

Information Literacy Program Assessment Report 2004-2005

Department: Library & Information Studies

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Minneapolis Community & Technical College Mission Statement

Minneapolis Community and Technical College is a two-year college located in downtown Minneapolis, serving the diverse, multicultural communities of Minneapolis and St. Paul. We provide a comprehensive offering of developmental, liberal arts, pre-professional, professional, and technical programs to prepare students to live and work in a democratic society within a changing global community. Our student-centered learning environment is designed to serve students with differing abilities, interests, and goals to promote lifelong learning and the development of each student's potential.

The spirit in which the faculty, staff and administration of Minneapolis Community and Technical College fulfill this mission reflects our commitment to opening doors of opportunity, creating a respectful environment, providing dynamic, high quality educational programs, serving students, and building bridges to the community.

I. Department Mission Statement

The Information Studies department assists students in becoming lifelong learners by teaching them research and critical thinking skills. It provides students with the opportunity to explore how information and knowledge shapes their lives, their community, and the world. Students become critical users of information, learning how to situate information and knowledge in a diverse global environment. In addition to courses offered to liberal arts students, the Information Studies department offers degree and certificate programs that train students to work in libraries at the paraprofessional level.

II. Information Studies Student Demographics

As the college as a whole, the Information Studies program is composed of a very diverse student population. During the 2002-2003 academic year (the most current year for program data), the Information Studies Department served 700 unduplicated students. Of those students 35.86% were men, 47.86% were women, and 16.29% were undisclosed; 71% were listed as academically disadvantaged, 57% were listed as economically disadvantaged, 31% were first generation college students, 15% were non-native English speakers, and 6% were students with disabilities. The average age of students in the program was 25.55 years. European Americans made up 46.14% of the students in the program, Black Americans 23.29%, Asian Americans 5.29%, Hispanic Americans 1.57%, Native Americans 3.57%, Non-Resident Aliens 3%, and undisclosed Americans 11%.

III. Student Learner Outcomes (at the departmental/program level):

Students will be able to:

- Specify the dimensions of a research topic. Clearly state the scope of their research topic. Develop an appropriate working thesis statement and research questions for their topic. Take appropriate steps to narrow and focus their research topic.
- Develop and articulate a clear research strategy. Clearly articulate the process she/he used to locate and identify resources, documenting the appropriate use of basic and advanced search procedures.
- Identify and use appropriate keywords and subject headings to assist them in locating resources.
- Select resources that are appropriate for their research topic and demonstrate why each resource was a good choice and how it supports specific aspects of the topic.
- Evaluate each resource according to specific criteria, such as credibility, authority, accuracy, and reliability.

IV. Department Assessment Plan of Student Learning:

The department uses in-class exercises, out-of class assignments, and mid-term and final competency examinations to assess student learning. The final competency exam is comprehensive and is used to assess students based upon ACRL Information Literacy Standards, Objectives and Performance Indicators.

Instructors in the department meet once each semester to assess student progress. Faculty develop new course content based on this data as well as data collected from course assignments. During the program assessment meetings faculty also review course readings and make recommendations for new course readings and texts.

V. Assess Student Learning at the Program/Division Level:

The department uses a standardized grading rubric to score exams in all course sections. Data from these grading rubrics are used to assess student performance at the program level. Faculty discuss exams that represent students performing in the highest, the middle, and at the lowest skill levels. The faculty use student course evaluations to assess the effectiveness of course and program quality and content.

VI. Summary of Assessment Results:

The department evaluated competency examinations and course evaluations from students in our INFS 1000 courses during Fall Semester 2004.

Competency Examination Results:

We evaluated exam results from 120 students who completed the exam during Fall Semester 2004. We compiled data for five of the major information literacy competency areas that are assessed on the exam. Students in INFS 1000 are assessed by all instructors using a common grading rubric. The total number of points possible for the exam is fifty.

