

**Institutional Learning Outcomes  
Information Competency  
Spring 2014 Pilot Assessment Report  
Learning Outcomes Assessment Committee  
Los Angeles Mission College**

**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 2014 pilot assessment of the Institutional Learning Outcome (ILO) of Information Competency.

**Assessment Process**

1. The assessment methods and process were developed and implemented spring 2014 by the ILO Information Competency Assessment Taskforce of LAMC's Learning Outcomes Assessment Committee (LOAC).
2. 187 active courses linked one or more of their SLOs to the ILO of Information Competency. 124 of these courses were offered in spring 2014. Faculty, the SLO Co-chair, a librarian, and the Research Analyst formed the information competency assessment taskforce. 10 volunteers from 10 disciplines and 15 sections participated in the pilot assessment.
3. Assessment participants were recruited individually by the taskforce and by department chairs of disciplines that mapped one of their SLOs to the ILO of Information Competency.

**Spring 2014 Information Competency Assessment Participants**

<b>Semester</b>	<b>Section</b>	<b>Course</b>	<b>Assignment</b>	<b># of pages</b>	<b>Research Assignment</b>	<b>Student Survey</b>
Spring 2014	3126	Art 101	Essay	4-5	14	33
Spring 2014	0135/01346	Bio 3				40
Spring 2014	0225 online	Eng. 101	Essay	1000 words	10	--
Spring 2014	0554	Eng 101	Research Paper	6-8	10	20
Spring 2014	3249	ESL 8	Research Report	5	10	22
Spring 2014	0264	ESL 8				22
Spring 2014	0293	Health 11	Research Paper	2.5-3	18	43
Spring 2014	0332	Lib Sci 101	Annotated Bibliography			19
Spring 2014	7804 H.S.	Lib Sci 101	Annotated Bibliography			24
Spring 2014	0328	Micro 20	Research Paper/Report	1000 word min.	10	33
Spring 2014	3396	Philosophy 020	Essay	5-7	16	26
Spring 2014	0424	Physiology 001	Oral Presentation		28	
Spring 2014	0425	Physiology 001	Oral Presentation		27	27
Spring 2014		Poli Sci 1				44
Spring 2014	0434	Poli Sci 7				21

4. The assessment was comprised of two parts:
- Part I of the assessment 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 in one of their classes.
  - Part II of the assessment 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. Based on the recommendation of Mission's Research Analyst, we narrowed the number of questions to fit on two pages of the survey. 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 9, 2014 and again in June 30, 2014 when additional data was available. The observations and recommendations made by the taskforce will be presented to the Learning Outcomes Assessment Committee in fall 2014 for discussion and revision.

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

<b>Outcome</b>	<b>Art 101</b>	<b>Eng 101 (0225)</b>	<b>Eng 101 (0554)</b>	<b>ESL 8</b>	<b>Health 11</b>	<b>Micro 20</b>	<b>Phil 1</b>	<b>Phys 1 (0424)</b>	<b>Phys 1 (0425)</b>	<b>Total</b>
<b>Know:</b> Define info need ; well developed research question or thesis	3.0 75%	3.2 81 %	3.0 75%	3.0 75%	3.0 75 %	3.1 78%	3.0 75%	3.0 76%	3.3 82%	3.07 76.9%
<b>Find:</b> Retrieves relevant info from a variety of sources	2.8 70%	3.2 81 %	2.8 70%	2.8 70%	2.9 73 %	3.0 75 %	2.8 69%	3.1 77 %	3.4 84%	2.98 74.3%
<b>Evaluate:</b> Critically evaluate info	3.4 84%	3.1 78%	3.0 75%	2.7 68 %	2.9 73 %	3.2 81 %	3.2 79%	3.1 78 %	3.4 84 %	3.11 77.8%
<b>Use:</b> Uses info to accomplish planned objective; organizes and synthesizes info	3.5 86 %	3.0 75 %	3.1 78 %	2.7 68 %	3.1 77 %	3.0 75 %	2..8 69%	3.0 75 %	3.3 82%	3.06 76.1%
<b>Follow Ethics:</b> Uses info ethically; documents info	3.4 84 %	2.3 58 %	3.2 80%	3.0 75%	3.1 78%	2.4 61 %	3.2 79%	3.2 79 %	3.5 87 %	3.03 75.7%
<b>TOTAL</b>										<b>3.05 76.2%</b>

Students scored fairly evenly across each criteria of the rubric for a total score overall of 3.1 out of 4 points or 76.2%. Since the institutional benchmark was set at 70%, this score meets the benchmark.

