

ABSTRACT

Title of Dissertation: EXAMINING FULL-TIME AND PART-TIME FACULTY
 PERCEPTIONS OF STUDENTS' INFORMATION
 LITERACY COMPETENCIES IN A COMMUNITY
 COLLEGE GENERAL EDUCATION PROGRAM
Carolyn S. Terry, Doctor of Education, October 2019

Dissertation Chair: Robin Spaid, EdD
 Department of Advanced Studies, Leadership, and
 Policy

Years of declining public funding for two-year colleges have resulted in an increased dependence on part-time or contingent faculty members, who cost institutions less in salaries and benefits. Part-time faculty members now represent the majority of faculty members in higher education, with a larger proportion at community colleges. Accreditation agencies have responded to public calls for accountability with increased requirements for higher education institutions to demonstrate their worth through assessment of student learning, particularly in the general education offerings common to all academic majors. Best practices in assessment require full participation of the faculty teaching these courses, yet when a majority of faculty members are part-time and lack

institutional support and resources, some researchers questioned whether their status negatively affects student learning.

Senge's *The Fifth Discipline* (2006) described shared vision in a learning organization as the participation of its members in common goals and values. The purpose of this quantitative study was to apply Senge's theory of shared vision that relates the status of the faculty member as full-time or part-time. The study examined ex post facto data gathered from faculty assessments of student-demonstrated information literacy competency in general education courses at a large, multi-campus community college in the Middle States accreditation region. The study compared the faculty ratings to determine whether the status of the faculty member had an effect on the faculty member's perception of students' competency. The study also examined whether shared vision between full-time and part-time faculty members was stronger within discipline groups: Arts, Humanities, Sciences, and Social Sciences.

The results of the study indicated that the employment status of the faculty member did affect the perceptions of student competency in the Arts, Humanities, and Social Sciences. In general, full-time faculty members rated student competency lower than the part-time faculty members did. However, the differences were not significant in the Science disciplines. These findings add to the body of research regarding the impact of part-time faculty members on student learning, as well as the research promoting advocacy for institutional resources for the support of part-time faculty members.

EXAMINING FULL-TIME AND PART-TIME FACULTY PERCEPTIONS OF
STUDENTS' INFORMATION LITERACY COMPETENCIES IN A COMMUNITY
COLLEGE GENERAL EDUCATION PROGRAM

by

Carolyn S. Terry

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

MORGAN STATE UNIVERSITY

December 2019

EXAMINING FACULTY PERCEPTIONS OF STUDENTS' INFORMATION
LITERACY COMPETENCIES IN A COMMUNITY COLLEGE GENERAL
EDUCATION PROGRAM

by

Carolyn S. Terry

has been approved

October 2019

DISSERTATION COMMITTEE:

Robin Spaid, EdD, Chair

Rosemary Gillett-Karam, PhD

Henry Linck, EdD

DEDICATION

I dedicate this dissertation to my family, who have been on this journey with me for the past eleven years. During the coursework days, I missed horse shows, volleyball games, and karate classes; in later years, they took on more responsibility so that I could have the time to read and write.

To my daughter, Rachel Lynn Terry, who bet me in 2008 that she would graduate high school before I finished this degree, and who, in fact, graduated from college ahead of this day. I am so proud of you, and I hope I've made you proud.

To my son, Benjamin James York Terry, who has been told so many times that he won't achieve a goal, and then he goes to prove those doubters wrong. Your willingness to work hard and explore new ideas inspires me.

To my husband, James York Terry, who was always willing to be mom and dad when needed and to bring a glass of wine for me on the tough days. Thanks for your support and encouragement, and for the nudging I needed to get the work done.

ACKNOWLEDGMENTS

I would like to acknowledge my advisor and chair, Dr. Robin Spaid for her wisdom as she guided me through this process and for her inexhaustible patience and positivity during times when I didn't know I could finish. Every visit, email, phone conference or workshop with her always gave me direction and confidence – I don't think I would have completed this dissertation without her.

I would like to thank the members of my dissertation committee, Dr. Rosemary Gillett-Karam and Dr. Henry Linck. Both taught courses in the program during my cohort days, and they were challenging, engaging, and supportive. Dr. Linck's course provided the theoretical framework for my dissertation, and Dr. Gillett-Karam's advice and encouragement was invaluable. I want to thank them for their guidance and feedback through this final stage.

I would like to acknowledge two women who helped me with this quantitative study. Dr. Cassandra Jones helped gather the assessment data used in the study, and Dr. Tiffany Thompson-Johnson contributed significantly to the data analysis and inferential statistics. I am in their debt.

Finally, I want to acknowledge the power of the CCLDP cohort 12. We were a small but mighty cohort, and I'm bringing up the rear. I especially want to thank Dr. Elena Saenz, who took me by the hand and brought me to Dr. Spaid's office when I had decided to give up on completing the degree. I am grateful to her and look forward to attending many future commencements in our matching regalia.

TABLE OF CONTENTS

	Page
DEDICATION	iii
ACKNOWLEDGMENTS	iv
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1: INTRODUCTION	1
Assessing Student Learning	2
Faculty Investment in Information Literacy Assessment	4
Full-time versus part-time faculty perspectives.....	6
Theoretical Framework	6
Academic culture and assessment efforts.....	8
Assessing Information Literacy Competencies	10
Purpose of the Study	12
The Research Questions	13
Significance of the Study	14
Scope of the Study.....	14
Limitations and Delimitations	15
Definitions of Key Terms.....	16
Summary.....	18
CHAPTER 2: LITERATURE REVIEW	19
Introduction	19
General Education	21

History of General Education in America.....	21
Accountability for Learning in General Education.....	22
General Education at the Community College.....	25
Information Literacy	27
Theoretical Foundations of Information Literacy.....	27
Information Literacy and Technology.	30
Faculty Engagement with Information Literacy.....	32
Information Literacy in the Disciplines.	33
Assessing Information Literacy Skills.	37
Best Practices in Assessing Student Learning.	39
Senge's Theory of the Learning Organization.....	41
The Challenge of Shared Vision in an Academic Setting.	43
Summary.....	44
CHAPTER 3: METHODOLOGY	45
Overview	45
Research Design	45
Research Questions	46
Hypotheses	46
Setting of the Study.....	47
Population for the Study.....	49
Instrumentation	51
Procedures.....	53
Data Analysis	54
Summary.....	56
CHAPTER 4: RESULTS.....	57

Descriptive Statistics	57
Full-time and Part-time Faculty in Arts Perceived Student-Demonstrated Performance of Information Literacy Competencies	58
Full-time and Part-time Faculty in Humanities Perceived Student- Demonstrated Performance of Information Literacy Competencies.....	61
Full-time and Part-time Faculty in Science Perceived Student-Demonstrated Performance of Information Literacy Competencies	63
Full-time and Part-time Faculty in Social Science Perceived Student- Demonstrated Performance of Information Literacy Competencies.....	64
Summary.....	66
CHAPTER 5: DISCUSSION	69
Introduction	69
Summary of the Study	71
Summary of Results.....	72
Faculty Perceptions in the Arts.....	73
Faculty Perceptions in the Humanities.	74
Faculty Perceptions in the Sciences.....	74
Faculty Perceptions in the Social Sciences.....	75
Discussion of Results.....	76
Limitations.....	78
Recommendations for Practice	78
Recommendations for Future Research	80
References	84
Appendix	96

Appendix A: Personal Mastery College General Education Assessment

Rubric: Information Literacy	96
------------------------------------	----

LIST OF TABLES

	Page
Table 1. Information Literacy Competency Rating Scale	11
Table 2. Information Literacy Conception in the Research Process	28
Table 3. Distribution of Student Records by Course Subjects	51
Table 4. Information Literacy Competency Ratings Scale	52
Table 5. Data Analysis Procedures for the Four Research Questions.....	55
Table 6. Full-time and part-time Faculty Demographic Characteristics	58
Table 7 Multinomial Logistic Regression Results of Full-time and Part-time Faculty Perceived Student-Demonstrated Performance of Information Literacy Competencies in Arts	60
Table 8 Multinomial Logistic Regression Results of Full-time and Part-time Faculty Perceived Student-Demonstrated Performance of Information Literacy Competencies in Humanities	63
Table 9 Multinomial Logistic Regression Results of Full-time and Part-time Faculty Perceived Student-Demonstrated Performance of Information Literacy Competencies in Social Sciences.....	66

LIST OF FIGURES

	Page
Figure 1. The Five Disciplines of a Learning Organization, Senge 2006	42
Figure 2. Student Enrollment in Program Types.....	48
Figure 3. Student Demographics	49
Figure 4. Distribution of student records by discipline	50

CHAPTER 1: INTRODUCTION

In the face of decreased public funding and eroding consumer confidence, colleges and universities have faced pressure from the press, legislatures, and the public to demonstrate their value in the face of rising higher education costs and burgeoning student debt. After five years of declining financial support for higher education, state funding has increased slightly. However, funding per full-time equivalent student fell from a high of \$8,270 in 2006–2007 (adjusted to 2016 dollars) to \$6,320 in 2011–2012, then to \$7,640 in 2016–2017, representing an overall 8% decline in student support. While overall national enrollment increased by 11% between 2006 and 2016, enrollments at public two-year institutions declined by 12% from 2010 to 2016 (College Board, 2018).

Years of reduced public funding particularly affected the long-term investment in salaries and benefits for faculty. To stretch their funds, colleges and universities have replaced high salaried full-time faculty with part-time and contingent faculty. In fact, part-time faculty members now represent the majority of faculty members in higher education at 51.9% (Kezar & Maxey, 2014a), and in community colleges, at 70.3% (Kezar & Maxey, 2014b). While part-time faculty members often possess academic credentials similar to those of full-time faculty members, higher education researchers question whether their lack of institutional support negatively affects student learning (Jaeger & Eagan, 2009; Kezar, Maxey & Eaton, 2014; Seymour, 2016).

As state governments reduced their contributions to higher education, the federal government demanded that higher education be accountable for its costs.

Students were viewed as consumers as federal financial aid funding was linked to institutional transparency about tuition costs, textbook costs, financial aid default rates, and projections for gainful employment for graduates in academic majors (American Council on Education, 2008). The Higher Education Opportunity Act of 2008 also increased the influence of the federal government in the accreditation process by inserting nominees from the U.S. Senate and House of Representatives into the membership of the National Committee on Institutional Quality and Integrity (NACIQI), which advises the Department of Education on all matters regarding accreditation (American Council on Education, 2008). Accrediting agencies responded to the call for increased accountability and consumer awareness from educational institutions by demanding that student learning assessment move beyond theoretical curriculum design to pragmatic plans for preparing an educated workforce (Cohen, Brawer, & Kisker, 2014; Ewell, 2008).

Assessing Student Learning

The current Middle States Commission for Higher Education (MSCHE) *Standards for Accreditation and Requirements for Affiliation* include the expectation in Standard III: Design and Delivery of the Student Learning Experience that accredited colleges and universities will provide a general education curriculum to students. This curriculum promotes competencies in communication, reasoning, technology, and information literacy (Middle States Commission for Higher Education, 2015). Saunders (2008) noted MSCHE's prominence among the six national accrediting agencies for its inclusion of

information literacy in a general education program and for its emphasis on program-wide assessment. MSCHE's definition of information literacy competencies for students reflects the standards adopted by the American Library Association (ALA). These standards include that the information literate learner understand and identify the need for information, knows the processes for finding and evaluating information, uses information to build knowledge and to support a purpose, and employs information ethically and responsibly (Association of College and Research Libraries, 2000). As accredited MSCHE institutions, colleges and universities in this region must also demonstrate that students are achieving the learning outcomes defined in the curriculum, as required by the MSCHE Standard V: Educational Effectiveness Assessment (Middle States Commission on Higher Education, 2015).

The American Association of Colleges and Universities' mission is to support the development of general education programs that foster these fundamental student learning outcomes. Its signature initiative, Liberal Education & America's Promise (LEAP), begun in 2005, produced several ongoing projects, including the development and validation of VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics that provide models for demonstrated assessment of the general education student learning competencies, aligned with accrediting agencies (American Association of Colleges and Universities, 2005). Oakleaf (2006) applied the concept of using rubrics to assess library-based information literacy instruction, and then confirmed the reliability of using rubrics in course-based instruction (2009).

Oakleaf's Project RAILS, Rubric Assessment of Information Literacy Skills, provided a forum for academic institutions to share and adapt information literacy rubrics and to build a user community of best practices in assessing student-demonstrated competencies. In a follow-up study of institutions that participated in her project, she and her co-authors found that the most effective campus projects were those where librarians and faculty members partnered to create rubrics that reflected shared educational values, standards, and concepts (Balanger, Zou, Rushing Mills, Holmes, & Oakleaf, 2015).

Faculty Investment in Information Literacy Assessment

The Middle States Commission on Higher Education (MSCHE) recommended that faculty members and library staff collaborate formally or informally to develop curriculum strategies that integrate information literacy (2003). Yet a survey by the Association of College and Research Libraries and the American Association of Higher Education (2001) found that faculty members in academic disciplines have been less willing to embrace information literacy standards in their curricula. The survey findings revealed that while many institutions had defined information literacy in terms consistent with American Library Association standards, few had plans to incorporate these standards into their curricula. Faculty perspectives about the importance of information literacy skills in the curriculum were identified as one of the main obstacles in implementing a comprehensive program of information literacy instruction as called for by MSCHE (Association of College and Research Libraries / American Association of Higher Education, 2001).

