ISLO # 3—Information Competency

DATA FROM THE PRE-TEST/POST-TEST STUDY, FALL 2011

DRAFT - 3/9/2012
Institutional Outcome #3

**Information Competency:** Utilize research skills necessary to achieve educational, professional, and personal objectives.

- **Information Literacy:** Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social and legal issues surrounding the use of information.

- **Technological Competency:** Apply technology effectively to locate, interpret, organize, and present information.

- **Research Proficiency:** Conduct research and present findings effectively.
Process—2010/2011 Year

Spring 2011

- Assessment Committee and Library developed the means of assessment
- Online training materials developed
- Instructors recruited to bring classes to the Library or to use online materials
Fall 2011 Students:
- Took an online multiple choice pretest
- Participated in the training
- Answered the same questions (post-test)
1. To locate books owned by the Harbor College Library, you should use
2. Failure to give credit to your sources of information is called
3. An abstract is
4. What is the BEST way to search for books on a given topic?
5. Which is the best place to find research published by scholars, experts or professionals?
6. Library classification systems arrange books on the library shelves
7. How do you know if someone is an authority on climate change?
8. APA, MLA, and Chicago style all refer to?
9. Who would represent the target audience for the *Journal of Nutrition Education and Behavior*?

10. Which topic requires a more current source of information?

11. In critically evaluating information sources you should consider all except

12. What is the best way to find a book about Rudolfo Anaya?

13. While doing research for your next term paper, you discover a book that has some great information in it. What is the best way to use that information in your term paper?

14. If you want to find out if Harbor College Library has a specific periodical title in the library, the most direct way is

15. The call number of a book in the library will help you

16. Books designated as "Reserve" in the catalog are located
Basic Demographics—Is the Sample Representative?

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Male</td>
<td>50.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

LAHC Office of Institutional Effectiveness
Basic Demographics—Is the Sample Representative?

**ETHNICITY**

- All Students
- Sample

- Afr Amer
- Asian
- Hispanic
- White
- Unknown/Other

LAHC Office of Institutional Effectiveness
Basic Demographics—Is the Sample Representative?

The chart shows the mean age of all students and a sample. The mean age for all students is higher than that of the sample.
Results at a Glance

- 530 students participated in both tests
- Pre-test Average: 10.88
- Post-test Average: 11.77
- Paired Sample t-test: 8.37
- Significant at the .000 level
- Strong evidence that students’ competence improved
Number Correct by Item

Pre-test vs. Post-test
Students By Discipline

Number of Students

LAHC Office of Institutional Effectiveness
Scores By Discipline

LAHC Office of Institutional Effectiveness
Immediate Follow-up

- Revise workshop focusing on the areas where less than 70% of the students answered the item correctly.
- Repeat pre-post-test in Fall 2012 with smaller sample, more evening and online students
- Perform additional analysis: factor, program/pathway
- Explore ways to tie workshop to courses that most students take: English, Speech, Social Science
- And....
Next ISLO#3 Cycle (2015?)

- Consider the “presentation” component of ISLO#3
- Measure with a course embedded follow-on activity: paper, PowerPoint, blog, worksheet/chart, speech
- Score with a common rubric

And...
Questions, Concerns or Ideas?

CONTACTS

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