# EVIDENCE TEAM REPORT
# ILO 4 INFORMATION AND TECHNOLOGY LITERACY
# ASSESSMENT AND REVIEW
# Spring 2015

**The Evidence Team**
David Brown
Susannah Kopecky
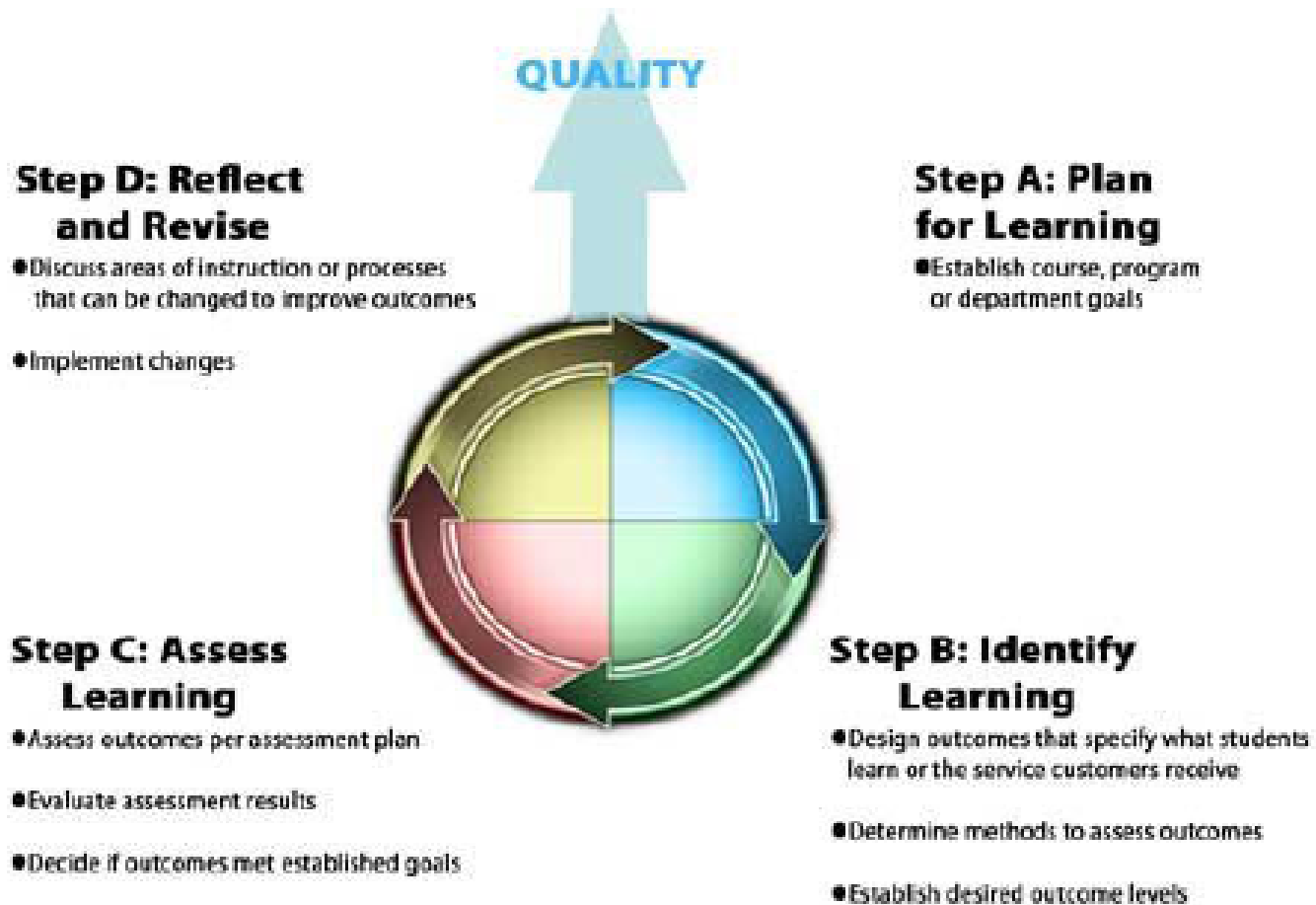Larry Manalo Jr.
Jennie Robertson
Juanita Tuan
Liz West