However, faculty involvement in the development, administration, and interpretation of assessment tools is a best practice for a successful program. Banta (2007); Banta, Jones and Black (2009); and Suskie (2009) each provided practical advice to institutions developing comprehensive assessment programs to meet accreditation requirements, noting the key role of discipline faculty in the process. Walvoord (2010) defined the benefits of credible assessment programs to the different cultures present on a college campus, whether managerial, developmental, or collegial.

For community colleges, efforts to develop a unified vision within a general education curriculum can be especially difficult. Freeman (2007) described the challenge that community colleges face when developing a common pedagogy. Community colleges serve diverse constituent expectations. General education courses serve students seeking transfer while vocational training responds to local workforce needs. Community colleges also provide educational opportunity for populations either not served or welcome at other post-secondary institutions (Cohen, Brawer, & Kisker, 2014). Additionally, community colleges face challenges in creating common curricular goals among the faculty because of their dependence on part-time faculty who teach a disproportionate number of introductory, general education courses (Jacoby, 2006). Gardner, Kline, and Bresciani (2014) provided models and best practices in assessment in the specific context for community and two-year colleges, which face additional challenges in assessing student learning for students who migrate from college

to college, often enrolling on a part-time basis and with time gaps in their learning.

Full-time versus part-time faculty perspectives. With the increasing reliance on part-time faculty members to teach introductory general education courses, community colleges are especially challenged to involve all faculty in the work of student learning outcomes assessment. At a large, multi-campus community college, both full-time and part-time faculty members were engaged in a three-year project where faculty members recorded their perceptions of student proficiency in general education competencies based on performance on a common assignment. The faculty used a rubric based on the American Association of Colleges and Universities VALUE rubrics. With a focus on the specific general education competency of information literacy, the researcher in this study examined the results of this general education assessment project to discover whether the status of the faculty member as either full-time or part-time makes a difference in the faculty member's perception of students' information literacy competencies.

Theoretical Framework

Student learning assessment theory and practice exist at the intersection of contemporary cognitive learning theory (Bransford & Brown, 2000; Smilkstein, 2003) and institutional focus on providing student-centered learning environments (Barr & Tagg, 1995; Chickering & Gamson, 1987; Kuh *et. al.*, 2005; O'Banion, 1997). The 2014 Middle States Commission on Higher Education accreditation standards set an expectation for institutions to demonstrate clear

student learning goals and a valid process for assessing student progress toward those goals. A focus on assessing student learning outcomes improves not just the experience for the individual learner in a particular course but also the entire institution. The commitment to answer these questions puts an institution on a path where all members must participate in the development of institutional goals. In her analysis of community college efforts to implement outcomes assessment practices, Serban (2004) highlighted the link between assessment and mission, connecting measurement efforts to institutional goals and values. Senge (2006) described the importance of an institutional commitment to developing the *systems-thinking* for the type of learning organization that the MSCHE standards defined. When all members of an institution understand its goals and values, they are better able to connect their work with what Senge (2006) termed a *shared vision*. Senge declared this process of developing a shared vision as essential to the creation of a learning institution that demonstrates a common aspiration and the capacity for learning.

Moreover, Senge's concept of organizations with *learning disabilities* applies to several of the central obstacles to successful assessment highlighted by practitioners. At the academic course and program level, outcomes assessment requires careful alignment of curriculum goals with course assignments, testing, and evaluating student performance (Suskie, 2009). When outcomes assessment affects the interaction of faculty members and students, the entire effort can often meet resistance. During the initial stages of an outcomes assessment initiative, many faculty members may balk at the collection

of data, claiming that student learning cannot be measured or that the real effect of learning is apparent only after a span of years. Again, if the outcomes assessment initiative has been planned well and has included the participation of the faculty, those once-intransigent faculty members will find that outcomes assessment efforts can demonstrate effective teaching and learning (Walvoord, 2010).

In a study that involved faculty members who expressed skepticism about learning outcomes assessment, Travis (2008) used qualitative measures to assess whether faculty members' perceptions of their students' learning changed as a result of their assessment of learning outcomes. Travis found that while these faculty members initially defined their activities in the classroom as delivering course content, a conscious focus on gathering qualitative data about their students' learning caused the faculty members to change their perspectives at the end of the course. Good teaching no longer meant simply following the course syllabus. Instead, the faculty members acknowledged that good teachers recognize different learning styles among students and plan lessons to address course goals.

Academic culture and assessment efforts. Banta, Jones, and Black (2009) and Walvoord (2010) acknowledged the challenges of implementing a meaningful student learning assessment program in colleges and universities because of the cultural changes inherent in the assessment process. Walvoord gave voice to faculty concerns about control over curriculum, academic freedom, and influence in the tenure and promotion system. Banta, Jones, and Black

emphasized the importance of institutional commitment to an assessment program, with the appropriate support of leadership, resources, and written plans, similar to Senge's concept of mental models. Kezar (2005) posited a further development of Senge's models by acknowledging the emotional and creative intelligences that underpin learning organizations. These concepts are important given the instability of part-time faculty members, as Jaeger & Eagan (2009) described the negative impact that part-time faculty status has on student goal attainment in community colleges.

In the case of information literacy assessment, the challenge is further complicated because scholarship in the area has traditionally been the purview of academic librarians and not discipline faculty members. Saunders (2012) concluded in her study of faculty members' understanding of information literacy concepts across disciplines that while discipline faculty respect the librarian's role and expertise, they appeared to be unwilling to partner with librarians in developing curricula. An academic culture that narrowly defines the value of an individual to the institution by his or her title suffers from the learning disability that Senge called "I am my position" (p.16). In academic institutions, that attitude may be seen in faculty members' focus on their courses or academic disciplines rather than on the whole institution. Senge's concept of the *learning organization* develops through the process of a *personal vision* becoming a *shared vision*. Therefore, a comparison of the personal perceptions of student performance recorded by the faculty members in an institution may reveal the degree to which

the faculty possess a shared vision and indeed, whether that institution is a learning organization.

Assessing Information Literacy Competencies

In measuring student performance of any competency, rubrics represent a shared understanding among faculty about the characteristics of successful completion. For the assessment project at a large, multi-campus community college examined in this study, full-time and part-time faculty members recorded their perceptions of five student-demonstrated information literacy competencies, using a rubric that rated student performance on a 4-point scale (see Table 1). Faculty also had an option to choose a Not Applicable response. The chart below defines the competencies and the rating scale.

Table 1.

Information Literacy Competency Rating Scale

Competency	Definition	Proficiency Rating
Know	the ability to determine the nature and extent of the information needed	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Access	the ability to access needed information effectively and efficiently	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Evaluate	the ability to evaluate information and sources critically and incorporates selected information into his or her knowledgebase and value system	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Use	the ability to use information effectively to accomplish a specific purpose	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Ethics	the ability to understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	3 Advanced 2 Proficient 1 Novice 0 Not Evident

Each score was separately recorded in a database that included the unique course identifier, the student identifier, and the status of the faculty member as full-time or part-time. In this study, the data set was used to assess

the demonstrated student information literacy competencies as perceived by full-time and part-time faculty members throughout the institution.

During the three years of data collection, student information literacy competency scores were reported in courses in discipline groups: Arts (Year 1), Humanities (Year 2), and Sciences and Social Sciences (Year 3). More than 43,000 individual scores were recorded. However, for the purposes of this study, the researcher limited the analysis to the discipline courses that enroll the largest populations of students. Art and music courses represented the Arts discipline group while English, history, and speech courses represented the Humanities. Economics and sociology courses represented the Social Sciences, and biology and chemistry courses represented the Sciences discipline group.

Purpose of the Study

At Personal Mastery College (a pseudonym), a large, multi-campus community college in the Middle States accreditation region, a faculty group established a learning outcomes assessment process for all courses within the general education program. For three years, the team gathered data about student progress on all general education competencies, including information literacy. While the data had been distributed to the faculty in the disciplines, the data had not been analyzed from an institutional perspective, not within course groups, nor within distribution areas, nor across distribution areas in the general education program. Faculty status of full-time or part-time had not been considered in the analysis of data. The purpose of this quantitative study was to apply Senge's theory of shared vision that relates the status of the faculty

member as full-time or part-time to the overall faculty perceptions of student-demonstrated information literacy competency. The independent variables were the faculty members identified by the individual course sections and their status as full-time or part-time faculty members. The dependent variables were the scores recorded by the faculty members based on their perceptions of student-demonstrated information literacy competencies, sorted by course section number and discipline.

The Research Questions

Each student record in the data set contained scores for each aspect of information literacy competency: know, access, evaluate, use, and ethics. Through an examination of the recorded scores of faculty-perceived student performance of these competencies, the following research questions were addressed in this study:

RQ1. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Arts courses?

RQ2. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Humanities courses?

RQ3. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of

information literacy competencies within representative Science courses?

RQ4. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Social Science courses?

Significance of the Study

The results of this study added to the existing research on assessment of student learning in a general education program by examining three years of institutional data at a community college in a mid-Atlantic state. The researcher focused specifically on the learning competency of information literacy, adding to the body of literature on that issue. This area of inquiry has particular interest for librarians and academic support professionals. Moreover, the distinction between full-time faculty members' perceptions and those of part-time faculty members would be of interest to researchers who examine the impact of faculty status on student learning, particularly in community colleges.

Scope of the Study

The study took place at Personal Mastery College, a large, multi-campus community college in the Mid-Atlantic region, accredited by the Middle States Commission on Higher Education. The study examined faculty records of their perceived ratings of student performance of information literacy competencies, gathered over the three academic years of 2012/2013, 2013/2014, and 2014/2015. A total of almost 112,500 individual student scores were recorded; of

these, 43,250 scores represented 3,863 unique students who had taken at least two general education courses during those three academic years. Among these students during the three years, 1,097 students were rated within the same academic year by both a full-time and part-time faculty member in a total of 165 courses. The data contain 542 faculty reports recorded for those students; 232 faculty members (43%) were full-time, and 310 (57%) were part-time faculty members.

Limitations and Delimitations

This study was limited to a single multi-campus community college in the Middle States Commission on Higher Education accrediting region and focused on one specific general education competency, information literacy. The data gathered for this study were limited to a particular time frame of the 2012 through 2014 academic years, using a rubric based on the Association of American Colleges and Universities VALUE rubric, modified to reflect the vocabulary of the specific institution.

The delimitations for this study were restricted by four variables. The first was the number of student records in the study that represented students who took at least two general education courses that measured information literacy competencies. The second was the number of student records that represented students who were taught by both full-time and part-time faculty members. The third variable was the status of the faculty member. The researcher examined the student records according to whether the faculty member was full-time or part-time. Finally, the fourth variable was the discipline of the general education

course to examine whether there were differences between full-time and part-time faculty perceptions in certain disciplines.

Definitions of Key Terms

Assessment of student learning: “the systemic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning” (Walvoord, 2010, p. 2).

Full-time faculty: Often referred to as *tenure-track faculty* in traditional college settings. In contrast with *part-time faculty* or *adjunct faculty*, these are faculty members in higher education institutions who have job security, access to professional development and promotion, a voice in governance and curriculum development, and a reasonable living wage (Kezar & Maxey, 2014b).

General education: A unique feature of the American higher education system that seeks to provide students with a foundation of intellectual and practical skills, broad knowledge, higher order thinking, and applied experiences to prepare them for success in a diverse and democratic society (American Association of Colleges & Universities, 2005).

Information literacy: “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (Association of College and Research Libraries, 2016).

Learning organization: an organization that values creativity, new patterns of thinking, collective aspirations, and individuals learning how to learn together (Senge, 2006).

Learning disability: in the context of Senge's *learning organization*, one of seven prevailing attitudes within all organizations that prevent them from recognizing threats, adjusting to internal and external circumstances, or reaching full potential (Senge, 2006).

Mental models: assumptions, generalizations, fixed images that influence how individuals understand the world and act within it. One of the five disciplines of a learning organization (Senge, 2006).

Part-time faculty: also called *contingent*, *adjunct*, and *non-tenure-track faculty*. Part-time faculty members typically teach at lower pay, with little job security and no benefits, and with fewer resources than *full-time faculty* or *tenure-track faculty* (Kezar & Maxey, 2014b).

Shared vision: in the context of Senge's five disciplines, shared vision is a common purpose that carries through a *learning organization* to provide coherence to diverse activities and the focus and energy for learning (Senge, 2006).

Systems thinking: Senge's "fifth discipline," which integrates all the other disciplines—shared vision, mental models, team learning, and personal mastery—into theory and practice (Senge, 2006).

Summary

Chapter 1 provided an introduction to the study regarding the prevalence of part-time faculty members in the community college and their impact on student learning. The chapter introduced the best practices in assessment of student learning and Senge's (2006) framework of shared vision in a learning organization. The chapter also defined the research questions, variables, and significance of the study, as well as the definitions of key terms. Chapter 2 provides a review of the relevant literature on the history and structure of general education in American higher education and the emergence of information literacy as a feature of student competency in general education for the Middle States accreditation region. The chapter offers a discussion of best practices in student learning assessment in the context of Senge's framework of learning organizations, as well as the literature regarding part-time faculty members' status in these organizations. Chapter 3 describes the research methodology within the study, including the research questions, the setting and participants for the study, the instrument, and procedures for data analysis. Chapter 4 provides the results of the study, including descriptive and inferential statistics and analysis of the data. Finally, Chapter 5 includes a discussion of the study's results as well as implications for further research and suggestions for policy and practice based on the study's findings.

