

**Mercer County Community College Faculty**

**Information Literacy Perceptions**

**Analysis and Outcomes**

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# Analysis

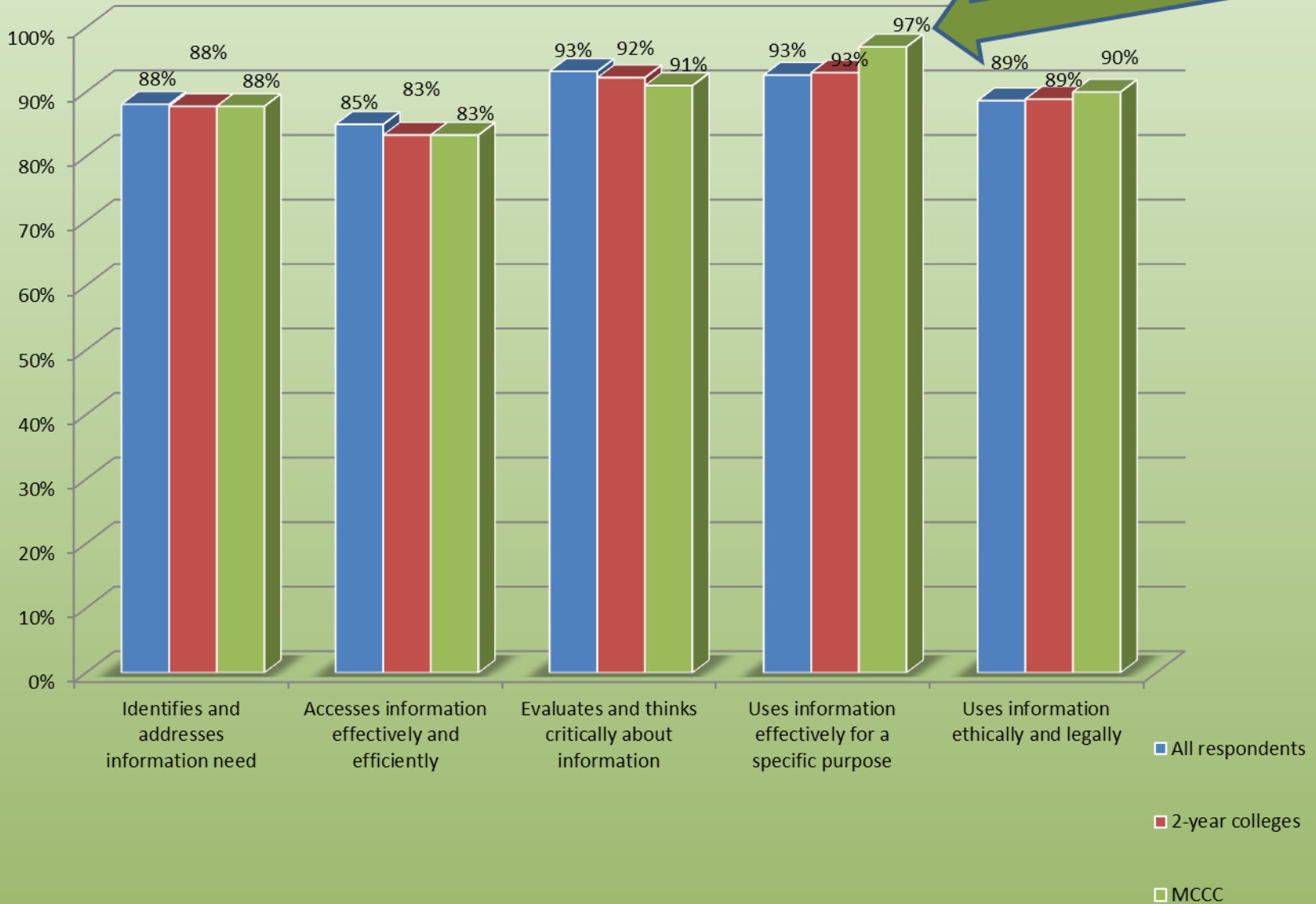
		2-year Colleges	MCCC
Total respondents		180	69
Gender			
Female		117 (65.00%)	40 (57.97%)
Male		63 (35.00%)	29 (42.02%)
Faculty Status			
Full time tenure/tenure track		74 (41.11%)	26(37.68%)
Full time non-tenure track (instructor, lecturer, specialist)		3 (1.67%)	1 (1.45%)
Part-time adjunct		103 (57.22%)	<b>42 (60.87%)</b>
Level Courses taught			
Developmental		50 (27.78%)	20 (28.99%)
First-year		150 (83.33%)	58 (84.06%)
Second-year		118 (65.56%)	44 (63.77%)
Years experience teaching college			
Less than 3 years		17 (9.44%)	5 (7.35%)
3-5 years		35 (19.44%)	13 (19.12%)
6-9 years		35 (19.44%)	21 (30.88%)
More than 10 years		93 (51.67%)	<b>29 (42.65%)</b>

