

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



2010-2011 Annual Report

RPCC 2010-2011 QEP Annual Report

Title and Brief Description

This annual report details progress on the Quality Enhancement Plan (QEP) during 2010-2011. 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 (SAILS) 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 assessment of 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. The College is using SAILS to measure four of the SLOs (#1,2,3,& 5) and an internal general education assessment process to measure SLO (#4). The data collected provide information on the student learning outcomes and information literacy competencies for each of the five.

Fall 2008 - Spring 2011 Benchmarking Data: Impact on Information Literacy SLOs

This section reports data collected from Fall 2008 through Spring 2011 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 the direct measures are summarized in this section with the complete reports and data available.

Direct Measures

SAILS Fall 2008 – Spring 2011 Data

The Fall 2008, 2009, and 2010 freshmen reports indicate 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 page 7 of this report: SAILS Fall 2008 Freshmen Report, pp. 70-76; SAILS Fall 2009 Freshmen Report, pp. 62-63; SAILS Fall 2010 Freshmen Report, pp. 70-71). In all three sets of incoming freshmen, the Fall groups were below the freshmen at comparison institutions. Improved information literacy skills of RPCC freshmen are an evident need which the QEP is addressing.

Impact of QEP: SAILS Benchmarks Show Improvement for 30+ Hour Students on Student Learning Outcomes #1, 2, 3, & 5

The Fall 2008 through Spring 2011 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.) Fall 2008 freshmen to the Spring 2009 30+ hour, 2.) Fall 2009 freshmen to the Spring 2010 30+ hour and 3.) Fall 2010 freshmen to the Spring 2011 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 improvement of students' information literacy skills from the point of entry to the point of 30+ hours. In each of the three data sets, the point of entry scores are lower each year, revealing the increasing enrollment of the college and the attendant lower information literacy competency of the freshmen class overall. RPCC is not the only institution experiencing this trend; according to the SAILS test, comparable two year institutions within RPCC's cohort show a similar drop in freshmen performance.

Testing of RPCC's 2010 freshmen group revealed the lowest information literacy competency since testing began in 2008, yet this low-achieving group also registered notable improvement in each of the ACRL Standards #1, 2, 3, & 5 when tested as 30+ hour students. This positive trend in performance indicates the effectiveness of the current QEP and shows the positive effect of the college's instruction on information literacy.

Targeted SAILS SLO's Projected Gains: Spring '11 & Spring '12 (30+) HR Students

SLOs	Direct	Fall 2010 (FB)	Spring '11 (30+)	Fall 2011 (FB)	Spring '12 (30+)
SLO #1	SAILS	FB	8.0%	FB	8.1%
SLO #2	SAILS	FB	5.8%	FB	6.1%
SLO #3	SAILS	FB	6.1%	FB	6.5%
SLO #5	SAILS	FB	6.9%	FB	7.9%

SAILS Data 2008-2009 2009-2010 2010-2011	Fall 2008 Freshmen	Spring 2009 30+ Hour Students	Fall 2009 Freshmen	Spring 2010 30+ Hour Students	Fall 2010 Freshmen	Spring 2011 30+ Hour Students
	RPCC Other 2 YR	RPCC Other 2 YR	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%	427 478	472 478 Increase 10.54%
Student Learning Outcome #2	515 538	539 539 Increase 4.66%	502 536	535 533 Increase 6.57%	443 483	478 483 Increase 7.90%
Student Learning Outcome #3	519 549	563 544 Increase 8.48%	517 541	541 539 Increase 4.64%	401 458	444 458 Increase 10.72%
Student Learning Outcome #5	503 529	534 524 Increase 6.16%	481 522	516 518 Increase 7.28%	379 421	417 421 Increase 10.03%

Impact of QEP on Student Learning Outcome #4 & Gen. Ed. Goal 12:

The benchmarking data for Gen. Ed. Rubric #12 begins with the Fall 2010 semester and Spring 2011 semester. These skills sets are assessed for students' ability to demonstrate effective performance on a specific assignment or project. During the Fall 2010 semester, 379 individual assignments were collected for General Education

Goal #12. During the Spring 2011, 997 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 were as follows:

Year * GE12CS Crosstabulation

Count		GE12CS					Total	
		0	1	2	3	4		5
Year	10F	7	60	53	144	74	41	379
	11S	25	32	164	363	342	71	997
Total		32	92	217	507	416	112	1376

Data was collected from fall 2010 freshmen students and Spring 2011 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 2010 semester, 259 out of the 379 Freshmen completing the general education goal #12 assignment successfully met the competencies. During the Spring 2011 semester 776 of the 997 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 13.89 percent improvement as shown by the increase in student performance and 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 2011 and updated the annual promotion plan for 2011-2012. 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 2010 – Summer 2011 Implementation Timeline has been effectively accomplished as shown in the following chart.

Continued Foci and SLO Improvement Projections:

	Direct Assessment	Fall2011 * (FB)	Sp 2012 (30+)	Fall2013 * (FB)	Sp 2013 (30+)
SLO #1	SAILS	FB	8.1%	FB	8.1%
SLO #2	SAILS	FB	6.1%	FB	6.1%
SLO #3	SAILS	FB	6.5%	FB	6.5%
SLO #4	Gen. Ed. #12	FB	11%	FB	11%
SLO #5	SAILS	FB	7.9%	FB	7.9%

***Note:** (FB) Incoming Fall Freshmen Baseline

In August of 2010, the QEP Leadership Team met to review the assessment data from the previous academic cycles and to set target percentages for the upcoming academic cycles related to anticipated gains in students' information literacy skills. The target percents are based on projected increase in improvement in student information literacy skill competencies comparing Fall freshmen baseline performance with Spring 30+ hour students. Data from the previous baseline academic cycles were used by the QEP Leadership Team to set the target percentages. The QEP Leadership Assessment Team met again on 10/26/11 to review the past cycles of data along with the projected percentage increases for the QEP student learning outcomes #1-5. The Committee agreed to retain the projected targets for SLOs (1, 2, 3, & 5) and to set the SLO #4 at 11% for the Spring 2012 and Spring 2013 cycles. This was due to the noticeable downward trend both nationally and at RPCC in incoming students' information literacy competencies. The committee agreed that 11% was a logical target for percentage increase given this trend. 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 2011-2012 cycle and 2012-2013 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 timeline, intended goals, data collection on student learning outcomes required for the QEP.