CHAPTER 2: LITERATURE REVIEW

Introduction

In response to increased government and public scrutiny of the value of higher education, accreditation agencies have placed greater emphasis on higher education institutions' assessment of student learning. In the region accredited by the Middle States Commission on Higher Education (MSCHE), institutions are expected to provide an educational experience where students can demonstrate achievement of several key learning outcomes, led by faculty who have designed curricula with learning outcomes in mind (Middle States Commission on Higher Education, 2015). At the community college, assessment of student learning has long been a practice as these institutions admit students who need additional support to reach benchmarks of academic progress (Cohen, Brawer & Kisker, 2014; Gardner, Kline, & Bresciani, 2014). However, documentation of student learning remains a challenge when faculty members feel that assessment standards have been imposed from outside their control (Serban, 2004; Banta, 2007; Walvoord, 2010; Ewell, Paulson, & Kinzie, 2011; Young, Cartwright, & Rudy, 2014).

At the community college in particular, a growing number of faculty members are part-time or on contingent status, with little input into curriculum (Cohen, Brawer & Kisker, 2014; Kezar & Maxey, 2014b) or access to resources such as instructional materials and office space to meet with students (Austin & Trice, 2016). A faculty member's part-time status not only affects the performance of the faculty member (Bowden & Gonzalez, 2012) but also impacts

student learning, course completion, and graduation rates within the institution (Kezar & Maxey, 2014a; Jacoby, 2006; Jaeger & Eagan, 2009). Part-time faculty members are often assigned to introductory and general survey classes, which also feature prominently in the general education requirements for many institutions. General education requirements are defined by each institution, usually constituting half of the credits of an associate's or bachelor's degree.

Moreover, accreditation agencies require higher education institutions to demonstrate meaningful assessment of student learning outcomes in general education (Middle States Commission on Higher Education, 2015). One of the student learning competencies assessed is information literacy, which has been the subject of scholarship by academic librarians for the past 30 years (Brevik & Jones, 1989; Bruce, 1997; Loertscher, 2008; Saunders, 2012; Weiner, 2014). Both full-time and part-time faculty members teach general education courses where information literacy is a student learning outcome.

As the number of part-time faculty teaching general education courses increases, a question arises whether these faculty members are properly supported to assess student learning competencies. Kezar and Maxey's (2014b) review of scholarship on the working conditions of part-time faculty revealed that these faculty members rarely are afforded professional development to implement innovation or improve their teaching techniques. The process of self-review and continuous improvement is a key element of a healthy learning organization, according to Peter Senge's construct in *The Fifth Discipline* (2006).

The purpose of this quantitative study was to use Senge's theory of shared vision in the learning organization that related the status of the faculty member as full-time or part-time to the overall faculty perceptions of student-demonstrated information literacy competency. The researcher used ex-post facto data collected by the subject institution during the 2012 through 2014 academic years. This chapter includes a discussion of the emerging practice of student learning assessment, as well as a definition of the general education student learning competencies required by the Middle States Commission on Higher Education for accreditation. In addition, this chapter contains a review of the relevant literature regarding the specific learning competency of information literacy and faculty status related to institutional goals for student learning outcomes. The review will demonstrate a need for further research into the relationship between faculty status and assessment of student information literacy competencies at the community college.

General Education

History of General Education in America. Any discussion of student learning assessment must begin with an understanding of the curriculum evolution in American higher education. Bastedo (2016) traced the development of American curricula beginning in the traditional Calvinist doctrine combined with prescribed, classical study in Greek, Latin, and Hebrew that was the preparation for ministers and leaders in early America. American education was defined by the curriculum offered in the early colleges and universities: Harvard, Brown, Yale, and Columbia. Topics broadly described as studies in history, literature,

logic, and the sciences emerged in the eighteenth century through student societies. By the nineteenth century, courses in these elective subjects found a place in the later years of the college experience. The move away from classical studies continued with the Morrill Act of 1862, which established land-grant universities that expanded academic programs to studies in engineering and agriculture.

Bastedo (2016) pointed to several major developments that shaped the modern concept of general education. In 1919, the University of Chicago established a foundational curriculum designed by its president, Robert M. Hutchins, to elevate society by offering cultural education in a defined course of general study through academic disciplines. In 1945, Harvard faculty issued their Red Book report, which laid out a structure for general education that covered the foundational knowledge that all undergraduates must have, in addition to elective subjects for different degrees. The Harvard model was the standard for general education until the 1960's, when Bell's *The Reforming of General Education* (1966), published by Columbia University, placed undergraduate education on a continuum from secondary education—which provided factual information—to graduate education, which focused on specialization. Undergraduate education, according to Bell, served to broaden the critical perspectives of students, which might differ from their professors. Bell posited that the content should be fluid, without rigid adherence to specific content.

Accountability for Learning in General Education. By placing the student experience in the discussion of curriculum content, Bell captured the

turbulence in curriculum that reflected the political changes in America. Bastedo (2016) characterized the tension within the curriculum debates of the 1960s and 1970s as a culture struggle in academe. Some critics lamented the erosion of classical education, others called for content that reflected the multiculturalism of a modern society, and students demanded courses of study that reflected their diverse experiences. Along with the debates on curriculum content in the 1980s, several important national reports on secondary and higher education set the framework for current calls for accountability and measurable outcomes in student learning. *A Nation at Risk* (National Commission on Excellence in Education, 1983) examined the preparation for higher education in America's high school curriculum and proposed increased rigor in content and higher standards for college admission. The National Institute of Education's report *Involvement in Learning* (1984) presaged contemporary issues confounding the higher education mission, including diminished student access, over-specialization of curriculum, and the need to engage students to produce measurable learning outcomes. The Association of American Colleges' report *Integrity in the College Curriculum* (1985) called for colleges to set meaningful student learning goals that demonstrate practical competencies, and to commit to honest assessment of students, academic programs, and faculty. Two decades later, U.S. Secretary of Education Margaret Spellings's committee report (2006) took the additional step by linking accreditation, funding, and accountability to empower accrediting agencies to require demonstrated evidence of student learning.

Recent scholars of American higher education looked to general education and its many forms to define an educated person and to connect student learning to preparation for the world beyond college. Moreover, champions of general education initiatives justified its role in answering the public's call for accountability and value in higher education. Wells (2016) described the current configurations of general education as encompassing both the core approach, where all students are exposed to a common set of knowledge, and the distribution approach, where students must complete a given number of credits among discipline groups. A third option focused on student competencies that can be demonstrated through integrated learning experiences that include high-impact practices (Kuh, 2008; Kuh, Kinzie, Schuh, & Witt, 2005) gained support from the Association of American Colleges and Universities, an organization that has led the conversation about liberal learning and general education.

The Liberal Education and America's Promise (LEAP) initiative (Association of American Colleges and Universities, 2005) encouraged colleges to develop general education programs culminating in a signature work where students can display mastery of learning goals. The Degree Qualifications Profile (DQP), sponsored by the Lumina Foundation in 2011 and promoted by Jankowski, Hutchings, Ewell, Kinzie, and Kuh in an article in *Change* (2013), described the knowledge, skills, and capabilities that students should attain through post-secondary education. Moreover, the DQP project called for a standardization of learning defined by the degree attained—associate,

bachelor's, and master's—emulating European models. A third major initiative, General Education Maps and Markers (GEMS), launched in 2015 to encourage academic programs to develop completion pathways through general education, especially for community colleges to promote successful student transfer to four-year institutions (Association of American Colleges and Universities, 2015).

General Education at the Community College. General education programs at the community college, like the institutions themselves, serve multiple purposes. Cohen, Brawer, and Kisker (2014) described the challenge of defining general education as a body of knowledge for all students because of the tension between the students' goals of job preparation or transfer. In addition, they pointed to the variety of languages, gender identifications, cultural backgrounds, and economic experiences among contemporary community colleges as barriers to establishing a common ground upon which to build general education. They doubted the practicality of a discipline-based approach, citing Rudolph (1977), who pointed to the inherent challenges academic institutions face in allocating faculty time, maintaining student interest, and demonstrating value in a disjointed system where students see little relevance. Instead, Cohen, Brawer, and Kisker endorsed a model of general education that prioritized student competencies over discipline content.

In response to government targets for student completion of degrees and the tightening of federal student financial aid resources, community colleges have looked to curriculum reform that facilitates assessment and reduces the opportunity for students to become lost in elective credits. O'Banion (2012)

called for systemic changes in community college structure, policies, and personnel allocations to focus on student success while expanding access to high school students, adult learners, first-generation students, and poor students. Bailey, Smith, and Jenkins (2015) laid out a plan for community colleges to meet their student success and completion goals through redesigning academic programs to integrate general education and program requirements to define clear pathways that students can follow to degree completion, transfer, or work.

As champions of American liberal education, the Association of American Colleges and Universities linked the outcomes of liberal education to employer needs. A recent survey commissioned by the association sought to discover what employers saw as the most relevant student learning outcomes from college coursework to prepare students for success in today's economy, and a majority of employers saw the need for a broad-based education rather than training in discreet skills. The study found that hiring managers particularly valued applicants' ability to communicate effectively in both speaking and writing, to work effectively in teams, to demonstrate ethical judgment and decision-making, and to apply their knowledge to practical settings (Hart, 2018). These skills closely align with the general education standards described by the Middle States Commission on Higher Education that require an educational program to provide students with skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy (2015).

Information Literacy

Theoretical Foundations of Information Literacy. The concept of information literacy emerged in the late 1980s with the publication of Stripling and Pitts' book, *Brainstorms and Blueprints* (1988). This work began a conversation among librarians and information technology professionals about better preparing students to use resources in the research process. While information literacy as a concept may have a fairly brief history, its theoretical roots are firmly grounded in student learning theory, specifically in Piaget's (1950) constructivist learning theory. The idea that students can construct knowledge from information, and that knowledge combined with experience brings wisdom, undergirded the foundational text for informational literacy theory, *The Seven Faces of Information Literacy* (1997) by Christine Bruce, an associate professor in the information technology department at the Queensland University of Technology in Brisbane, Australia. In this work, Bruce went beyond the notion that the information literacy is simply a set of discreet skills in a research process; instead, she focused on the different approaches that individuals take when experiencing the research process. She defined these as seven different "conceptions" (Bruce, 1997):

Table 2.

Information Literacy Conception in the Research Process

Conception	Research Process Experience
information technology	information literacy is seen as using information technology to retrieve information and for communication
information sources	information literacy is seen as finding information in sources
information process	information literacy is seen as following a process
information control	information literacy is information control
knowledge construction conception	information literacy is seen as building up personal knowledge from a new area of interest
knowledge extension	information literacy is seen as working with knowledge and personal perceptions to gain new insights
wisdom conception	information literacy is seen as using information wisely for the benefit of others

Constructivist theory applied to information literacy practice was also explored in Booker (1995) and informed the work of Biggs (1996) as well as Biggs and Tang (2007), which focused on using *constructive alignment* to support effective teaching and learning in higher education. Like Bruce, Biggs and Tang characterized the learning process as a knowledge-building exercise, distinguishing between *declarative knowledge*—the information presented by a teacher—and *functioning knowledge*—the information as understood and processed by a learner. Coming from a constructivist perspective, information

literacy studies often examine not what the student knows but how the student accesses and processes that information. Macpherson (2004) employed an experimental design to test the effect of instructional methods based on the cognitive psychology theory of information processing using electronic databases to search for information. After the data were analyzed, researchers found that students who had undergone the tutorial in the concepts before research had more knowledge of how to use the electronic database. Also, the students who had the tutorial in the research concepts had acquired significantly more research terms than the students who received skills-based instruction. Unlike earlier approaches to information technology training that emphasized demonstrations of skills, this study reinforced Bruce's concept that personal knowledge and perceptions contribute to an individual's literacy.

The application of information literacy theory to academic settings has been the basis for much of the research and commentary on information literacy education and assessment. Breivik (1991) made the case to educational leaders that *resource-based learning*, contrasted with *content-based learning*, called for an investment in libraries and support for collaborative projects with discipline faculty. A prolific contributor to information literacy scholarship, Breivik (2005) later linked information literacy with emerging policy on student learning assessment and accreditation. Rockman (2002) reviewed the efforts that several universities had undertaken to incorporate information literacy instruction into general education, noting the difficulties in assessing student learning and in truly integrating information literacy into the curriculum. Warner (2008) provided

detailed lesson plans for library-based curricula focused on discipline-specific information literacy skills. As stand-alone instructional modules, however, these blueprints did not integrate information literacy instruction into the discipline classroom.

Fitzgerald (2004) summarized three California studies that examined the information literacy skills of first-year college students. The studies documented college faculty members' dismay over the general inability of first-year students to locate, evaluate, analyze, synthesize, and communicate new information. Some of these activities fall into scholarly habits of mind, which Fitzgerald described as attitudes and behaviors difficult to explain. A common finding among the California study confirmed the difficulty of assessing information literacy skills as well as the lack of baseline data regarding information literacy skills of college students.

Information Literacy and Technology. An area of great interest for scholars of information literacy is the contribution of information technology, particularly web-based research. Wang (2007) reported the results of a study of education students to determine their web information literacy skills as measured by the standards developed by the Association of College and Research Libraries (ACRL). This quantitative study tested the hypothesis that college students had disparate information literacy skills, and students' reporting of their skills might not have matched their actual knowledge of the ACRL standards. The survey results indicated that although the majority of students reported that they had the knowledge needed to evaluate online sources, significantly fewer

students were familiar with ACRL evaluation guidelines. The results were the same with regard to formulating searches for information, for adhering to copyright laws, and for citing web resources. The survey results also revealed that almost half of the students turned to internet search engines first before using a library when conducting research, and that when students used the library, only 25% reported seeking help from librarians.