## Familiarity with Information Literacy

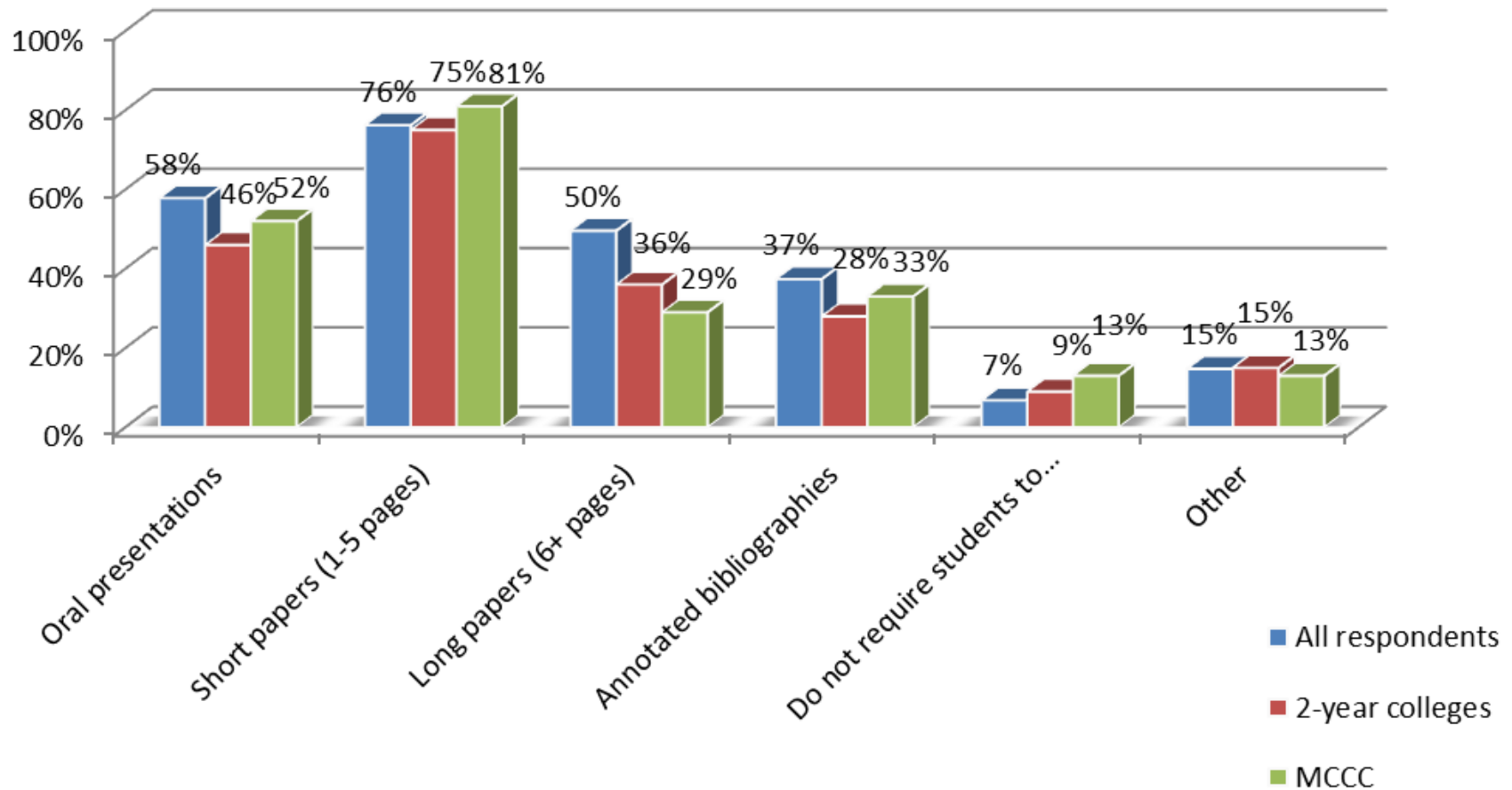
	Two-year Colleges n=180		MCCC n=69	
I have never heard of IL	17	9.44%	4	5.80%
I have heard of IL	90	50.00%	37	53.62%
I have similar learning outcomes	76	42.22%	27	39.13%
I have attended an IL workshop	43	23.89%	19	27.54%
I work with librarians on building IL	50	27.78%	22	<b>31.88%</b>