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

**QUALITY**

**Step D: Reflect and Revise**
- Discuss areas of instruction or processes that can be changed to improve outcomes
- Implement changes

**Step A: Plan for Learning**
- Establish course, program or department goals

**Step C: Assess Learning**
- Assess outcomes per assessment plan
- Evaluate assessment results
- Decide if outcomes met established goals

**Step B: Identify Learning**
- Design outcomes that specify what students learn or the service customers receive
- Determine methods to assess outcomes
- Establish desired outcome levels

Figure 1. Diagram of the Student Learning Outcomes and Assessment Cycle

# Previous Review
# Spring 2012



- Students **did not meet the 70% benchmark** of "professional/advanced or competent" rating in any of the six dimensions defined in the rubric.

- The students fared a range of **24.7-55.3%** as professional/advanced or competent" (Refer: Table 1).

# Table 1. 2012 Evidence Team Report

| | Competent or Professional/ Advanced |
|---|---|
| Uses a clearly expressed research question and/or thesis to determine the extent of information needed | **54.5%** |
| Accesses and retrieves needed information from a variety of appropriate resources | **42.3%** |
| Critically evaluates information and its sources | **54.5%** |
| Uses information and technology effectively to create a final product within the specifications of the assignment (analytical) | **55.3%** |
| Uses information and technology effectively to create a final product within the specifications of the assignment (technical) | **24.7%** |
| Accesses and uses information ethically and legally | **27.9%** |

Average rating: 2.51, 2.32, 2.43, 2.51, 1.99, 2.07
Standard deviation: 0.78, 0.76, 0.75, 0.75, 0.77, 0.78
Benchmark: 70%

**Why so low?**

- **Artifacts** - **not designed** for the rubric
- Evidence Team: felt that they are **not subject experts** + intensive artifact assessment was not sustainable
- **DID NOT rule out: Students were "not competent"**

# Spring 2012 Evidence Team Recommendations

- Define technology competency. Consider the **relationship** between information literacy and technology literacy.
- Revise **rubric**
  - Follow-up with faculty
  - Refine process of assessing ILOs