Wang's study concluded that strategies to introduce students to information literacy competencies cannot rest solely in the hands of librarians; very few students sought the help of librarians when conducting research, even though librarians were usually the professionals best prepared to assist students in developing their research strategies. Similarly, Holman (2010) found that the majority of undergraduate students' first impulses were to employ simple, one-word search terms in popular internet when using technology during research. Her study of millennial students revealed that their familiarity with technology did not result in more sophisticated uses of search methodology. Rosenblatt (2010) studied the research activities of undergraduate students and found that although students were fairly sophisticated in tracking down relevant scholarly literature, they did not have the skills to evaluate these resources or to make connections with their academic content without interventions from faculty or librarians.

Several scholars have called for more collaboration between librarians and discipline faculty in developing curricula to teach information literacy. Amstutz and Whitson (1997) viewed the relationship between faculty members and library professionals as central to information literacy instruction. Saunders

(2009; 2012) reflected on the shift in scholarship of librarians and information technology professionals to address accreditation expectations in the development of research methods instruction and technology.

Faculty Engagement with Information Literacy. However, faculty members in academic disciplines have been less quick to embrace information literacy standards in their curricula. In fact, faculty perspectives about the importance of information literacy skills in the curriculum have been identified as one of the main obstacles in implementing a comprehensive program of information literacy instruction as called for by the Middle States Commission. In 2001, the Association of College and Research Libraries (ACRL) joined with the American Association of Higher Education to survey colleges and universities about the extent of their information literacy instruction. In addition, the survey elicited comments about barriers each institution faces in implementing a comprehensive program supporting information literacy. The survey findings revealed that while many institutions have defined information literacy in terms fairly consistent with ALA standards, few institutions had plans to incorporate these standards into their curriculum.

One of the more difficult barriers identified in the survey was faculty members' perceptions of the priority of information literacy education relative to the content of the curriculum. The survey found that there was not only reluctance to address information literacy concepts in the curriculum, but also a sense that information literacy instruction was separate from the academic content. Faculty responding to the survey considered information literacy skills

necessary but also remedial and not worth classroom time (Association of College and Research Libraries, 2001). Gullikson (2006) found that while faculty may value information literacy skills, they could not agree whether a college classroom was the appropriate setting to instruct students in this area. More recently, Saunders, Severyn, and Caron (2017) examined the differences in student experiences during secondary education and college, noting that faculty efforts to supporting information literacy varied widely when students made the transition from high school to college.

A challenge to integrating information literacy into the curriculum is the perception that it is a low-priority skill. As indicated by the results of the Association of College and Research Libraries survey, many institutions had not yet taken the steps to establish formal programs of information literacy. Also, librarians and information technology professionals were considered support staff at many colleges, creating a distance from academic faculty. Several of the comments made during this survey revealed that librarians felt undervalued by their institutions, while academic faculty members felt that teaching information literacy skills was an addition to their already burdensome workload (2001).

Information Literacy in the Disciplines. Several studies examined efforts to introduce information literacy concepts into specific disciplines, and they often demonstrated the challenge in bringing these two perspectives together. For the health sciences, Mansour and Porter (2008) surveyed nursing faculty members in colleges and universities in the U.S. They employed a narrative research design, using the technique of email interviews to gather the

stories of nursing faculty members engaged in teaching nursing students the methods of research. The authors not only added to the knowledge about teaching research to nursing undergraduates but also documented the many demands on nursing faculty, many of whom gave the explanation of being "stretched too thin" to participate in the study.

The liberal arts might be considered a more natural partner with information literacy professionals, yet the methodology inherent in information literacy instruction is often missing in liberal arts instruction. Sensing this disconnect and the possible resistance to information literacy instruction from some liberal arts disciplines, Shapiro and Hughes (1996) re-cast the issue using the terminology that liberal arts faculty might find more comfortable. Using the vocabulary of the liberal arts, they proposed several types of information literacy: tool literacy, resource literacy, and social-structural literacy. By giving information literacy its own technical vocabulary and academic structure, Shapiro and Hughes took an important step toward bringing academic faculty and librarians together: they legitimized information literacy instruction as its own academic discipline and even as a new liberal art, one that demands critical thinking and academic inquiry.

This theme was explored further by Dickinson (2006), who linked the discussion of information literacy standards with the educational and philosophical scholarship of John Dewey, an influential twentieth century education theorist. Dickinson argued that Dewey's focus on the development of individual knowledge instead of rote memorization worked perfectly with

information literacy standards that expect individuals to make meaning from information. In addition, Dewey's philosophy about the interconnections between academic subjects makes a strong case for collaboration between academic professionals and research librarians.

Despite the perception that information literacy instruction was an additional demand on limited faculty and classroom time, some disciplines collaborated with the American Library Association and the Association of College and Research Libraries to develop their own definitions and standards for information literacy. Caravallo, Kain, Macicak, Kuchi, and Weiss (2008) described a collaborative partnership between the ALA, the American Sociological Association (ASA), and the Anthropology and Sociology section of the ACRL. By answering the question "What is information literacy for sociology?" these organizations developed expectations for sociological research, including knowledge of research tools and theories specific to sociological study, as well as the more general information literacy competencies (Caravallo et.al., 2008). These standards, which were adopted formally by the professional associations for both sociologists and research librarians, paved the way for collaboration in developing inclusive strategies for fostering these competencies in students. These methods included training individuals within the American Sociological Association as department reviewers and facilitating links between sociology faculty members and research librarians (Caravallo, 2008).

Loertscher (2008) reviewed the progression of the information literacy movement for the previous twenty years, including the development of information literacy competency standards for higher education, established by the American Library Association (ALA) in 2000. According to these standards, an *information literate* learner can determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; and understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally (Association of College and Research Libraries, 2000).

The Middle States Association of Colleges and Schools adopted these standards for information literacy as part of the accreditation process. Institutions were expected to demonstrate that the concepts of information literacy had been established not only through the academic support systems of libraries and information technology but have also been incorporated within the academic curricula of the institution. Academic discipline faculty members were encouraged to incorporate the ALA standards into their curricula. The Middle States Association also recommended that institutions create professional development opportunities to bring faculty and librarians together to encourage collaboration in developing curricular strategies to foster information literacy (2003).

Assessing Information Literacy Skills. Saunders (2008; 2012) reflected on the shift in scholarship of librarians and information technology professionals to address accreditation expectations in the development of research methods instruction and technology. Saunders (2008) noted the Middle States Commission on Higher Education's prominence among the six national accrediting agencies for its inclusion of information literacy in a general education program, including expectations for assessment of this student learning competency. MSCHE's definition of information literacy competencies for students reflected the standards adopted by the American Library Association (ALA) that the information literate learner understands how to identify the need for information, knows the processes for finding and evaluating information, uses information to build knowledge and to support a purpose, and employs information ethically and responsibly (Association of College and Research Libraries, 2000).

As accredited MSCHE institutions, colleges and universities must not only offer a comprehensive academic program that addresses the skills described in Standard III, but they must also demonstrate that students are achieving these skills. In addition, Standard V: Educational Effectiveness Assessment states that an accredited institution will set meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals (Middle States Commission on Higher Education, 2015).

Nationally, the Association of American Colleges and Universities developed the VALUE (Valid Assessment of Learning in Undergraduate

Education) for assessing general education competencies as part of its LEAP initiative (2005). Project RAILS (Rubric Assessment of Information Literacy Skills) brought together academic librarians from across the United States to design assessment rubrics for information literacy that align with the American Library Association definition as well as the expectations of accreditors. As leader of the project, Oakleaf (2006) studied the use of rubrics to assess library-based information literacy instruction, and then confirmed the reliability of using rubrics in course-based instruction (2009). Project RAILS created a user community of best practices in assessing student-demonstrated competencies and provided a forum for academic institutions to share and adapt information literacy rubrics to their purposes. The setting for this study, Personal Mastery College, based its information literacy rubric on the templates shared through Project RAILS (see Appendix A).

Oakleaf and her colleagues conducted a follow-up study of institutions that participated in the project, confirming that the most successful projects were those where librarians and faculty members partnered to create rubrics that reflected shared educational values, standards, and concepts (Balanger, Zou, Rushing Mills, Holmes, & Oakleaf, 2015). Some academic institutions have experimented with an objective test of student information literacy skills (Cameron, Wise, & Lottridge, 2007); however, the VALUE rubrics developed through Project RAILS are used most widely in the Middle States accrediting region. Samson (2010) demonstrated that student writing portfolios evaluated by an information literacy rubric revealed that not only were the rubrics a valid tool in

assessing student learning, but that students who had received library instruction in conjunction with their courses scored significantly higher on the assessment rubrics.

Best Practices in Assessing Student Learning. The learning college paradigm introduced by Chickering and Gamson (1987) and furthered by Barr and Tagg (1995) became a national conversation with the publication of O'Banion's *A Learning College for the 21st Century* (1997). Much of O'Banion's argument focused on the need for education to put student learning first, to break away from time-bound and place-bound systems that accommodate institutional needs at the expense of student needs. By re-casting teachers as learning facilitators and students as learners, O'Banion proposed an ideal, cooperative learning situation where learners are fully engaged in the learning process and where facilitators' roles are determined by the needs of the learners. Underlying the ideals was a strong foundation in analysis and data-driven decision-making, based on assessing student learning at the course and program level, and eventually, at the institutional level. An institution could transform from instruction-centered to learning-centered only through a commitment to ask not, "What have the students been taught?" but "What have the students learned, and how do we know?"

In his review of the major developments in student learning assessment, Ewell (2018) traced the national conversation about assessing student learning from the early 1980s, when the National Commission on Excellence in Education published its report, *A Nation at Risk* (1983). Assessment and public

accountability were linked in the reauthorization of the Higher Education Act of 1988, and by the mid-1990s, all public institutions were engaged in some form of assessment, though these efforts tended to be separate from the teaching and learning process (Ewell, 2018).

The Higher Education Act of 2008 formalized an expectation that academic institutions not only needed to describe their educational programs but that they also must demonstrate their effectiveness on student learning (American Council on Education, 2008). Practitioners of assessment techniques had long been engaged in the scholarship of effective learning assessment, providing academic program leaders with recommendations and models for defining student learning outcomes and measuring student performance. Banta (2007) focused on assessing general education competencies, promoting models of effective assessment practices based in collaborative and thoughtful planning. As a vice president of an accreditation agency, Suskie (2009) offered a practical guidebook for developing an assessment program, noting the importance of early faculty engagement and clear communication throughout an organization. Banta, Jones, and Black (2009) provided profiles of institutions that had overcome structural and cultural obstacles to establish effective assessment programs, noting that investments in faculty and staff leadership, as well as professional development, were essential to the process.

Beyond the practical aspects of assessment, Walvoord (2010) examined the context of assessment within campus cultures, labeling them as managerial, developmental, or collegial. In her view, the most effective assessment

processes reflected the college's mission, and the more successful programs dedicated resources to using data to take action that will improve the institution as a whole. The goal of assessment, according to leaders at the National Institute for Learning Outcomes Assessment (NILOA), is not simply to measure learning but to use those results for meaningful change (Kuh & Ikenberry, 2009). While the roots of formalized assessment may have been in response to accrediting agencies' calls for accountability, NILOA promotes the transformative power of meaningful student learning assessment for institutions (Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015) and for national higher education issues such as degree completion and demonstrating the value of higher education (Kuh, Ikenberry, Jankowski, & Cain, 2015).

Senge's Theory of the Learning Organization

A lesson learned from years of assessment practice is that the most effective programs involve all members of the institution in the process of setting goals and common values. Serban (2004) encouraged assessment leaders to look to their own mission statements to begin the conversations about institutional goals and measures of success. With clearly stated institutional goals focused on learning, all members of the college community participate in the assessment process, knowing that the data generated is being used to measure institutional effectiveness and progress toward goal achievement, a fundamental principle of the learning institution. When all members of an institution understand the goals and values, and have had a role in shaping them, they are better able to connect their work with what Peter Senge (2006) termed a

shared vision. Senge declared that this process of developing a shared vision is essential to the creation of a learning organization because it provides a common focus and incentive for learning.

Senge's concept of a learning organization involves five components or *disciplines* that interact with each other to form a flexible and resilient organization. Figure 1 represents the relationships among these disciplines that allow a learning organization to develop and thrive.



Figure 1. The Five Disciplines of a Learning Organization (Senge, 2006)

Senge posited that a shared vision among the members of an organization would encourage *systems thinking*, a perspective that allows each member to understand the overall functions and interconnections among the parts of the organization and to appreciate his or her role in the system. Like the learning college's call for a shift in perspective in academic settings from teaching to learning, Senge asked organizational leaders to examine their traditional, almost subconscious *mental models* to consider where assumptions

were creating obstacles to success. Appreciation of new perspectives would lead to more productive *team learning* and ultimately, individual *personal mastery* that encourages a commitment to continuous learning and improvement for the organization and its members.