Area 1: Did the student specify the dimensions of the research topic? Did the students clearly state the scope of their research topic? Did the student develop an appropriate working thesis statement and research questions for their topic? Did the student take appropriate steps to narrow and focus their research topic? (10 points possible)

Number of points	Number of students receiving points	Percentage
10	22	18.3%
9-9.75	34	28.3%
8-8.75	50	41.7%
7-7.75	10	8.3%
6-6.75	3	2.5%
5-5.75	1	0.83
4-4.75	0	
3-3.75	0	
2-2.75	0	
1-1.75	0	
0-.75	0	

Area 2: Did the student develop and articulate a clear research strategy? Did the student clearly articulate the process she/he used to locate and identify resources, documenting the appropriate use of basic and advanced search procedures? (10 points possible)

Number of points	Number of students receiving points	Percentage
10	33	27.5%
9-9.75	32	26.7%
8-8.75	36	30.0%
7-7.75	17	14.2%
6-6.75	2	1.7%
5-5.75	0	
4-4.75	0	
3-3.75	0	
2-2.75	0	
1-1.75	0	
0-.75	0	

Area 3: Did the student identify and use appropriate keywords and subject headings to assist them in locating resources? (6 points possible)

Number of points	Number of students receiving points	Percentage
6	44	36.7%
5-5.75	42	35.0%
4-4.75	27	22.5%
3-3.75	7	5.8%
2-2.75	0	
1-1.75	0	
0-.75	0	

Area 4: Did the student select resources that were appropriate for the research topic and demonstrate why each resource was a good choice and how it supports specific aspects of the topic? (10 points possible)

Number of points	Number of students receiving points	Percentage
10	35	29.2%
9-9.75	22	18.3%
8-8.75	40	33.3%
7-7.75	18	15.0%
6-6.75	4	3.3%
5-5.75	0	
4-4.75	0	
3-3.75	0	
2-2.75	0	
1-1.75	0	
0-.75	0	

Area 5: Did the student evaluate each resource according to specific criteria, such as credibility, authority, accuracy, and reliability? (9 points possible)

Number of points	Number of students receiving points	Percentage
9	30	25.0%
8-8.75	28	23.3%
7-7.75	33	27.5%
6-6.75	21	17.5%
5-5.75	7	5.8%
4-4.75	1	0.83
3-3.75	0	
2-2.75	0	
1-1.75	0	

VIII. What We Learned from These Results:

The grouping of the exam scores were more tightly focused in the A – B range this year. It is hard to draw direct conclusions from this result as there are great differences between students taking classes from year to year. However, the program faculty began placing more emphasis on resource evaluation this year and provided more time for students to do course review. We also redesigned the section of the course dealing with topic definition and thesis statement and research question development. The increased emphasis on these topics appears to have increased student success in the course. These impressions were gathered as much from program faculty discussions during meetings as they are from the exam results.

IX. Proposed Plans for Next Year:

INFS 1000 will increase to a 2 credit course (1 lecture, 1 lab) beginning fall semester 2005. The Library & Information Studies faculty met spring semester 2005 to begin a redesign of the course. With the increased credit we will be adding more time for course review. We have also created additional assignments and in-class exercises. We will also develop grading rubrics that will be used with assignments across all course sections. The grading rubrics will be similar to the ones currently used on the mid-term and final examinations. The rubrics will give students consistent and specific feedback on the key learning outcomes of each assignment--which are similar to the learning outcomes required on the mid-term and final competency examinations. We will also develop a comprehensive pre-test to give students during the first week of class. The test will be given again the last week of the semester. This pre- and post-test will allow us to measure specific student learning progress and will demonstrate to students their progress in the course. The pre- and post-test will also help us better identify areas that may need more or less emphasis in the class.

We had a meeting with Linda Russell from the reading faculty and will be incorporating more explicit reading and reading comprehension assessment in the assignments and exams. The assessment criteria will be built into the grading rubrics.

We will mount all of the material we develop on the INFS 1000 course web site. The material will be available to both on and off campus constituencies. We will inform our library colleagues throughout the country of our newly revised program and assessment material and encourage them to adapt any useful information.