# 2012 Evidence Team Recommendations

- Clarify **institutional expectations** at *various levels of curricula* like levelled proficiency for 100-level courses.
  - **Institution-wide teaching**
  - Suggestion: **Professional development** for academic affairs and student services on information and technology literacy.
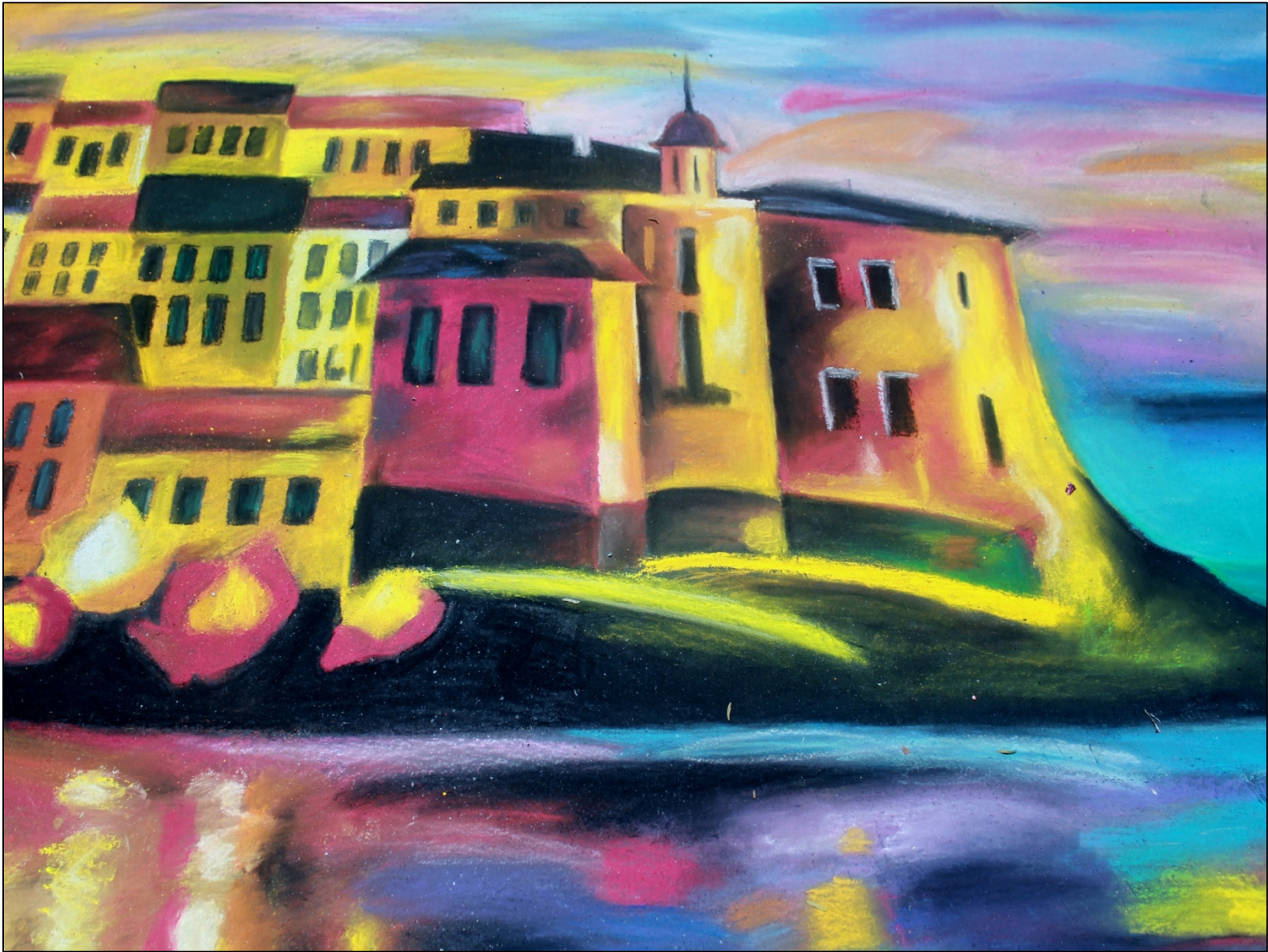
## The Nature of ILO 4

Fall 2014 faculty survey
- Total: 121 faculty respondent
- 25% said "yes" to the split
- 10% said "no"
- **65% were "neutral".**

**Resolution: High neutral majority**

LOAC-AA suggested that the ILO would be presented as one but with **two sub categories, ILOs -4A Information Literacy <u>and</u> 4B Technology Literacy.**

# 2015 Intentional Actions for Improvement

## The Nature of ILO 4

- **November 2014:** The **Student Learning Council** approved the proposal.
- **February 2, 2015:** The **College Council** approved the modification.
- **February 17, 2015:** The modified ILO 4 was an information item in the **Board of Trustees** agenda.