Students scored highest in the area of “Evaluate” at 3.11 or 77.8% and lowest in the area of “Find” at 2.98 or 74.3% and “Follow Ethics” at 3.03 or 75.7%.

Faculty assessors identified specific strengths and weakness of students in terms of information competency skills in their assessment analysis narrative. Based on the identified student weaknesses in the ILO information competency assessment, faculty planned the following curriculum modifications:

- *Assuring that all students come prepared to participate in the group project will improve the overall success of the group projects and individual efforts. I'm modifying this assignment. I am going to assign points based on individual and group efforts to encourage better student preparedness.*
- *Provide students with specific instructions and examples of how to correctly cite sources used in their paper. Follow up throughout semester with voice, email, or etude reminders on expected citation format.*
- *Explicit instructions during class time on how to integrate source material into writing.*
- *Better prepare the students in understanding how to critique rather than summarize articles. Provide handout to help students better understand what a critique is and How to Critique an article.*
- *More strongly emphasize what plagiarism is and require students to turn in an outline prior to submitting their paper to ensure that they plan their papers first and then write it out in their own words.*
- *Students need to understand the value of researching opposing perspectives on moral disputes. This needs to be listed as a requirement in the assignment.*

### **Observations and Recommendations--Part I – Common Rubric Assessment**

- The scores using the common information competency assessment rubric were higher than expected.
- It was difficult to apply the same rubric to different types of projects. Additionally, the voluntary aspect of the assessment might have lead to inflated scores.
- There was not a significant difference in the successful application of information competency skills from students who completed 30 or more units than those with less than 30 units.
- The sample size for the pilot ILO Information Competency common rubric assessment was too small to draw definitive conclusions.
- Some faculty did not have an assignment that could be assessed using all outcomes in the information competency common rubric; however their class participated in the Information Competency Student Assessment Survey. It would be beneficial to the institutional ILO assessment process to explore revising the information competency common rubric so that the information competency assessment could include more types of assignments.
- The common rubric assessment data and curriculum modifications suggest that the college might benefit from engaging in discussions on how to best explain to students the concepts of avoiding plagiarism, integrating source material into writing, properly citing sources, critiquing rather than summarizing articles, researching and presenting information from a variety of perspectives.

## Assessment Results--Part II: Information Competency Student Assessment Survey

### Results by Units Completed and Highest English Level Completed

Highest English	Number of Surveys	Average Score on ILO Survey			
		<30 units	30-59 units	60+ units	Total
Above English 101	87	78.4%	78.4%	73.2%	75.9%
English 101	83	76.9%	79.5%	78.5%	78.2%
English 28	23	73.4%	73.9%	59.1%	72.3%
ESL 8	43	64.3%	56.1%	46.5%	54.5%
English 21	20	77.3%	65.9%	86.4%	73.6%
ESL 6A	1	100.0%	n/a	n/a	100.0%
Below English 21	11	77.9%	68.2%	50.0%	71.1%
None	96	81.8%	78.5%	69.7%	80.9%
TOTAL	364	77.9%	74.1%	68.5%	74.4%

### Results by Units Completed and Highest English Level Completed

	Number of Surveys	Average Number of Correct Responses (out of 11)			
		<30 units	30-59 units	60+ units	Total
Above English 101	87	8.6	8.6	8.0	8.3
English 101	83	8.5	8.7	8.6	8.6
English 28	23	8.1	8.1	6.5	8.0
ESL 8	43	7.1	6.2	5.1	6.0
English 21	20	8.5	7.3	9.5	8.1
ESL 6A	1	11.0	n/a	n/a	11.0
Below English 21	11	8.6	7.5	5.5	7.8
None	96	9.0	8.6	7.7	8.9
TOTAL	364	8.6	8.2	7.5	8.2

364 students responded to the Information Competency Assessment Survey. Students averaged 8.2 correct answers out of 11 questions or 74.5%. This met our expectation that students who completed 30 units at Mission would answer 70% of the questions correctly, however, our expectation that students who completed 60 or more units at Mission and completed English 101 or higher would answer 80 percent or more of the Information Competency Survey questions correctly was not met. According to the spring 2014 survey data, the only group of students who answered 80% of the questions correctly were students who completed fewer than 30 units at Mission and had not completed any level of English at Mission. The data also reveals that most students who completed more than 60 units at Mission did not do as well on the survey as students who completed fewer than 30 units. The level of English completion with the exception of English 21 did not alter these results.

