

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



2009-2010 Annual Report

Title and Brief Description

This annual report details progress on the Quality Enhancement Plan (QEP) during 2009-2010. 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.

River Parishes Community College (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 the Community College Survey of Student Engagement (CCSSE) and the College 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 Student Learning 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 student learning outcomes (SLOs) is mapped to associated American College and Research Libraries (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.

Fall 2008- Spring 2010 Benchmarking Data: Impact on Information Literacy SLOs

This section reports benchmarking data from Fall 2008 through Spring 2010 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 Fall 2008- Spring 2010 Data

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).

The Fall 2009 freshmen report indicates that RPCC freshmen performed “worse than” the other comparison “institution type” community colleges on ACRL Standards #1,2,3, & 5. This data confirms the 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 Fall2009 Freshmen Report, pp. 62-63). In both groups of incoming freshmen, the Fall groups were below the freshmen at comparison institution institutions. The need for improved information literacy skills of RPCC freshmen is an evident need for which the QEP is addressing.

Initial Impact of QEP: SAILS Benchmarks Show Improvement for 30+ Hour Students:

The Fall 2008 through Spring 2010 QEP SAILS benchmarking assessment data shows comparative performance of freshmen groups each Fall semester with the performance of 30+ hour student groups each Spring semester. The intent of the QEP is to improve students’ information literacy skills from students’ first semester to the point at which students accumulate 30+ hours. In comparing the groups: 1.) Fall2008 freshmen to the Spring 2009 30+ hour and the 2.) Fall2009 freshmen to the Spring 2010 30+ hour there was a marked increase for each of the SAILS tested student learning outcomes (SLOs 1, 2, 3, & 5).

Each of the data sets shows significant improvement of students’ information literacy skills from the point of entry to the point of 30+ hours. In fact, RPCC freshmen in the two benchmarking groups performed worse than other freshmen in comparison

groups initially and by the 30+ hour mark are performing as well or in some instances better than the sophomore comparison institution groups.

SAILS Benchmarking Data 2008-2009 & 2009-2010	Fall2008 Freshmen	Spring 2009 30+ Hour Students	Fall2009 Freshmen	Spring 2010 30+ Hour Students
	RPCC Other 2 YR	RPCC Other 2 YR	RPCC Other 2 YR	RPCC Other 2 YR
Student Learning Outcome #1	529 550	570 550 Increase 7.75%	498 543	543 539 Increase 9.04%
Student Learning Outcome #2	515 538	539 539 Increase 4.68%	502 536	535 533 Increase 6.57%
Student Learning Outcome #3	519 549	563 544 Increase 8.48%	517 541	541 539 Increase 4.64%
Student Learning Outcome #5	503 529	534 524 Increase 6.16%	481 522	516 518 Increase 7.28%

Initial Impact of QEP on student learning outcomes for Gen. Ed. Goal 12:

The benchmarking data for Gen. Ed. Rubric #12 begins with the Fall2009 semester and Spring 2010 semester. These skills sets are assessed for students' ability to demonstrate effective performance on a specific assignment or project. During the Fall2009 semester, 353 individual assignments were collected for General Education Goal #12. During the Spring 2010, 673 individual assignments were collected for General Education Goal #12.

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 collect benchmarking data and to form a baseline for comparison with future semester performance data. The results of the student performance was as follows:

Year * GE12CS Crosstabulation

Count		GE12CS					Total	
		0	1	2	3	4		5
Year	09F	21	36	104	88	99	5	353
	10S	33	63	105	225	197	50	673
Total		54	99	209	313	296	55	1026

Data was collected from 2009 freshmen students and 2010 sophomore (30+ Hour) students, showing their proficiency in completing the five rubrics of the General Education Goal 12. Successful completion of three or more skills sets is passing. During the Fall 2009 semester, 192 out of the 353 Freshmen completing the general education goal #12 assignment successfully met the competencies. During the Spring 2010 semester 472 of the 673 30+ hour students completing the general education goal #12 assignment successfully met 3 or more of the competencies. This means that for Student Learning Outcome (SLO) #4 there was a 29.1 percent improvement as shown by the increase in student performance in students success rate in demonstrating successful completion of this general education competency.

QEP Updates for Promotion Plan and Implementation Audit:

The College QEP Implementation committee met in August 2010 and updated annual promotion plan for 2010-2011. The College has continued the implementation of the promotion plan and will continue increasing awareness of the quality enhancement plan and focus of information literacy. The Fall 2009 – Summer 2010 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 Affairs.