The Challenge of Shared Vision in an Academic Setting. The nature of academic institutions, with their organization into departments and disciplines, offers a challenge to academic leaders who seek to establish a shared vision. For many institutions, the academic vision has traditionally rested in the notion of a faculty that reflects institutional values and priorities. Gappa, Austin, and Trice (2007) summarized the changes in academic faculty work in a post-tenure environment, noting that the faculty perceptions of their worth to an institution rested not in title or status but in engagement with the organization, evidenced by commitment to professional development and support for meaningful work. The current increased reliance on contingent faculty members with tenuous institutional connections and its impact on student learning has been documented by Maxey and Kezar (2016); however, the concerns about the effect of temporary academic faculty on institutional culture were raised by Luckman, Caldwell, and Vogler in 1978. The topic was also addressed in a statement on the status of part-time faculty members issued by the American Association of University Professors in 1980, which recommended that part-time faculty members should receive commensurate professional development, academic resources, benefits, and pay. Given the economic realities of most academic institutions, especially in light of decreasing enrollments and reduced state

funding (College Board, 2018), the participation of part-time faculty members in the shared vision of their institution is unlikely.

Summary

A review of the literature regarding the assessment of student learning in a general education program raises interesting questions when one considers the importance of faculty involvement in the process and the preponderance of general education courses taught by part-time faculty members. The particular information literacy competency is already a challenge for assessment because even full-time faculty struggle to incorporate direct instruction of information literacy skills into their curriculum. Previous studies have investigated the impact of part-time faculty on institutional measures of student learning outcomes learning (Jaeger & Eagan, 2009; Kezar, Maxey, & Eaton, 2014; Seymour, 2016). The research questions in this study sought to provide insight into whether differences exist between the perceptions of student performance of information literacy competencies between full-time faculty and part-time faculty. The results of the study have added to the body of literature on general education assessment and the efficacy of a shared vision in an increasingly fractured faculty.

CHAPTER 3: METHODOLOGY

Overview

In this quantitative research study, the researcher investigated the level of agreement among faculty members at a large, multi-campus community college in their perceptions of student performance. Using the data gathered over three years at the college, the researcher examined whether the status of the faculty member as full-time or part-time affected the measurement of student competency in information literacy. The researcher also examined the level of agreement among full-time and part-time faculty members in certain courses or disciplines.

Research Design

A quantitative research design was used for this study, using *ex-post facto* data reported by faculty members through a survey administered by Personal Mastery College (a pseudonym) from Fall 2012 through Spring 2015. Quantitative studies using a survey instrument provide numeric representations of trends or attitudes of larger populations by studying a sample of the population (Creswell, 2014). In this study, the researcher examined the results of the survey to discover whether the status of the faculty member as either full-time or part-time made a difference in the faculty member's perception of students' information literacy competencies. The researcher also investigated faculty members demonstrated common perceptions based on the courses they taught or the discipline groups to which they belong.

Research Questions

- RQ1. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Arts courses?
- RQ2. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Humanities courses?
- RQ3. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Science courses?
- RQ4. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Social Science courses?

Hypotheses

The null hypotheses that were tested in this study were the following:

1. There is no difference between the perceptions of full-time faculty and the perceptions of part-time faculty of the student-demonstrated performance of information literacy competencies representative Arts courses.
2. There is no difference between the perceptions of full-time faculty and the perceptions of part-time faculty of the student-demonstrated performance of information literacy competencies within representative Humanities courses.

3. There is no difference between the perceptions of full-time faculty and the perceptions of part-time faculty of the student-demonstrated performance of information literacy competencies within representative Science courses.
4. There is no difference between the perceptions of full-time faculty and the perceptions of part-time faculty of the student-demonstrated performance of information literacy competencies within representative Social Science courses.

Setting of the Study

The researcher used data gathered at a large, multi-campus community college in the Mid-Atlantic region. To protect the identity of the college, a pseudonym, Personal Mastery College, was used. In Fall 2015, Personal Master College had 25,320 students enrolled in academic courses for a total of 228,856 credits. Figure 2 represents the distribution of students across program types. While the majority of students (59.5%) enrolled in transfer-oriented programs, 21% were in career programs, and 19.5% were undecided.

Student Enrollments in Program Types Personal Mastery College 2015

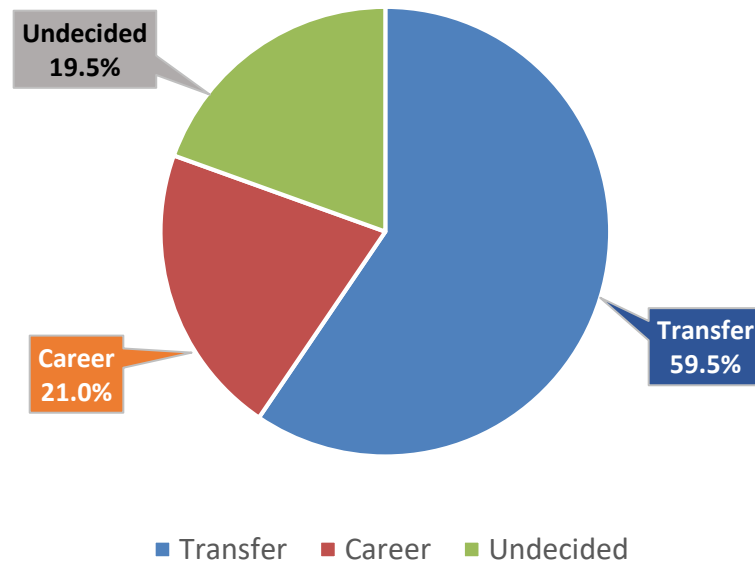


Figure 2. Student Enrollment in Program Types

Female students (52.7%) outnumbered male students (47.3%), and 35.1% of the students enrolled in classes full-time, while 64.9% of the students were enrolled part-time. The student population included 1,919 international students, representing 159 countries. Figure 3 shows the self-reported racial demographics of students were 30.8% Black, 26.1% Hispanic, 26.1% White, 13.4% Asian, and 3.6% Other (Personal Mastery College, 2016).

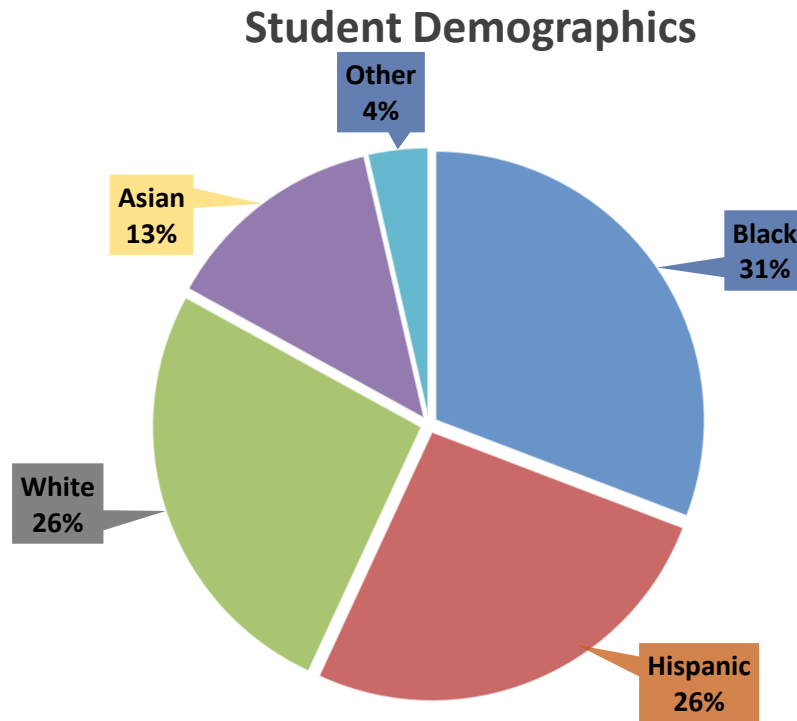


Figure 3. Student Demographics

Population for the Study

The 3,863 unique student participants in this study were enrolled in general education courses at Personal Mastery College during the academic years 2012/2013, 2013/2014, and 2014/2015. These students took at least two general education courses during those years. Within the same academic year, 1,097 students were taught by both a full-time faculty member and a part-time faculty member. The data contain 542 faculty reports recorded for those students, including 232 full-time faculty members (43%) were full-time, and 310 part-time faculty members (57%). These faculty members recorded 43,250 scores on information literacy competencies for the 3,863 students.

The courses in which students enrolled were all general education courses, representing both required foundation courses (English and Speech) and distribution courses in Arts, Humanities, Social Science, and Science. Information literacy was included as a part of the student learning outcomes for each course in this study. Figure 4 shows the distribution of the student records among the four discipline categories.

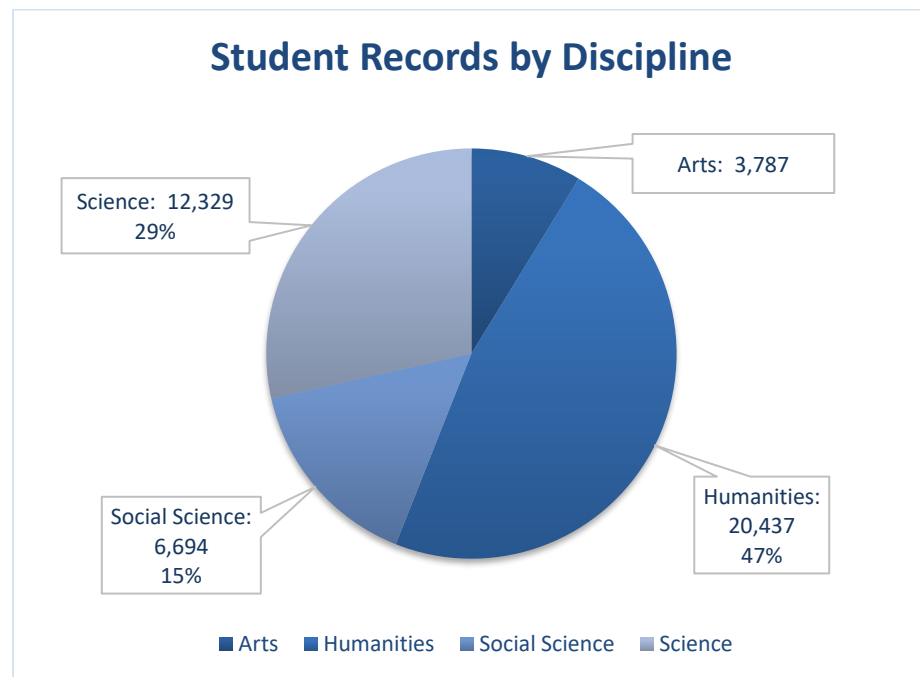


Figure 4. Distribution of student records by discipline

For the purposes of this study, the researcher limited the analysis to the discipline courses that enrolled the largest populations of students. Art and music courses represented the Arts discipline group while English, history, and speech courses represented the Humanities. Economics and sociology courses represented the Social Sciences, and biology and chemistry courses represented the Sciences discipline group (See Table 3). A total of 28,833 student scores

were examined in this study to investigate whether full-time and part-time faculty members perceived students' competencies in information literacy differently.

Table 3.

Distribution of Student Records by Course Subjects

Course subjects	Fall2012	Spr2013	Fall2013	Spr2014	Fall2014	Spr2015	Total
Art	616	1378					1994
Biology					2872	2334	5206
Chemistry					1685	1304	2989
Economics					2047	20	2067
English	120	5342	996	606			7064
History				2638	1122		3760
Music		991					991
Sociology					420	990	1410
Speech		3352					3352
Grand Total	736	11,063	996	3244	8146	4648	28,833

Instrumentation

The data for this study were gathered through a rubric developed by faculty at Personal Mastery College in fall 2012 (See Appendix A). The rubric was based upon the VALUE rubric for information literacy developed as part of The Association of American Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative in 2005. The use of rubrics to evaluate students' information literacy was validated by Oakleaf (2009). Full-time and part-time faculty members teaching selected general education courses at Personal Mastery College recorded their perceptions of five student-

demonstrated information literacy competencies, using a rubric that rated student performance on a 4-point scale (see Table 4). Faculty also had an option to choose a Not Applicable response. The chart below defines the competencies and the rating scale.

Table 4.

Information Literacy Competency Ratings Scale

Competency	Definition	Proficiency Rating
Know	the ability to determine the nature and extent of the information needed	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Access	the ability to access needed information effectively and efficiently	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Evaluate	the ability to evaluate information and sources critically and incorporates selected information into his or her knowledgebase and value system	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Use	the ability to use information effectively to accomplish a specific purpose	3 Advanced 2 Proficient 1 Novice 0 Not Evident
Ethics	the ability to understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	3 Advanced 2 Proficient 1 Novice 0 Not Evident

The definitions of each competency were based on the Association of College and Research Libraries standards for college-level information literacy (2000).

Procedures

Procedures for this study included using the data recorded by the full-time and part-time faculty of Personal Mastery College from 2012 through 2015 as they evaluated the information literacy competencies of students in select general education courses. In 2012, faculty members were asked to identify specific general education courses where the student learning outcomes included information literacy competencies. In each year of a three-year cycle, faculty members used the Personal Mastery information literacy rubric to record their perceptions of students' information literacy competencies as demonstrated by student performance on a common assignment in that course. In academic year 2012/2013, the focus was on Arts and English and Speech foundation courses. In academic year 2013/2014, faculty in the Humanities courses submitted their scores, and in academic year 2014/2015, the Sciences and Social Sciences faculty participated. The scores were entered by the faculty members into an online database using TracDat software, which included the unique course identifier, the student identifier, and the status of the faculty member as full-time or part-time.