# 2015 Intentional Actions for Improvement
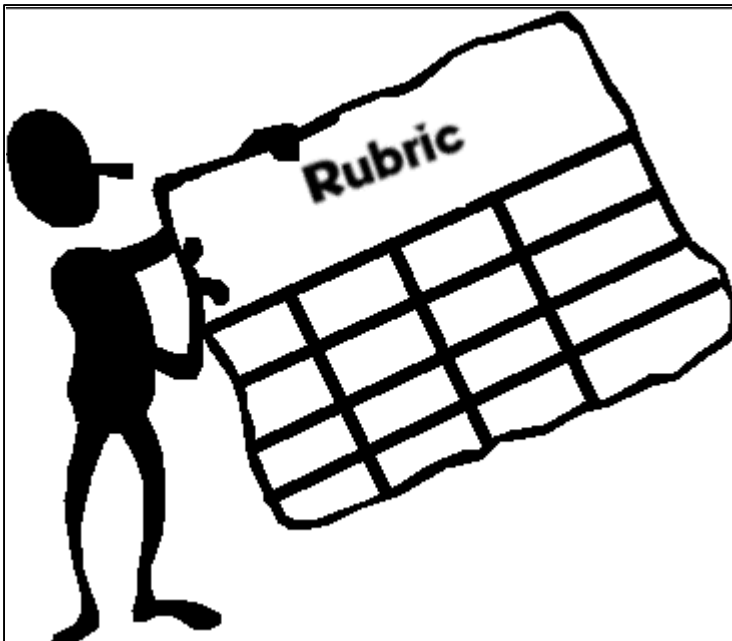
## The Nature of ILO 4

**ILO 4A: Information Literacy.** "Define what information is needed to solve a real-life issue and locate access, evaluate, and manage the information.

**ILO 4B: Technology Literacy.** "Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools."

# 2015 Intentional Actions for Improvement

## Rubric, Mapping, & Data Gathering



- Creation of two rubrics
- College-wide outreach to faculty who have mapped courses to ILO 4 A/B.
- Use of aggregated data from eLumen (inclusive: summer 2012 to spring 2015)

**Rubric 1. ILO 4A: Information Literacy**
"Define what information is needed to solve a real-life issue and locate access, evaluate, and manage the information. "

|  | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Determine the nature and extent of the information needed |  |  |  |  |
| Locate, access, manage, and evaluate information from multiple sources |  |  |  |  |
| Use information ethically and legally |  |  |  |  |

NOTE: Exceeds (3), Meets (2), Below (1), or No Evidence (0)
*The Likert scale is based on eLumen scale.

**Rubric 2. ILO 4B: Technology Literacy**
"Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools."

|  | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Select technology appropriate to the coursework or task |  |  |  |  |
| Use technology to perform functions appropriate to the coursework or task |  |  |  |  |
| Understand the ethical and legal implications of technology in society |  |  |  |  |

NOTE: Exceeds (3), Meets (2), Below (1), or No Evidence (0)
*The Likert scale is based on eLumen scale.

# 2015 Intentional Actions for Improvement

## Table 2. AHC Faculty Habits

| Data collected in fall term is entered | |
|---|---|
| Within the fall term | 3 (30%) |
| Start of spring term | 7 (70%) |

*There are **departments** that include eLumen data entry as part of the department retreat at the beginning of the semester.

Table 3. Sample Size

**Total courses: 164**

Courses with available data at the time of report: 79 (48%)

| | |
|---|---|
| Mapped to ILO 4A with data | 26 (16%) |
| Mapped to ILO 4B with data | 53 (32%) |
| Mapped to both ILO 4A <u>and</u> 4B* | 6 (4%) |

*These courses have multiple SLOs mapped to ILO 4A and 4B.

elumen

The platform for student outcomes

## Assumptions of the Study

- eLumen data from **summer 2012 to spring 2015** provided an **adequate sample size**.
- Faculty assessment of ILO4-mapped course student learning outcomes (CSLO) **used similar definition and intent** of the institutional learning outcome.
- Remapping accounted for the specifics of **either** information literacy or technology literacy.
- The discipline faculty was **more able to assess** student work and other assessment measures specific to the courses or programs.

