**Information Literacy Assessment Report**

**Introduction**

During academic year 2010/2011 SAAC asked the librarians to assess the Information Literacy abilities of EMCC students.

Using SAAC’s EMCC General Education Abilities Matrix (Appendix A) the four residential librarians decided to assess four key Information Literacy competencies; Framing the Research Question, Accessing Sources, Evaluation of Information Resources and Create Original Work.

The librarians created an Evaluation Rubric (Appendix B) which defined each of the four Information Literacy competencies and rated each on a clearly defined three level scale**:** Level 1/Beginner, Level 2/Satisfactory and Level 3/Proficient.

**Assessment Procedure**

To maintain continuity in the assessment process one librarian (Terry Meyer) assessed all student work submitted to the library for assessment. Terry Meyer assessed student work that was created during the Academic Year 2010/2011.

Classes were assessed that had essays, projects or presentations assigned. Participating instructors sent a copy of the student’s main idea/thesis and the works cited page(s) to Terry Meyer who assessed each student’s work for mastery of the four Information Literacy competencies using the Evaluation Rubric.

**Data Collected**

Data was collected from thirteen courses (BIO 105, BIO 160, CIS 105, COM 225, ECN 211/212, EDU 222, ENG101/102, ENH 285, PSY101/290AB, and SOC 212). Fourteen instructors provided student assessment data from 24 sections.  Course delivery mode for the valid assessments was 71% in a face-to-face setting, 14% online and 15% in hybrid. The Information Literacy skills of 346 students were assessed. Students of freshman status represented nearly 68% of assessed participants and sophomores 32%.

**Findings**

Four Competencies Findings

*Framing the Research Question:*

Level 1/Beginner 13% (n=45)

 Level 2/Satisfactory 59% (n=205)

 Level 3/Proficient 28% (n=96)

*Accessing Sources*

Level 1/Beginner 34% (n=118)

 Level 2/Satisfactory 38% (n=133)

 Level 3/Proficient 28% (n=95)

*Evaluation of Information Resources*

Level 1/Beginner 34% (n=117)

 Level 2/Satisfactory 37% (n=129)

 Level 3/Proficient 29% (n=100)

*Create Original Work*

Level 1/Beginner 19% (n=65)

 Level 2/Satisfactory 55% (n=190)

 Level 3/Proficient 26% (n=91)

 Comparing Mean Scores on Competencies

The residential librarians compared the mean scores of the four Information Literacy competencies in three areas “freshman vs sophomore”, “ENG101 vs ENG102” and *“*ENG102 with and without library instruction”. Please see Appendix C for results.

**Evaluation of Findings**

The librarians held several meetings to discuss the results and findings from the Information Literacy survey. The following are highlights of the residential librarian findings:

* The librarians were pleased with the finding that 87% of the students meet or exceed our standards for *Framing the Research Question* and 81% of the students meet or exceed our standards for *Create Original Work*.
* The weakest areas were *Accessing Sources* and *Evaluation of Information Resources*. 34% of students were below standards with these two competencies.
* When comparing mean scores it was encouraging to note that there was improvement in all four competencies between freshmen and sophomores the biggest gains in *Accessing Sources* and *Evaluation of Information Resources*.
* *Accessing Sources* and *Evaluation of Information Resources* mean scores significantly improved between ENG101 and ENG102.
* All four Information Literacy competencies improved between ENG102 courses ***with*** library instruction vs ENG102 courses ***without*** library instruction, with the greatest improvements made in *Accessing Sources* and *Evaluation of Information Resources.*

**Recommendations**

The residential librarians discussed the findings of the SAAC assessment and our working experiences regarding EMCC student’s Information Literacy competencies of: Framing the Research Question, Accessing Sources, Evaluation of Information Resources and Create Original Work.

The librarians came to the consensus that the best way of improving our students Information Literacy skills in all areas with the resources we currently have available would be through creating online interactive library guides. These one page online guides could be tailored toward specific Information Literacy competencies as well as being a comprehensive tool for specific research topics. Linked through the library’s webpage or from a faculty created webpage these guides would be accessible to students 24/7. The first guides are scheduled to be created for students to use during spring 2012.