During the three-year cycle, almost 112,500 individual student scores were recorded; of these, 43,250 scores represented 3,863 unique students who had taken at least two general education courses during those three academic

years. Among these students during the three years, 1,097 students were rated within the same academic year by both a full-time and part-time faculty member. A sample of the most highly enrolled courses in each year brought the number of student scores to 28,883, which was the data set for this research project.

Data Analysis

In this study, the data set was used to compare the recorded scores of demonstrated student information literacy competencies as perceived by full-time and part-time faculty members teaching select general education courses. Highly enrolled courses were selected to represent each of the four main discipline groups that contributed data to this study: art and music courses represented the Arts; English, history, and speech represented the Humanities; biology and chemistry represented the Sciences; and economics and sociology represented the Social Sciences.

Using SPSS version 26, the researcher compared the reported scores of student competence from the part-time faculty members with the reported scores from the full-time faculty members within each discipline grouping. The 28,883 individual scores included only those students who took the representative courses from both full-time and part-time faculty members during the three-year assessment period. Because the study investigated the relationship between the independent variable of the faculty members' employment status (full-time vs. part-time) and the dependent variables of the faculty-recorded scores in different discipline courses, multinomial logistic regression analysis is an appropriate

statistical test (Creswell, 2014). See Table 5 for the data analysis procedures for this research study.

Table 5.

Data Analysis Procedures for the Four Research Questions

Research Question	Independent Variable	Dependent Variable	Statistical Procedure
1	Full-time/part-time faculty in Arts	Faculty-recorded scores of perceived student information literacy competency	Multinomial logistic regression analysis
2	Full-time/part-time faculty in Humanities	Faculty-recorded scores of perceived student information literacy competency	Multinomial logistic regression analysis
3	Full-time/part-time faculty in Social Science	Faculty-recorded scores of perceived student information literacy competency	Multinomial logistic regression analysis
4	Full-time/part-time faculty in Science	Faculty-recorded scores of perceived student information literacy competency	Multinomial logistic regression analysis

Summary

Previous studies of the impact of a faculty member's employment status on the student learning experience indicated that part-time faculty members may not receive sufficient institutional support or training, and as a result, that status may negatively affect student learning (Jaeger & Eagan, 2009; Kezar, Maxey & Eaton, 2014; Seymour, 2016). A common understanding of student learning competencies among a faculty is critical to the successful implementation of a learning outcomes assessment program (Banta, 2007; Banta, Jones & Black, 2009). Therefore, this research study examining whether full-time faculty members and part-time faculty members view student competencies differently furthered the understanding of how faculty status may impact student learning.

CHAPTER 4: RESULTS

This chapter summarizes the researcher's findings on full-time and part-time faculty perceptions of student-demonstrated information literacy competency. Presented are the descriptive statistics on full-time and part-time faculty demographic characteristics and inferential statistics that tested the four research questions.

Descriptive Statistics

Demographic Characteristics. The sample for this study consisted of full-time (180, 58%) and part-time (133, 42%) faculty members employed at a large multi-campus community college in the Mid-Atlantic region (N = 313). The majority of faculty were female (Full-time, 52%; Part-time, 55%). Most of the full-time faculty taught courses in Humanities (34%) and the Sciences (34%), while most of the part-time faculty taught courses in Humanities (44%). Finally, a good proportion of full-time faculty rated students' performance for the information literacy competency category *Proficient* (44%), while 45% of part-time faculty rated students as *Advanced*. Table 6 presents the demographic characteristics of faculty.

Table 6.

Full-time and Part-time Faculty Demographic Characteristics

Description	Full-Time		Part-Time	
	<i>N</i>	%	<i>N</i>	%
Population	180	57.5	133	42.49
Gender				
Male	86	47.8	60	45.1
Female	94	52.2	73	54.9
Discipline				
Arts	37	20.6	16	12.0
Humanities	62	34.4	59	44.4
Science	63	34.4	41	30.8
Social Sciences	19	10.6	17	12.8
Rating of Competencies				
Not Evident	11	6.1	4	3.0
Novice	14	7.8	18	13.5
Proficient	74	41.1	59	44.4
Advanced	81	45.0	52	39.1

**Full-time and Part-time Faculty in Arts Perceived Student-Demonstrated
Performance of Information Literacy Competencies**

RQ1. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Arts courses?

A multinomial logistic regression was conducted to model the relationship between the predictor variable, faculty employment status (part-time, full-time)

and the dependent variables, ratings of student-demonstrated performance of information literacy competency in Arts courses. The categories of student-demonstrated performance of information literacy competency were *Not Evident*, *Novice*, *Proficient*, and *Advanced*. In this analysis, the reference category for the predictor was part-time.

The overall model was statistically significant [$X^2(3, 856) = 13.932$, Nagelkerke $R^2 = .018$, $p < .01$]. The Likelihood Ratio Tests showed that faculty employment status made a significant contribution to the model. Table 7 presents the results for the student-demonstrated competency categories of the performance of information literacy competency. The statistics presented were the regression coefficients, the Wald test, adjusted odds ratio [Exp(B)], and the 95% confidence intervals (CI) for odds ratios. The student-demonstrated category of information literacy competency *Advanced* was used as the reference category for the other three categories: *Not Evident*, *Novice*, and *Proficient*. Multinomial logistic regression results revealed that faculty employment status was a statistically significant predictor of perceived student-demonstrated performance of information literacy competency categories *Not Evident* ($p = .029$) and *Proficient* ($p = .016$).

The multinomial logit results comparing full-time faculty to part-time faculty for perceiving student-demonstrated performance of information literacy competency categories for *Not Evident* to *Advanced* was .835 units higher. Moreover, the probability of the perception of full-time faculty versus part-time

faculty in reference to student-demonstrated performance of information literacy competency categories *Not Evident* to *Advanced* increased by 2.304.

The multinomial logit for the *Proficient* to *Advanced* competency categories for full-time faculty relative to part-time faculty was .393 units higher. Likewise, the probability of full-time faculty relative to part-time faculty in the perception of student-demonstrated performance of information literacy competency for the *Proficient* to *Advanced* categories was increased by 1.481.

Altogether, the results suggested that full-time Arts faculty were more likely than part-time Arts faculty to perceive student-demonstrated performance of information literacy competency as *Not Evident* compared to *Advanced* within representative Arts courses. The results also suggested that full-time Arts faculty were more likely than part-time Arts faculty to perceive student-demonstrated performance of information literacy competency as *Proficient* compared to *Advanced* within representative Arts courses. Thus, the null hypothesis was rejected.

Table 7

Multinomial Logistic Regression Results of Full-time and Part-time Faculty and Perceived Student-Demonstrated Performance of Information Literacy Competencies in Arts

								95% CI for Exp(B)	
Competencies		B	Std. Error	Wald	df	p	Exp(B)	Lower Bound	Upper Bound
Not Evident	Full-Time	.835	.383	4.758	1	.029	2.304	1.088	4.877
Novice	Full-Time	-.358	.293	1.493	1	.222	.699	.394	1.241
Proficient	Full-Time	.393	.164	5.761	1	.016	1.481	1.075	2.041

Note: The reference category is information literacy competency of *Advanced*.

Full-time and Part-time Faculty in Humanities Perceived Student-Demonstrated Performance of Information Literacy Competencies

RQ2. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Humanities courses?

A multinomial logistic regression was conducted to model the relationship between the predictor variable, faculty employment status (part-time, full-time) and the dependent variables, ratings of student-demonstrated performance of information literacy competencies (*Not Evident*, *Novice*, *Proficient*, and *Advanced*) in Humanities courses. In this analysis, the reference category for the predictor was part-time.

The overall model was statistically significant [$X^2(3, 856) = 13.932$, Nagelkerke $R^2 = .023$, $p < .001$]. The Likelihood Ratio Tests showed that faculty employment status made a significant contribution to the model. Table 8 presents the results for the student-demonstrated competency categories of the performance of information literacy competency. The statistics presented were the regression coefficients, the Wald test, adjusted odds ratio [Exp(B)], and the 95% confidence intervals (CI) for odds ratios. The student-demonstrated information literacy competency category *Advanced* was used as the reference category for the other three categories: *Not Evident*, *Novice*, and *Proficient*. Multinomial logistic regression results revealed that faculty employment status

was a statistically significant predictor of perceived student-demonstrated performance of information literacy competency categories *Novice* ($p = .000$) and *Proficient* ($p = .000$) in Humanities courses.

The multinomial logit results comparing full-time faculty to part-time faculty for perceiving student-demonstrated performance of information literacy competency categories for *Novice* to *Advanced* was .538 units higher. Moreover, the probability of the perception of full-time faculty versus part-time faculty in reference to student-demonstrated performance of information literacy competency categories *Novice* to *Advanced* categories increased by 1.712.

The multinomial logit for the *Proficient* to *Advanced* competency categories for full-time faculty relative to part-time faculty was .671 units higher. Likewise, the probability of full-time faculty relative to part-time faculty in the perception of student-demonstrated performance of information literacy competency for the *Proficient* to *Advanced* categories was increased by 1.957.

Overall, the results suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency categories as *Novice* compared to *Advanced* within representative Humanities courses. The results also suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competencies as *Proficient* compared to *Advanced* within representative Humanities courses. Thus, the null hypothesis was rejected.

Table 8

Multinomial Logistic Regression Results of Full-time and Part-time Faculty Perceived Student-Demonstrated Performance of Information Literacy Competencies in Humanities

Competencies		B	Std. Error	Wald	df	Sig.	Exp(B)	95% CI for Exp(B)	
								Lower Bound	Upper Bound
Not Evident	Full-Time	-.043	.221	.038	1	.846	.958	.621	1.479
Novice	Full-Time	.538	.127	17.869	1	.000	1.712	1.334	2.196
Proficient	Full-Time	.671	.090	55.818	1	.000	1.957	1.641	2.334

Note: The reference category is information literacy competency of Advanced.

Full-time and Part-time Faculty in Science Perceived Student-Demonstrated Performance of Information Literacy Competencies

RQ3. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Science courses?

A multinomial logistic regression was conducted to model the relationship between the predictor variable, faculty employment status (part-time, full-time) and the dependent variables, ratings of student-demonstrated performance of information literacy competencies (*Not Evident*, *Novice*, *Proficient*, and *Advanced*) in Science courses. In this analysis, the reference category for the predictor was part-time.

The overall model was not statistically significant [$X^2(3, 1066) = 4.254$, Nagelkerke $R^2 = .005$, $p = .235$] and, therefore, not more effective than the null model (intercept only). Since there was no significance, the remaining tests results (Likelihood Ratio Tests, parameter estimates, etc.) of the multinomial logistic regression analysis were ignored because of the lack of explanatory power. Thus, the null hypothesis was retained. No tables were generated for the multinomial logistic regression analysis.

Full-time and Part-time Faculty in Social Science Perceived Student-Demonstrated Performance of Information Literacy Competencies

RQ4. What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Social Science courses?

A multinomial logistic regression was conducted to model the relationship between the predictor variable, faculty employment status (part-time, full-time) and the dependent variables, ratings of student-demonstrated performance of information literacy competencies (*Not Evident*, *Novice*, *Proficient*, and *Advanced*) in Social Science courses. In this analysis, the reference category for the predictor was part-time.

The overall model was statistically significant [$X^2(3, 2635) = 41.191$, Nagelkerke $R^2 = .017$, $p < .001$]. The Likelihood Ratio Tests showed that faculty employment status made a significant contribution to the model. Table 9 presents the results for the student-demonstrated competency categories of the

performance of information literacy competency. The statistics presented were the regression coefficients, the Wald test, adjusted odds ratio [Exp(B)], and the 95% confidence intervals (CI) for odds ratios. The student-demonstrated information literacy competency category *Advanced* was used as the reference category for the other three categories: *Not Evident*, *Novice*, *Proficient*.

Multinomial logistic regression results revealed that faculty employment status was a statistically significant predictor of perceived student-demonstrated performance of information literacy competency categories *Not Evident* ($p = .000$) and *Proficient* ($p = .015$).

The multinomial logit comparing full-time faculty to part-time faculty was 1.163 units lower for perceiving student-demonstrated performance of information literacy competency categories as *Not Evident* to *Advanced*. Moreover, the probability of full-time faculty relative to part-time faculty perceiving student-demonstrated performance of information literacy competency categories as *Not Evident* to *Advanced* decreased by .312.

The multinomial logit for full-time faculty versus part-time faculty was .212 units higher for perceiving student-demonstrated performance of information literacy competency as *Proficient* to *Advanced*. Likewise, the probability of full-time faculty relative to part-time faculty perceiving student-demonstrated performance of information literacy competency as *Proficient* to *Advanced* was increased by 1.237.

Overall, the results suggest that full-time faculty were less likely than part-time faculty to perceive student-demonstrated performance of information literacy

competency categories as *Not Evident* compared to *Advanced* within representative Social Sciences courses. However, the results also suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency categories as *Proficient* compared to *Advanced* within representative Social Sciences courses. Thus, the null hypothesis was rejected.

Table 9

Multinomial Logistic Regression Results of Full-time and Part-time Faculty Perceived Student-Demonstrated Performance of Information Literacy Competencies in Social Sciences

Competencies		B	Std. Error	Wald	df	Sig.	Exp(B)	95% CI for Exp(B)	
								Lower Bound	Upper Bound
Not Evident	Full-Time	-1.163	.238	23.790	1	.000	.312	.196	.499
	Novice	.094	.118	.632	1	.427	1.098	.872	1.384
Proficient	Full-Time	.212	.088	5.871	1	.015	1.237	1.041	1.468

Note: The reference category is information literacy competency of Advanced.