# 2015 Intentional Actions for Improvement

## Data Summary

| | Academic Affairs | | Student Services | |
|---|---|---|---|---|
| | Exceeds/ Meets | Does Not Meet | Exceeds/ Meets | Does Not Meet |
| ILO 4A Information Literacy | 1602 **92.71%** | 126 **7.29%** | 568 **92.66%** | 45 **7.34%** |
| ILO 4B Technology Literacy | 2213 **87.19%** | 325 **12.81%** | 32 **100%** | 0 **0%** |

*The spring 2012 evidence team set the benchmark at 70%.

## Indirect Evidence

Spring 2013 Distance Learning  Survey
>> 32-34 student respondents

- Who aimed for certificates (12.1%), associate degrees (18.2%), bachelor's degrees (24.2%), and masters or higher (45.5%)
- Frequently attended online courses (66.7%)
- Reported **good-excellent quality** of instruction (72.8%) and good-excellent (78.8%) technical support
- Compared to face-to-face classes, they had **less contact** with the instructors in online offerings

## Indirect Evidence

Spring 2013 Distance Learning  Survey
> 32-34 student respondents

- **BlackBoard was good-excellent** (75.8%), preferred electronic software package (26.5%), and preferred online courses because of these reasons: convenience (79.4%), flexibility (79.4%), work at own (64.7%), and work at home (70.6%).
- Regarding the specific features of BlackBoard, they had **multiple levels of satisfaction**.

# 2015 Intentional Actions for Improvement

## Indirect Evidence

Spring 2013 Library Services Survey
83-87 student respondents with various educational goals and semester load

- Library locations
- Frequency
- In person or online
- Intent
- Reasons for coming to the library
- Reasons for using library website
- Use of specific resources

What is the "value" of **Indirect Evidence**?

- **Depth to the understanding**
- **Predictive value of these surveys** beyond the purview of the current evidence team

# 2015 Intentional Actions for Improvement

## Recommendations & Subsequent Steps

- The current study reduced impact on discipline faculty.
  - Broaden the data gathering - Summer 2012 - Spring 2015)
  - Specific instructions to remap CSLO to specific ILO 4A/4B
  - No requests for artifacts
  - Extrapolating eLumen data

- Continue to explore **processes** to monitor institutional learning outcomes (and various levels of student learning outcomes) efficiently and regularly with minimal impact/no additional burden of time and effort on the faculty and student services. For instance, it can be integrated in established institution-wide course and program reviews.

- Continue to conduct **regular surveys** (like Distance Learning team and Library Services) in various student services programs to promote better understanding and implement strategies to meet the changing student needs.

- Integrate **ILO rubrics** in assessing student coursework and services (as deemed applicable and appropriate). The team believes that there would be more direct correlation of course student learning outcomes with the institutional learning outcomes. The current team provided an opportunity for faculty feedback and option to use the new rubrics.

- Use **faculty feedback** to continually define and refine the institutional learning outcomes. Through ongoing communication, these learning outcomes are more likely to be relevant and meaningful to students, faculty, staff, and college as a whole.

# 2015 Intentional Actions for Improvement

## Recommendations & Subsequent Steps

- Provide **incentives** for integration of ILO rubrics, timely reporting of assessment findings, and creative strategies to promote ongoing assessment of multiple levels of learning outcomes.

- **Promote** information and technology literacy (and other ILOs) to students, teaching and service faculty, and staff. Opportunities abound to have open discussions on how to best improve outcomes and essentially realize the outcomes the college promised the students and the community.

- Institute **pilot projects** on the best use of the features of eLumen in measuring institutional learning outcomes. For instance, in lieu of a college-wide assessment of institutional learning outcomes, it would prudent to consider pilot studies of volunteers who would actively engage in integrating ILO rubrics and report data in eLumen in a timely manner.

- Include **student feedback** and self-assessments regarding their attainment of institutional learning outcomes. In 2013, Library Services conducted AHC Library User Survey and student focus group.