

**JOHN A. LOGAN COLLEGE  
ASSESSMENT ACADEMY TEAM SUMMARY OF RESULTS**

**Information Literacy  
Fall 2014 – Spring 2016**

<b>INFORMATION LITERACY</b>				
	<b>FL14</b>	<b>SP15</b>	<b>FL15</b>	<b>SP16</b>
# of course sections assessed	37	32	30	29
# of Instructors participating (full and term)	28	31	19	16
# of Students Assessed	591	434	354	379

<b>STUDENT PROFICIENCY<sup>1</sup></b>				
<b>Rubric Categories</b>	<b>FL14</b>	<b>SP15</b>	<b>FL15</b>	<b>SP16</b>
Determine the Extent of Information Needed	71%	70%	69%	77%
Integrate relevant information from appropriate sources	62%	60%	58%	74%
Use information legally and ethically in appropriate disciplines	58%	60%	48%	64%
Cite sources legally and ethically	64%	57%	56%	68%

*Source: Assessment Academy Team*

<sup>1</sup>*Student proficiency is determined by students scoring proficient (3) or excellent (4) in the respective categories of the rubric.*

During Fall 2016, the Assessment Academy Team Leaders for Information Literacy reviewed and analyzed overall results documented for Information Literacy for the period of Fall 2014 – Spring 2016, to provide a semester to semester comparison. Information Literacy was the first Student Learning Outcome to complete the four-semester cycle. It was discovered that the scoring in all rubric categories (1-4) had increased with students being considered successful if they received a score of three or four in each category of the rubric. As the assignments became refined in development by the faculty after reviewing results, so did the success rate of the students. All stock holders involved received positive growth results. The process indicated a faculty buy-in, which was evident in the review of tangible evidence from the faculty’s efforts in improving class assignment explanations for greater student success. It was noted: implementing the new format for assessment created greater enthusiasm on faculty’s part for the entire assessment process.

The Summary Chart above reflects the number of course sections, instructors and students assessed indicating a decline in numbers due to course section reduction, and teaching staff lay-offs due to the lack of state funding. Some faculty’s results were determined as incomplete and had to be

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withdrawn. The student assignment rubric reflected greater percentages of success rates, even though numbers of course sections, instructor, and student numbers experienced a decline due to circumstances out of the College's control. Proficiency level (3) within the rubric outweighed all categories with the highest percentage across the board. In Fall 2016, the Assessment Team met individually with faculty who had incomplete data to assist and discuss the process for clarity. John A. Logan College's Academic Assessment Team will continue to evaluate and develop improvements for perpetual growth in assessment's constant work in progress.