Summary

The researcher examined the relationship between the status of the faculty member as either full-time or part-time and the faculty member's recorded perception of students' information literacy competencies. The researcher also investigated whether the faculty members demonstrated common perceptions based on the courses they taught or the discipline groups to which they belong. The findings of the analyses (multinomial logistic regression) presented in this

chapter answered the four research questions outlined in this study. Descriptive statistics examined the demographic characteristics of full-time and part-time faculty. Multinomial logistic regression was calculated to determine whether the independent variable were good predictors of the dependent variable in terms of the four disciplines (Arts, Humanities, Sciences, and Social Sciences).

The multinomial logistic regression results for research question one revealed that faculty employment status was a good predictor of student-demonstrated performance for the information literacy competency categories, *Not Evident* and *Proficient*. The results suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Not Evident* and as *Proficient* compared to *Advanced* within representative Arts courses.

For research question two, the multinomial logistic regression results revealed that faculty employment status was a good predictor of student-demonstrated performance of information literacy competencies *Novice* and *Proficient*. The results suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Novice* and as *Proficient* compared to *Advanced* within representative Humanities courses.

As for research question three, the multinomial logistic regression results were insignificant. Thus, faculty employment status was not a good predictor of the student-demonstrated performance of information literacy competency categories within representative Sciences courses.

Finally, for research question four, the multinomial logistic regression results revealed that faculty employment status was a good predictor of student-demonstrated performance of information literacy competency categories *Not Evident* and *Proficient*. The results suggested that full-time faculty were less likely than part-time faculty to perceive student-demonstrated performance as *Not Evident* compared to *Advanced* for information literacy competency within the representative Social Sciences courses. However, full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance as *Proficient* compared to *Advanced* for information literacy competency within the representative Social Sciences courses. Chapter 5 presents a discussion on the findings as they related to the literature, along with the limitations of the study, and recommendations for best practice and future research.

CHAPTER 5: DISCUSSION

Introduction

As public higher education institutions experienced years of reduced public funding, the number of full-time faculty positions declined, and part-time faculty or contingent faculty have provided a more economical option. Without long-term salaries or benefits, part-time faculty members generally bring similar academic credentials to their teaching assignments without the institutional commitment to tenure, professional development, or even administrative support (Kezar, Maxey, & Eaton, 2014). Part-time faculty members now represent the majority of faculty members in higher education at 52% (Kezar & Maxey, 2014a), and in community colleges, more than 70% (Kezar & Maxey, 2014b). Despite their tenuous status, part-time faculty perform many of the same instructional tasks as do their full-time colleagues, particularly in assessing student learning. Part-time faculty members often teach introductory, lower-level courses that constitute the general education programs at many institutions (Seymour, 2016). Their students should demonstrate the expected learning outcomes defined by the institution's regional accrediting agency.

For its accredited colleges and universities, The Middle States Commission for Higher Education (MSCHE) *Standards for Accreditation and Requirements for Affiliation* defines a general education curriculum that promotes competencies in communication, reasoning, technology, and information literacy (Middle States Commission for Higher Education, 2015). The information literacy competencies for students reflect the standards adopted by the American Library

Association (ALA). These standards require that the information literate learner understands how to identify the need for information, knows the processes for finding and evaluating information, uses information to build knowledge and to support a purpose, and employs information ethically and responsibly (Association of College and Research Libraries, 2000). After the release of these standards, a national survey of faculty demonstrated that while faculty members thought that information literacy skills were necessary for student success in their courses, few thought that they should be taught within the content of their classes (Association of College and Research Libraries & American Association of Higher Education, 2001). Though the national survey findings recommended collaborations between teaching faculty and librarians to embed information literacy instruction into content courses, a later review of information literacy instruction saw very few institutions had answered that call (Loertscher, 2008).

The theory of a successful learning organization developed by Senge (2006) was used as the theoretical framework for this study. Senge described the importance of a shared vision among the members of the organization. Within an academic institution, a shared vision is difficult to achieve because each member's mental model is defined by his or her role in the institution. In fact, a study by Holcombe and Kezar (2018) demonstrated that the views on the issue of an increasing number of part-time faculty differed significantly depending on whether an individual was an administrator, a dean or provost, or a faculty member. In the practice of assessing student learning outcomes, engagement and training of faculty early in the process proved to be vital to successful

programs (Banta, 2007; Banta, Jones and Black, 2009; Suskie, 2009). However, institutions that employ significant numbers of part-time faculty members often do not invest in their professional development, negatively affecting student learning and completion rates (Jaeger & Eagan, 2009; Kezar, Maxey & Eaton, 2014; Seymour, 2016).

This study focused on one multi-campus community college in the Middle States accrediting region that employs both full-time and part-time faculty members. Because faculty members often identify strongly as members of a particular discipline group, their scores were grouped by courses in the arts, humanities, sciences, and social sciences—the discipline distributions that make up a traditional general education program. This chapter provides a summary of the study, including conclusions drawn from analysis of the data provided in Chapter 4. Following a brief discussion of the study's limitations, the chapter concludes with recommendations for community college leaders and areas for future research.

Summary of the Study

The purpose of this quantitative study was to apply Senge's (2006) theory of shared vision that relates the status of the faculty member as full-time or part-time to the overall faculty perceptions of student-demonstrated information literacy competency. The researcher sought to determine whether the status of the faculty member as either full-time or part-time affected the faculty member's perception of students' demonstration of information literacy competencies. The researcher also examined whether certain discipline groups had more or less

agreement among its faculty members regarding their perceptions of student performance.

The review of the literature discussed the economic pressures that have led to the proliferation of part-time faculty in higher education. Increased calls for accountability in higher education have led accrediting agencies to pressure institutions to demonstrate student learning through assessment. Information literacy, one of the general education competencies identified by the Middle States Commission on Higher Education, has been shown to be valued by discipline faculty members; however, these skills are rarely taught in content courses and few institutions have developed programs to bring librarians and content faculty members together to support information literacy instruction. Part-time faculty members frequently teach introductory courses that address general education competencies, but as the literature documented, several studies have demonstrated that part-time faculty members do not receive the institutional support to participate meaningfully in student learning outcomes assessment. A gap exists in the literature about the effect of full-time versus part-time faculty status on the assessment of information literacy. This study addresses that gap, but it also extends Senge's theory of a learning organization by examining the different mental models that faculty members have toward student performance.

Summary of Results

The researcher used a quantitative research design for this study, using *ex-post facto* data reported by faculty members through a survey administered by

Personal Mastery College (a pseudonym) from Fall 2012 through Spring 2015. The sample for this study consisted of 180 full-time (58%) and 133 part-time (42%) faculty members employed at the large multi-campus community college in the Mid-Atlantic region. Four research questions were addressed using multinomial logistic regression analysis. The following section presents a summary of the findings and discussion for the four research questions.

Faculty Perceptions in the Arts. RQ1: What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Arts courses?

The first research question focused on the Arts general education courses, where the full-time faculty members represented 20.6% of the sample and part-time faculty represented 12% (see Table 6). A comparison of the recorded faculty perceptions of student competence revealed that faculty employment status was a statistically significant predictor of perceived student-demonstrated performance of information literacy competencies *Not Evident* ($p = .029$) and *Proficient* ($p = .016$). The results suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competencies as *Not Evident* compared to *Advanced* within representative Arts courses. The results also suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Proficient* compared to *Advanced* within representative Arts courses.

Faculty Perceptions in the Humanities. RQ2: What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Humanities courses?

The second research question focused on the Humanities general education courses, where the full-time faculty members represented 34.4% of the sample and part-time faculty represented 44.4% (see Table 6). A comparison of the recorded faculty perceptions of student competence revealed that faculty employment status was a statistically significant predictor of perceived student-demonstrated performance of information literacy competency categories *Novice* ($p = .000$) and *Proficient* ($p = .000$). The results suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Novice* compared to *Advanced* within representative Humanities courses. The results also suggested that full-time faculty were more likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Proficient* compared to *Advanced* within representative Humanities courses.

Faculty Perceptions in the Sciences. RQ3: What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Science courses?

The third research question focused on the Science general education courses, where the full-time faculty members represented 34.4% of the sample

and part-time faculty represented 30.8% (see Table 6). Interestingly, a comparison of the recorded faculty perceptions of student competence revealed that faculty employment status was not a statistically significant predictor of perceived student-demonstrated performance of information literacy competencies ($p = .235$).

Faculty Perceptions in the Social Sciences. RQ4: What is the difference between full-time and part-time faculty perceptions of the student-demonstrated performance of information literacy competencies within representative Social Science courses?

The fourth research question focused on the Social Science general education courses, where the full-time faculty members represented 10.6% of the sample and part-time faculty represented 12.8% (see Table 6). A comparison of the recorded faculty perceptions of student competence revealed that faculty employment status was a statistically significant predictor of perceived student-demonstrated performance of information literacy competency categories *Not Evident* ($p = .000$) and *Proficient* ($p = .015$). At the same time, the probability of full-time faculty relative to part-time faculty perceiving student-demonstrated performance of information literacy competency as *Proficient* to *Advanced* was increased by 1.237. The results suggested that full-time faculty were less likely than part-time faculty to perceive student-demonstrated performance of information literacy competency as *Not Evident* compared to *Advanced* within representative Social Sciences courses. However, the results also suggested that full-time faculty were more likely than part-time faculty to perceive student-

demonstrated performance of information literacy competency as *Proficient* compared to *Advanced* within representative Social Sciences courses.

Discussion of Results

Senge (2006) defined *shared vision* as common purpose that carries through a learning organization to provide coherence to the many diverse activities that occur within a complex structure. This framework is particularly relevant to academic institutions. Academic leaders might inspire their constituents to undertake initiatives like student learning outcomes assessment by appealing to the shared vision of student success, yet as Serban (2004) and Walvoord (2010) discussed, academic institutions contain varied cultures that are often in conflict. The student learning assessment process can lead to discord over faculty power and institutional priorities, such as accreditation requirements. Ideally, in Senge's concept, learning organizations advance through *team learning*; in the case of the institution in this study, faculty members' employment status influenced their perceptions significantly, raising the question of whether part-time faculty members really counted as team members in the organization.

Kuh et al. (2015) argued that meaningful student learning outcomes assessment produces results that can be used to improve the learning environment in the classroom, engaging students and promoting degree completion. Walvoord (2010) extended the significance of learning assessment to an institution, offering that successful assessment programs should be tied to the college's mission and that results can be measured for institutional effectiveness. On a national level, student learning outcomes assessment has

been promoted as a means to address broader issues such as degree completion and demonstrating the value of higher education (Ewell, 2018; Kuh, Ikenberry, Jankowski, & Cain, 2015). These aspirations for learning assessment programs are based on best practices described by leaders in the assessment movement, who champion full participation of faculty members in the development of the learning outcomes, the methodology for assessing student learning, and the interpretation of the results (Banta, Jones, & Black, 2009; Suskie, 2009).

The results of this study reflect the concerns raised by researchers who studied the impact of increasing dependence on part-time faculty members on student learning and completion (Bowden & Gonzalez, 2012; Jacoby, 2006; Jaeger & Eagan, 2009; Kezar, Maxey, & Eaton, 2014; Seymour, 2016). The significant differences in part-time versus full-time faculty perspectives of student performance demonstrates the challenge that community colleges face as the sector in higher education that employs large numbers of part-time faculty (Cohen, Brawer, & Kisker, 2014). Without engagement of all faculty in the development of student learning outcomes and assessment methods, community colleges may be able to meet their accreditation requirements, but they will not be participating in meaningful assessment.

This study indicates the institutional learning disability that Senge (2006) described when different members of an organization operate from different mental models. In the case of the institution in this study, the full-time faculty and the part-time faculty are clearly operating from different definitions of information

literacy for a significant portion of the general education program. Moreover, because many of the courses involved are introductory, students who are exiting courses taught by part-time faculty members may have experienced inflated assessments that poorly prepare them for subsequent courses.

Limitations

This study was subject to limitations. First, the study analyzed a sample of faculty members at one multi-campus community college in the Middle States Commission on Higher Education accrediting region. Further, it focused on a specific general education competency, information literacy, which has been documented in the literature as a competency that confuses many faculty members. In addition, the ex post facto data gathered for this study were limited to the particular time frame of the 2012 through 2014 academic years, using a rubric based on the Association of American Colleges and Universities VALUE rubric, modified to reflect the vocabulary of the specific institution.

Recommendations for Practice

Based on the findings of this study and the literature review, the researcher makes the following recommendations for improved practice regarding student learning outcomes assessment of information literacy:

1. Promote collaboration between librarians and discipline faculty. The literature demonstrated that library professionals have been the lead developers and scholars in information literacy pedagogy (Association of College and Research Libraries, 2016; Breivik & Jones, 1989; Bruce, 1997; Holman, 2011; Loertscher, 2008). When librarians and

discipline faculty members work together to develop information literacy instruction and assignments, discipline faculty are more informed and more positive about assessing their students for this competency (Saunders, 2012; Travis, 2008).