1) Identifies and addresses information need						
Very important	312	88.39%	156	86.67%	61	88.41%
Somewhat Important	36	10.20%	20	11.11%	6	8.70%
Not too important	3	0.85%	2	1.11%	1	1.45%
Not at all important	0	0.00%	0	0.00%	0	0.00%
Don't know	2	0.57%	2	1.11%	1	1.45%
2) Accesses information effectively and efficiently						
Very important	301	85.27%	150	83.33%	57	82.61%
Somewhat Important	48	13.60%	27	15.00%	11	15.94%
Not too important	3	0.85%	2	1.11%	1	1.45%
Not at all important	0	0.00%	0	0.00%	0	0.00%
Don't know	1	0.28%	1	0.56%	0	0.00%
3) Evaluates and thinks critically about information						
Very important	340	97.73%	172	95.56%	67	97.10%
Somewhat Important	11	3.12%	7	3.89%	2	2.90%
Not too important	0	0.00%	0	0.00%	0	0.00%
Not at all important	1	0.28%	0	0.00%	0	0.00%
Don't know	1	0.28%	1	0.56%	0	0.00%
4) Uses information effectively for a specific purpose						
Very important	308	87.25%	154	85.56%	61	88.41%
Somewhat Important	42	11.90%	24	13.33%	8	11.59%
Not too important	2	0.57%	1	0.56%	0	0.00%
Not at all important	0	0.00%	0	0.00%	1	1.45%
Don't know	1	0.28%	1	0.56%	0	0.00%
5) Uses information ethically and legally						
Very important	328	92.92%	163	90.56%	62	89.86%
Somewhat Important	21	5.95%	14	7.78%	6	8.70%
Not too important	0	0.00%	0	0.00%	0	0.00%
Not at all important	2	0.57%	2	1.11%	1	1.45%
Don't know	2	0.57%	1	0.56%	0	0.00%

# Faculty addressing ACRL standards in their course learning outcomes (percentage)



## Type of assignments requiring research (percentage)



- ✓ Larger enrollments in 100-level courses vs 200-level where long papers assigned
- ✓ 60% adjunct response rate; many teach developmental courses with focus on finding information for a narrow/specific purpose

# Faculty Ratings of Skill Competency Level of Students

## # Respondents, Percentage

	All Respondents n=353	Two-year colleges n=180	MCCC n=69
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### 1) Identifies and addresses information need

Excellent	22	6.23%	5	2.78%	1	1.45%
Good	122	34.56%	61	33.89%	26	37.68%
Satisfactory	152	43.06%	75	41.67%	25	36.23%
Poor	45	12.75%	28	15.56%	11	15.94%
Don't know	12	3.40%	11	6.11%	6	8.70%

74%

### 2) Accesses information effectively and efficiently

Excellent	21	5.95%	11	6.11%	2	2.90%
Good	74	20.96%	36	20.00%	18	26.09%
Satisfactory	155	43.06%	74	41.11%	22	31.88%
Poor	89	25.21%	48	26.67%	20	28.99%
Don't know	14	3.97%	11	6.11%	7	10.14%

58%

### 3) Evaluates and thinks critically about information

Excellent	10	2.83%	4	2.22%	1	1.45%
Good	53	15.01%	27	15.00%	16	23.19%
Satisfactory	139	39.38%	66	36.67%	21	30.43%
Poor	139	39.38%	74	41.11%	26	37.68%
Don't know	12	3.40%	9	5.00%	5	7.25%

54%

### 4) Uses information effectively for a specific purpose

Excellent	13	3.69%	3	1.67%	1	1.45%
Good	91	25.85%	43	23.89%	18	26.09%
Satisfactory	169	48.01%	84	46.67%	32	46.38%
Poor	65	18.47%	39	21.67%	13	18.84%
Don't know	14	3.98%	11	6.11%	5	7.25%