Continued Foci and SLO Improvement Projections:

	Direct Assessment	Fall2010 (F)	Sp 2011 (30+)	Fall2011 (F)	Sp 2012 (30+)	Fall2013 (F)	Sp 2013 (30+)
SLO #1	SAILS	TBD	8.0%	TBD	8.1%	TBD	8.1%
SLO #2	SAILS	TBD	5.8%	TBD	6.1%	TBD	6.1%
SLO #3	SAILS	TBD	6.1%	TBD	6.5%	TBD	6.5%
SLO #4	Gen. Ed. #12	TBD	29%	TBD	29%	TBD	29%
SLO #5	SAILS	TBD	6.9%	TBD	7.9%	TBD	7.9%

The Spring 2011, 2012, 2013 target percents are based on projected increase in improvement in student information literacy skill competencies comparing Fall freshmen performance with Spring 30+ hour students. The Fall percentages will be collected and reported each Fall term as the baseline for comparison to the targeted increases. Finally, the preceding data collected and the remaining data from the 2010-2011 and 2011-2012 cycle will be collected and reported with the required SACS/COC Fifth Year Interim Report. The timeline below includes the implementation audit, with items completed to date. The College is on track with the intended timeline and implementation actions required for the QEP.

Timeframe	Actions	Process Assessment Tool	Implementation Assessment Data	Completion/ Status
Aug. 2009	Continue QEP Promotion Annual Plan 2009-10	Number of Actions/Items in-progress or completed	Checklist of Items Completed from the Promotion Plan	Promotion Plan Implemented <input checked="" type="checkbox"/>
Aug. 2009	Faculty/Staff Professional Development	Completion of Workshop Training	Copy of presentation materials / Sign-In & Copy of Fall2009 In-Service Agenda	Quality Matters and Information Literacy Workshop Completed <input checked="" type="checkbox"/>
Sept. 2009	Implement External Assessment: SAILS for Fall2009	Collection of completed SAILS administration	Fall2009 Freshmen SAILS Report	Completed <input checked="" type="checkbox"/>
Sept. 2009	Implement Internal Assessment Instruments	Faculty administer information literacy assignments Fall2009 & collect library data	Assessment & Report of Fall2009 freshmen work samples & library data	Completed <input checked="" type="checkbox"/>
Oct. 2009	Order External Assessment: SAILS for Spring 2010	Requisition	Receipt of SAILS instrument materials for Spring 2010	Completed <input checked="" type="checkbox"/>
Nov. 2009	Compile External & Internal Assessment data for Fall'09	Collection of Assessment Materials	Copy of Fall2009 Semester Report	Completed <input checked="" type="checkbox"/>
Jan. 2010	Continue QEP Promotion Annual Plan 2010-2011	Number of Actions/Items in-progress or completed	Checklist of Items Completed from the Promotion Plan	Completed <input checked="" type="checkbox"/>
Jan. 2010	Faculty/Staff Professional Development	Completion of Workshop / Training	Copy of presentation materials / Sign-In & Copy of Spring 2010 In-Service Agenda	In-House QEP Workshop Completed <input checked="" type="checkbox"/>
Feb. 2010	Implement External Assessment: SAILS for Spring 2010 30+	Collection of completed SAILS administration materials	SAILS Report Spring 2010 30+ Hour Student	Completed <input checked="" type="checkbox"/>
March 2010	Implement Internal Assessment Instruments	Faculty administer assignments to Spring 2010 30+ Hour Students & library collect statistics and data	Assessment & Data Collection of Spring 2010 30+ student work samples & Library data	Completed <input checked="" type="checkbox"/>
April 2010	Develop Promotion Plan for 2010-2011	QEP Implementation Team Meeting Agendas regarding Promotion Plan	Copy of Annual Promotion Plan for Fall2010-Sp 2011	Completed <input checked="" type="checkbox"/>

April – July 2010	Compile Annual QEP Report 2009-2010	Copy of 2009-10 Annual Report detailing progress: 1.) learning outcomes 2.) promotion plan 3.) implement audit	Copy of Minutes of Chancellors Cabinet at June or July 2010 Meeting	Completed <input checked="" type="checkbox"/>
July 2010	Order SAILS Fall2010	Requisition	Receipt of SAILS materials Fall2010	Completed <input checked="" type="checkbox"/>

Appendices

QEP Benchmarking Data 2008-09 through 2009-10