Fall 2010 – Summer 2011 at a Glance

Timeframe	Actions	Process Assessment Tool	Implementation Assessment Data	Completion/ Status
Aug. 2010	Continue QEP Promotion Annual Plan 2010-2011	Number of Actions/Items in-progress or completed	Checklist of Items Completed from the Promotion Plan	Promotion Plan Implemented <input checked="" type="checkbox"/>
Aug. 2010	Faculty/Staff Professional Development	Completion of Workshop / Training	Copy of presentation materials / Sign-In & Copy of Fall 2010 In-Service Agenda	Workshops and Training Completed <input checked="" type="checkbox"/>
Sept. 2010	Implement External Assessment: SAILS for fall 2010	Collection of completed SAILS administration materials	Fall 2010 Freshmen SAILS Report	Completed <input checked="" type="checkbox"/>
Sept. 2010	Implement Internal Assessment Instruments	Faculty administer information literacy assignments to fall 2010 freshmen & library collect statistics and QEP data	Assessment & Data Collection of fall 2010 freshmen work samples & copy of Library data	Completed <input checked="" type="checkbox"/>
Oct. 2010	Order External Assessment: SAILS for Spring 2011	Requisition	Receipt of SAILS instrument materials for Spring 2011	Completed <input checked="" type="checkbox"/>
Nov. 2010	Compile External & Internal Assessment data for fall 2010	Collection of Assessment Materials	Copy of Fall 2010 Semester Report	Completed <input checked="" type="checkbox"/>
Jan. 2011	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. 2011	Faculty/Staff Professional Development	Completion of Workshop / Training	Copy of presentation materials / Sign-In & Copy of Spring 2011 In-Service Agenda	Completed <input checked="" type="checkbox"/>
Feb. 2011	Implement External Assessment: SAILS for Spring 2011 30+	Collection of completed SAILS administration materials	SAILS Report Spring 2011 30+ Hour Students	Completed <input checked="" type="checkbox"/>
March 2011	Implement Internal Assessment Instruments	Faculty administer assignments to Spring 2011 30+ Hour Students & library collect statistics and data	Report of Spring 2011 30+ Hour information literacy student work samples & Library data	Completed <input checked="" type="checkbox"/>
April 2010	Develop Promotion Plan for 2011-2012	QEP Implementation Team Agendas on Promotion Plan	Copy of Annual 2010-2011 Promotion Plan	Completed <input checked="" type="checkbox"/>
April – July 2011	Compile Annual QEP Report 2010-2011	Copy of 2010-2011 Annual Report detailing progress : 1.) learning outcomes 2.) promotion plan 3.) implement audit	Copy of Minutes of Chancellors Cabinet at June or July 2011 Meeting	Completed <input checked="" type="checkbox"/>
July 2011	Order SAILS for fall 2011	Requisition	Receipt SAILS materials fall 2011	Completed <input checked="" type="checkbox"/>

Appendices

CCSSE: Community College Survey of Student Engagement 2009/2011

SACS/COC Cohort Comparison Data [External Assessment]

College Activity by students during the year	Means				Key for Means
	2009 RPCC	2009 Other 2 YR	2011 RPCC	2011 Other 2 YR	
Asked questions in class or contributed to class discussions	3.05	2.91	3.00	2.92	1 = never 2 = sometimes 3 = often 4 = very often
Made a class presentation	2.36	2.05	1.98	2.08	
Prepared two or more drafts of a paper or assignment	2.93	2.46	2.59	2.50	
Worked on a paper or project that required integrating ideas or information from various sources	3.12	2.72	2.94	2.77	
Discussed ideas from your readings or classes with instructors outside of class	1.84	1.74	1.76	1.75	
Discussed ideas from your readings or classes with others outside of class	2.36	2.56	2.46	2.57	
Synthesized and organized ideas, information, or experiences in new ways	2.79	2.72	2.81	2.76	
Used information read or heard to perform a new skill	2.71	2.76	2.76	2.80	
Number of book length assigned course readings	2.83	2.86	2.76	2.90	
Number of unassigned books read for personal reasons	1.96	2.09	1.91	2.10	
Number of written papers or reports	2.73	2.83	2.63	2.89	

Were encouraged to spend significant amounts of time studying	2.80	2.97	2.98	3.01	1 = very little 2 = some 3 = quite a bit 4 = very much
Used computers in academic work	3.13	3.12	2.92	3.18	
Number of hours spent preparing for class	1.69	1.92	1.73	2.00	0=none 1=1.5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=more than 30 hours
Developed skills to write clearly and effectively	2.91	2.70	2.85	2.75	1 = none 2 = 1-4 3 = 5-10 4 = 11-20 5 = more than 20
Developed skills to speak clearly and effectively	2.82	2.61	2.81	2.66	
Developed skills to think critically and analytically	3.00	2.89	3.04	2.92	
Used computing and information technology	2.93	2.73	2.83	2.77	1 = very little 2 = some 3 = quite a bit 4 = very much
Developed skills to work effectively with others	2.94	2.73	2.78	2.76	
Developed skills to learn effectively on your own	2.97	2.91	3.02	2.93	0 = none 1 = 1-5 hours 2 = 6-10 hours 3 = 11-20 hours 4 = 21-30 hours 5 = more than 30 hours