72%

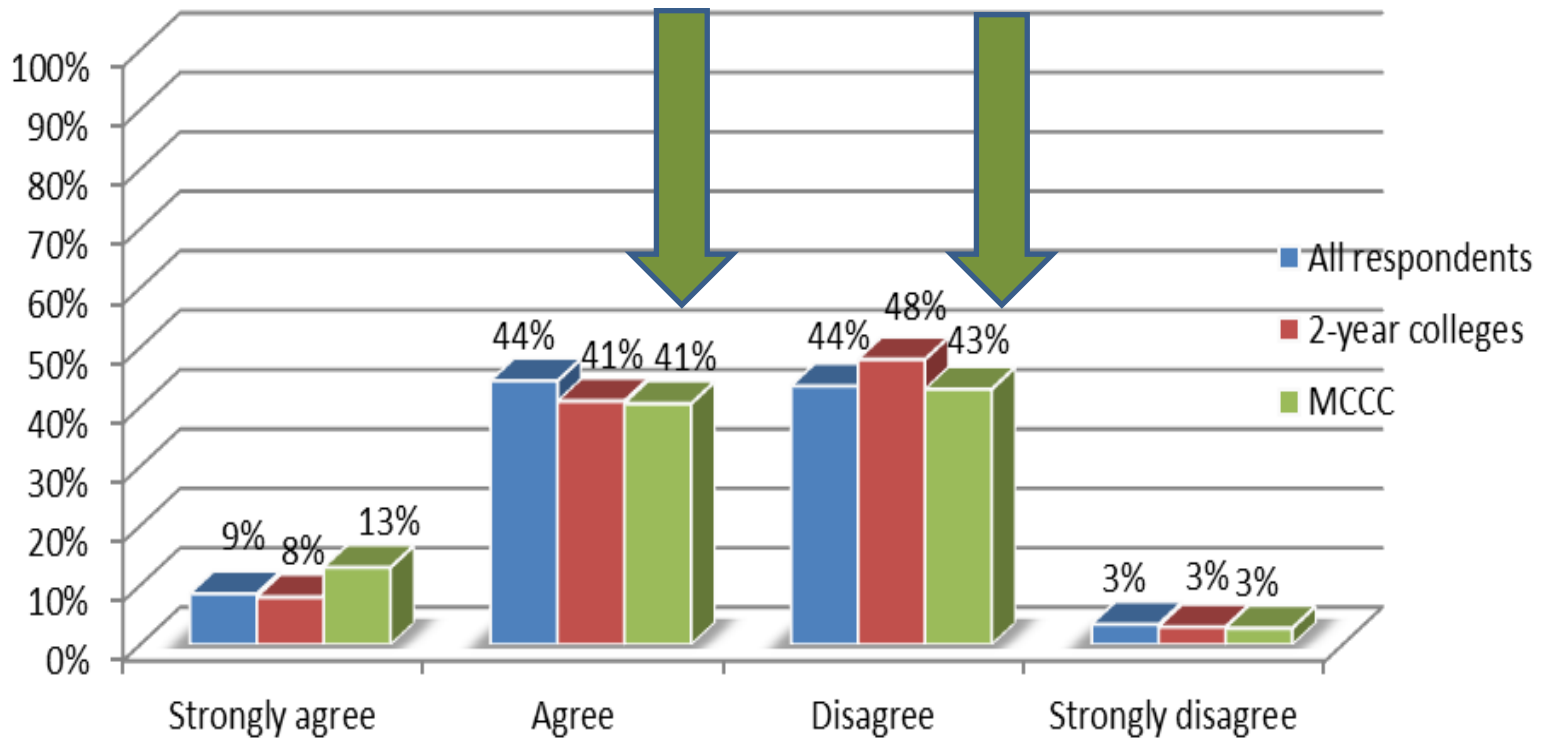
### 5) Uses information ethically and legally

Excellent	18	5.10%	7	3.89%	3	4.35%
Good	84	23.80%	38	21.11%	14	20.29%
Satisfactory	135	38.24%	65	36.11%	26	37.68%
Poor	86	24.36%	53	29.44%	17	24.64%
Don't know	30	8.50%	17	9.44%	8	11.59%

58%



## Students are information literate at graduation (percentage)



MCCC responding faculty are split on how well our students have acquired IL skills by graduation.

Library staff question if these are career program faculty whose students enter the job market after graduation, or are they students looking to transfer either immediately or in a year or two.

# Outcomes



Report on survey results requested by our Faculty Senate:  
Faculty Council on Teaching & Learning (FCTL)



- ✓ FCTL discussion led to further work by the FCTL Information Literacy sub-committee
- ✓ Sub-committee recommended embedding IL in general education courses beginning with:
  - IST 101 - An intro course to build technological competencies
  - CMN 111 - Speech: Human Communication
  - CMN 112 - Public Speaking
- ✓ Separate from the FCTL, the English department voted to require IL in all Freshmen English II classes
- ✓ VPAA added IL to the just completed Education Master Plan
- ✓ First 30 program, MCCC's enrollment and retention program, will include IL



# Looking to the Future

## Further assessment

Answers to questions raised in the survey

Evaluation of current embedded IL in general education and English courses

## First 30

Work with faculty to determine which ACRL and NJ Information Literacy progression competencies are most appropriate for MCCC students taking their first thirty college credits

## Middle States Self-Study



# Adjunct Faculty

Using the college's online LMS Angel, create tutorials for adjunct faculty outreach

# MercerOnline Faculty

Survey the fastest growing segment for new adjunct faculty, and some full-time faculty to assess their perceptions of IL and plan accordingly

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*Using Faculty  
Perspectives on  
Information Literacy to  
Build Students' Research  
Skills @  
Mercer County  
Community College*

<http://www.slideshare.net/PAPrice/p-price-vale2013>