communicates information from sources but the information is fragmented or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased) Does not achieve the intended purpose |
| Follow Ethics: Student uses information ethically; documents information; and observes copyright laws. | Properly incorporates the ideas/published words of others into their work building upon them Gives credit for works used by quoting, citing and listing references accurately according to a selected writing style and guidelines | Gives credit for works used by quoting, citing and listing references accurately according to a selected writing style and guidelines | Inconsistently gives credit for information and others' ideas Exhibits a lack of understanding of proper citation format | Uses the information and ideas of others (copies and paraphrases) without giving credit |

Please select the **best answer** for each question below. [Continue]

An abstract is:

- a quotation from a book
 a full text article
 a summary of a resource
 a type of government document

You see the following citation: Bonilla-Silva, E. (1997) Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 62, 45-80. This citation is for:

- a book
 a newspaper article
 a journal article
 a website

Which of the following choices provides the best list of keywords to use for the following assignment? **Prepare a presentation on the gains achieved by women during the 1980s.**

- presentation, women, gains
 women, gains, achieved
 women, gains, 1980s
 gains, achieved, 1980s

Which of the following describes an effective thesis statement? **Mark all that apply.**

- Should be clear and specific
 Identifies the subject of the paper and is a statement not a question
 Takes a stand rather than simply announcing a subject

How do you know if someone is an authority on climate change?

- She has her own website
 She uses technical jargon that most readers wouldn't understand
 She has a PhD
 Numerous articles on global warming cite her work

Which requires a current source of information?

- An analysis of the 2000 Presidential election recount
 A critique of Shakespeare's sonnets
 Marketing statistics on flat screen TVs
 A biography on Cesar Chavez

Who would represent the target audience for the *Journal of Nutrition Education and Behavior*?

- Members of Weight Watchers
 Athletes and coaches
 Chefs looking for nutritious recipes
 Professors, researchers, and students in human nutrition

Which of the following is true about plagiarism? **Mark all that apply.**

- The same essay submitted to different classes is plagiarism
 Failure to give credit to ideas you borrow is plagiarism
 Crediting your sources is a way to avoid plagiarism

APA and MLA style both refer to?

- Library classification systems
 Call numbers
 Article indexes
 Formats for documenting the sources used for a paper