### Correct Responses by Question

Q2.1 Information Competency is one of Mission College's Institutional Learning Outcomes. Information Competency is described as:							
		1.0	2.0	3.0	<b>4.0</b>	Total	% Correct
	Total	8	17	13	<b>322</b>	360	89%
Q2.2 Which is the best place to find research published by scholars, experts or professionals?							
		1.0	2.0	3.0	<b>4.0</b>	Total	% Correct
	Total	1	8		<b>359</b>	368	97%
Q2.3 A primary source is:							
		<b>1.0</b>	2.0	3.0	4.0	Total	% Correct
	Total	<b>166</b>	58	134	10	368	45%
Q2.4 An abstract is:							
		1.0	2.0	<b>3.0</b>	4.0	Total	% Correct
	Total	40	18	<b>298</b>	6	362	82%
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	<b>3.0</b>	4.0	Total	% Correct
	Total	118	15	<b>221</b>	11	365	60%
Q2.6 Question eliminated							
Q2.7 An effective thesis statement							
		1	2	3	<b>4</b>	Total	% Correct
	Total	40	37	10	<b>274</b>	361	76%
Q2.8 How do you know if someone is an authority on climate change?							
		1	2	<b>3</b>	4	Total	% Correct
	Total	4	18	<b>246</b>	100	368	67%
Q2.9 Which requires a current source of information?							
		1	2	<b>3</b>	4	Total	% Correct
	Total	67	21	<b>234</b>	41	363	64%
Q2.10 Who would represent the target audience for the Journal of Nutrition Education and Behavior?							
		1	<b>2</b>	3	4	Total	% Correct
	Total	25	<b>308</b>	28	5	366	84%
Q2.11 Which of the following is true about plagiarism?							
		1	2	3	<b>4</b>	Total	% Correct
	Total	14	95	4	<b>254</b>	367	69%
Q2.12 APA and MLA style both refer to?							
		1	<b>2</b>	3	4	Total	% Correct
	Total	14	<b>354</b>		1	369	96%

The "Correct Responses by Question" data illustrates that the information competency assessment questions were answered correctly 75% of the time. The five questions missed most frequently with a score of less than 70% correct responses indicate that students might need additional help in identifying an information need, evaluating information, understanding plagiarism, and citing sources.

## Observations and Recommendations-- Part II: Information Competency Student Assessment Survey

- Scores on the student survey were higher than expected
- It is unclear why students who completed fewer than 30 units and no English at Mission answered more questions correctly than other students. The taskforce discussed that the survey sample might not be representative of the overall Mission College student population since the spring 2014 information competency pilot assessment was based on a volunteer sample rather than a random sample.
- Because the data is inconclusive from the student survey, the assessment taskforce recommends repeating the assessment in fall 2014 using a larger sample size and reevaluating the data before drawing definitive conclusions from the student assessment survey.

### **Summary of Recommendations for next ILO assessment.**

- Begin ILO assessment process at the beginning of the semester.
- Expand number of disciplines participating in the institutional assessment of Information Competency.
- Rather than self-selected volunteer assessors, base the institutional assessment of Information Competency on a random sample of the active courses that link one or more course SLOs to the ILO of Information Competency.
- Consider modifying the common rubric to include more types of assignments or adopting a separate rubric for each identified IC outcome.
- 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 ILO of information competency. The taskforce also recommends that Flex days include discussions on information competency and how we share our expectations with students
- Prior to the next ILO common rubric assessment of Information Competency, establish a norming session with faculty assessors to discuss the meaning of each outcome .
- Use Flex Day or Spring into Spring for deep dialog about plagiarism—strengthen and reinforce common plagiarism statement on syllabi. Offer plagiarism training/discussions.
- Have LOAC discuss merging the institutional assessments of Written Communication and Information Competency.
- Make Class Climate ILO student survey available to online students.
- LOAC's involvement in ILO assessment is important. The Taskforce recommends that LOAC follow up on recommendations resulting from ILO assessments.
- Curriculum ECD should include a link to definition and ILO outcomes. ECD should link to more detailed information about Information Competency (LOAC Minutes, 2/26/2014).
- Department Chair support is very important for successful assessment of Information Competency ILO. (LOAC Minutes, 3/26/2014).

### **Appendices**

[Information Competency Outcomes](#)

[Courses that linked SLO to Information Competency](#)

[IC Rubric](#)

[IC Common Rubric Assessment Instructions](#)

[IC Student Survey](#)

[IC Student Survey Instructions](#)