Computer & Information Literacy

1) Data gathered for NTM 1700, 1701, 1702, 1703, 1501, 1502, & 1503 during Spring and Summer 2013 and for CIL NTM 1504, LIBS 1704, 2604, 2704, 2804, and 2904 for Fall 2012-Spring 2013. Consistent with 2011/12, there has been no data gathered and no assessment plan made for IS&T 2010. IS&T will be advised to submit an assessment schedule and evidence of learning rubric for IS&T 2010.

2) Computer
   a) Part A (Word Processing): Findings are consistent from 2011/12 data to 2012/13 data. Student performance met threshold of 73% for all 4 outcomes.
   b) Part B (Operating Systems and Presentations): Findings are consistent from 2011/12 data to 2012/13 data. Student performance met threshold of 73% for the 3 measured outcomes.
   c) Part C (Spreadsheets): Findings are consistent from 2011/12 data to 2012/13 data. Students continue to have most difficulty meeting the threshold of 73% on the 1st 3 outcomes (format/edit/save spreadsheets, enter/format data, functions & formulas) and consistently fail to meet threshold on the last outcome (graphing).
      i) Learning outcomes (see pt. 4 this section) for the Computer portion of CIL have been revised and were approved by the CIL Subcommittee, then GEIAC, and then Curriculum committee in spring 2014.

3) Part D (Information Literacy):
   a) Findings for NTM 1504: Students are passing the exam using the current outcomes. However the exam needs to be more closely aligned with what is being taught in the class. Library faculty will continue to evaluate the exam and revisions will be made based on NTM outcome revisions, changes in the LIBS courses, upcoming changes in library search systems (the implementation of a web-scale discovery service in 2014) and changes in Association of College and Research Librarians (ACRL) National Standards in 2014-2015.
   b) Findings for LIBS 1704, 2604, 2704, 2804, 2904: Consistent with 2011/12 data, data from 2012/13 reveal that student performance did not meet threshold of 73% for Outcome D2 (Finding Information Effectively). This outcome was also the lowest scoring outcome on the exam. Student performance did not meet threshold of 73% for Outcome D3 (Critically evaluating information).
      i) Explanations for Outcome D2 findings: Extensive analysis is provided. Many students lack previous training in finding information effectively and typically rely heavily on Google to perform superficial searches. Unlike other outcomes that are covered to some extent in other courses that require research, outcome D2 is library-specific with information covered that is likely not covered in other courses. Outcome D2 is also the broadest outcome category, and it is possible that students are doing well in some areas but not others. A more detailed analysis of department level outcomes is being conducted to see where students are having difficulty.
      ii) Explanations for Outcome D3 findings: Students are often introduced to the concept of evaluating information - or its broader counterpart, critical thinking - in junior or senior high school classes. However, many get their first significant exposure in their general education classes. Thus, students may be familiar with the concept but still require significant practice.
iii) **Action Plan for Outcomes D2 & D3:** Action has been taken to increase emphasis of the material in the classroom and to have more class time spent on finding and critically evaluating information. It is also important to note that the reporting for the exam was done by the NTM department (who administers the exam) and the LIBS courses reports were done by the library, and numbers may not be equivalent measures of these outcomes. NTM data reported student performance on standards and library data reported percentage of students achieving 73% competency or above. NTM and library will coordinate reporting for 2014-15 so that numbers pulled from Chitester for the exam and the courses will be similar.

4) **Learning Outcomes for NTM 1700 (approved spring 2014)**
   a) **Document Creation**
      i) **Prepare a research paper:** Students will use current software to produce correctly formatted research papers with an accepted academic reference format such as MLA or APA.
      ii) **Prepare employment documents:** Students will use current software/technology to produce effective employment documents such as a resume and a cover letter.
      iii) **Document Collaboration:** Students will be able to use multiple collaboration mediums to effectively share, communicate, and collaborate with their peers.
   
   b) **Content, Internet Identity, and Device Management**
      i) **Content and File Management:** Students will use current software/technology to manage content on local devices and in the cloud.
      ii) **Internet Identity Management:** Students will manage their web identity and presence according to e-safety, security, and privacy best practices and standards.
      iii) **Device Management and Security:** Students will manipulate multiple computing platforms and troubleshoot problems when they arise. Students will protect local devices from security threats including viruses, malware, and adware using current best practices and technologies.
   
   c) **Data Manipulation, Visualization, and Presentation**
      i) **Data Manipulation:** Students will manipulate and analyze data using various software applications and basic programming.
      ii) **Data Visualization:** Students will organize data using various graphical methods such as charts and infographics to appropriately convey information.
      iii) **Data Presentation:** Students will create an effective, well-designed presentation using current technologies.