2. Invest in professional development for part-time faculty members.

Banta, Jones and Black (2009) noted that institutions that invested in professional development for all faculty overcame structural and cultural obstacles to establish effective assessment programs. Kezar, Maxey, and Eaton (2014) underscored the need for institutions to recognize the changing nature of faculty work due to the reliance on part-time faculty and to address the professional needs of these faculty to ensure institutional quality and integrity. Faculty members need to be engaged in their work and feel valued by the institution to participate in meaningful student assessment (Austin & Trice, 2016).

3. Support norming practices within and among discipline faculty. While Oakleaf (2009) demonstrated the validity of rubric assessment of information literacy, the reliability of the data gathered depends greatly on institutional support for norming sessions among discipline faculty. Community colleges face challenges in this issue because faculty schedules vary greatly, teaching loads are heavy, and part-time faculty members often have short-term appointments without compensation for work outside the classroom (Kezar & Maxey, 2014b). Yet a retrospective study of rubric-assessment of information literacy found

that assessing this competency without norming emphasizes process over quality, making the data meaningless for institutional improvement (Balanger, Zou, Rushing Mills, Holmes, & Oakleaf (2015).

Recommendations for Future Research

This study contributes to the body of knowledge regarding the effect of faculty roles in the institution on the assessment of student learning in general education courses. The results of this study lead the researcher to make the following recommendations for future research:

1. Enhance the study with qualitative data. The results of the national survey of information literacy instruction revealed a marked contrast between library staff and discipline faculty in their attitudes about the value of information literacy instruction (Association of College and Research Libraries & American Association of Higher Education, 2001). Interviews or surveys of the faculty at this institution could reveal whether these attitudes are still prevalent and whether they pose obstacles to effective assessment. Also, the data gathered in this quantitative study indicate that full-time and part-time faculty members in Science disciplines do not differ significantly in their perceptions of student competency. It would be enlightening for academic leaders in the studied institution to learn from the faculty whether these disciplines engaged in some best practices to support all faculty in this assessment activity.

2. Expand the quantitative analysis to examine the individual components of information literacy competency. Within the general scope of information literacy, five unique skills contribute to the definition of an information-literate individual. As Rosenblatt (2010) showed, undergraduate students reflect generational differences in how they manage information. Technology has offered students more information more quickly, so they may demonstrate higher competence in access yet lower competence in evaluating and documenting the sources of the information. For the disciplines in this study, it would be helpful to know specifically where students and faculty need more support.
3. Examine whether the difference in faculty perceptions between full-time faculty and part-time faculty are also evident in differences in academic rigor. A concerning result of this study is that in most instances where a difference exists between faculty perceptions, the full-time faculty members rate the students' competence lower than the part-time faculty members rate them. Studies of the institutional impact of part-time faculty on student learning have shown a negative effect on student retention and completion, particularly at community colleges (Bowden & Gonzalez, 2012; Seymour, 2016). A comparative study of student responses to the Center for Community College Student Engagement (CCSSE) survey about perceived academic rigor may also answer questions about whether there is any difference

between the rigor in courses taught by full-time and part-time faculty members.

Community colleges face significant challenges in responding to the public and political pressures that call for demonstrating the value of investments in higher education. Largely dependent on state and local funding, community colleges employ many part-time faculty members who are often well-qualified academically but who do not receive the professional development or administrative support that their full-time colleagues do. This disparity in faculty experience affects their perceptions of their place in the institution and can lead to significant differences in student learning and student success.

This study was conducted using the theory of shared vision in a learning organization as defined by Senge (2006) in relation to the employment status of faculty members within an institution. The theoretical framework proposed that individuals in different roles within an organization operate within different mental models that may impede their ability to engage in a shared vision. The results of the study confirmed that within the institution studied, the perceptions of demonstrated student competencies were affected by the employment status of the faculty member. In addition, the study found that within three out of four major discipline groups, the part-time faculty members perceived student performance differently from their full-time colleagues. Community college leadership, who employ the highest percentage of part-time faculty members within higher education, may find recommendations about best practices useful to close the gap between faculty perceptions within and among discipline groups.

Finally, this study suggested further research to add to the discussion about the impact of the increasing population of part-time faculty within higher education on student learning, persistence, and completion rates.

References

- American Association of University Professors. (1980). *The status of part-time faculty members*. Washington, DC: American Association of University Professors. <http://www.aaup.org/report/status-part-time-faculty>.
- American Council on Education (2008). *ACE analysis of higher education act reauthorization*. Washington, DC: ACE Division of Government and Public Affairs.
- Amstutz, D. & Whitson, D. (1997). University faculty and information literacy: Who teaches the students? *Research Strategies* 15(1), 18–25.
- Association of American Colleges. (1985). *Integrity in the college curriculum: A report to the academic community*. Washington, DC: Association of American Colleges.
- Association of American Colleges and Universities. (2005). *Liberal education and America's promise. The LEAP challenge: Education for a world of unscripted problems*. <http://www.aacu.org/leap>.
- Association of American Colleges and Universities. (2015). *General education maps and markers (GEMS): Designing meaningful pathways for student achievement*. www.aacu.org/publications/gems/maps-and-markers.
- Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*. American Library Association. <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.

- Association of College and Research Libraries. (2016). *Framework for information literacy for higher education*. American Library Association. <http://www.ala.org/acrl/standards/ilframework>.
- Association of College and Research Libraries & American Association of Higher Education (2001). *National information literacy survey*. American Library Association.
- Austin, A. E. & Trice, A. G. (2016). Core principles for faculty models and the importance of community. In Maxey, D. & Kezar, A. J. (2016). *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model* (pp. 58–80). New Brunswick, NJ: Rutgers University Press.
- Balanger, J., Zou, N., Rushing Mills, J., Holmes, C., & Oakleaf, M. (2015). Project RAILS: Lessons learned about rubric-assessment of information literacy skills. *Portal: Libraries and the Academy*, 15(4), 623.
- Bailey, T. R., Smith Jaggars, S., & Jenkins, D. (2015). *Redesigning America's community colleges: a clearer path to student success*. Cambridge, Massachusetts, MA: Harvard University Press.
- Banta, T. W. (Ed.). (2007). *Assessing student achievement in general education*. San Francisco, CA: Jossey-Bass.
- Banta, T. W., Jones, E. A., & Black, K. E. (Eds.). (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.

- Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change* 27(6), 12–26.
- Bastedo, M. N. (2016). Curriculum in higher education. In Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2016). *American higher education in the twenty-first century: social, political, and economic challenges*. (4th ed.). Baltimore, MD: Johns Hopkins University Press. 60–83.
- Bell, D. (1966). *The reforming of general education: The Columbia College experience in its national setting*. New York: Columbia University Press.
- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education* 32(3), 347–364. <http://www.jstor.org/stable/3448076>.
- Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university*. (3rd ed.). The Society for Research into Higher Education. Berkshire, England: Open University Press.
- Booker, D. (1995). *The learning link: Information literacy in practice*. Adelaide, Australia: Auslib Press.
- Bowden, R. & Gonzalez, L. P. (2012). The rise of contingent faculty: Its impact on the professoriate and higher education. *Journal of Applied Research in Higher Education*, 4(1), 5–22. doi.org/10.1108/17581181211230603.
- Bransford, J. D. & Brown, A. L. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Committee on Developments in the Science of Learning. Washington, DC: National Research Council Commission on Behavioral & Social Sciences & Education.

- Breivik, P. S. (1991). Literacy in an information society. *Educational leadership* 49(1), 87.
- Breivik, P. & Jones, D. (1989). *Information literacy: Revolution in the library*. New York, NY: McMillan.
- Bruce, C. (1997). *The seven faces of information literacy*. Blackwood, South Australia: Auslib Press.
- Bury, S. (2016). Learning from faculty voices on information literacy. *Reference Services Review*, 44(3), 237.
- Cameron, L., Wise, S. L., & Lottridge, S. M. (2007). The development and validation of the Information Literacy Test. *College & Research Libraries* 68(3), 229–236.
- Caravello, P. S., Kain, E. L., Macicak, S., Kuchi, T., & Weiss, G. L. (2008). Information literacy: The partnership of sociology faculty and social science librarians. *Teaching Sociology*, 36(1), 8.
- Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin* 39(7), 3–7.
- Cohen, A., Brawer, F., & Kisker, C. (2014). *The American Community College*. (6th ed.). San Francisco, CA: Jossey-Bass.
- College Board (2018). *Trends in college pricing 2018*. [https:// trends.collegeboard.org/college-pricing](https://trends.collegeboard.org/college-pricing).
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. (4th ed.). Los Angeles, CA: Sage.

- Dickinson, G. K. (2006). The spirit of inquiry in information literacy. *Teacher Librarian* 34(2), 23.
- Ewell, P. T. (2008). *Accreditation and the future of quality assurance: A tenth anniversary report from the Council for Higher Education Accreditation*. Boulder, CO: National Center for Higher Education Management Systems.
- Ewell, P. T., Paulson K., & Kinzie, J. (2011). *Down and in: Assessment practices at the program level*. Champaign, IL: National Institute for Learning Outcomes Assessment.
- Ewell, P. T. (2018). Fifty years of assessing learning: Plus ça change....?, *Change: The Magazine of Higher Learning*, 50(3), 69–72.
doi: 10.1080/00911383.2018.1509604.
- Fitzgerald, M.A. (2004). Making the leap from high school to college. *Knowledge Quest* 32(4), 19–24.
- Freeman, J. P. (2007). Community colleges in higher education: The role of community colleges in serving the underserved student. *Planning for Higher Education*, 35(3), 56–62.
- Gardner, M. M., Kline, K. A., & Bresciani, M. J. (Eds.). (2014). *Assessing student learning in the community & two-year college*. Sterling, VA: Stylus.
- Gappa, J., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: Jossey-Bass.
- Gullikson, S. (2006). Faculty perceptions of ACRL information literacy competency standards for higher education. *The Journal of Academic Librarianship*, 32(6), 583 – 592. doi.org/10.1016/j.acalib.2006.06.001.

- Hart Research Associates (2018). *Fulfilling the American dream: Liberal education and the future of work. Selected findings from online surveys of business executives and hiring managers. Conducted on behalf of the Association of American Colleges & Universities*. Washington, DC.
- Holcombe, E. & Kezar, A. (2018). Mental models and implementing new faculty roles. *Innovation in Higher Education*, 43, 91–96.
doi.org/10.1007/s10755-017-9415-x.
- Holman, L. (2011). Millennial students' mental models of search: Implications for academic librarians and database developers. *The Journal of Academic Librarianship*, 37, 19–27. doi.org/10.1016/j.acalib.2010.10.003
- Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education*, 77(6), 1081–1103.
http://www.jstor.org/stable/4122368.
- Jaeger, A.J. & Eagan, M.K. (2009). Unintended consequences: Examining the effect of part-time faculty members on associate's degree completion. *Community College Review*, 36(3), 167–194.
- Jankowski, N., Hutchings, P., Ewell, P., Kinzie, J., & Kuh, G. (2013). The degree qualifications profile: What it is and why we need it now. *Change: The Magazine of Higher Learning* 45, 6–15.
- Kezar, A. (2005). What do we mean by “learning” in the context of higher education? *New Directions for Higher Education*, 2005(131), 49–59.
- Kezar, A. & Maxey, D. (2014a). *Student outcomes assessment among the new non-tenure-track faculty majority. Occasional Paper #21*. National Institute

for Learning Outcomes Assessment. <http://www.learningoutcomesassessment.org>.

- Kezar, A. & Maxey, D. (2014b). Troubling ethical lapses: The treatment of contingent faculty. *Change: The Magazine of Higher Learning*, 46(4), 34. doi:10.1080/00091383.2014.925761.
- Kezar, A., Maxey, D., & Eaton, J. (2014). *An examination of the changing faculty: Ensuring institutional quality and achieving desired student learning outcomes. CHEA Occasional Paper*, Council on Higher Education Accreditation, Washington, DC.
- Kuh, G. D. (2008). *High impact practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Witt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Kuh, G. D. & Ikenberry, S. (2009). *More than you think, less than we need: Learning outcomes assessment in higher education*. Champaign, IL: National Institute for Learning Outcomes Assessment.
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., & Cain, T. R. (Eds.). (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass.
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). Beyond compliance: Making

assessment matter. *Change: The Magazine of Higher Learning*, 47(5), 8–16.

Loertscher, D. (2008). Information literacy: 20 years later. *Teacher Librarian* 35(5), 42.

Luckman, H. P., Caldwell, J., & Vogler, W. (1978). Part-timers and the academic labor market of the eighties. *American Sociologist*, 13(4), 184–195.

Mansour, T. & Porter, E. (2008). Educators' experience of teaching nursing research to undergraduates. *Western Journal of Nursing Research* 30(7), 888–904.

Macpherson, K. (2004). An information processing model of undergraduate electronic database information retrieval. *Journal of the American Society for Information Science and Technology*, 55(4), 333–347.

Maxey, D. & Kezar, A. J. (2016). *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model*. New Brunswick, NJ: Rutgers University Press.

Middle States Association of Colleges and Schools. Commission on Higher Education. (2003). *Developing research & communication skills: Guidelines for information literacy in the curriculum*. Philadelphia, PA: Middle States Commission on Higher Education.

Middle States Commission on Higher Education. (2015). *Standards for accreditation and requirements of affiliation*. (13th ed.). Philadelphia, PA: Middle States Commission on Higher Education.

National Commission on Excellence in Education (1983). *A nation at risk: The imperative for education reform*. Washington, DC: US Government Printing Office.

National Institute of Education. (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, DC: National Institute of Education/US Department of Education.

Oakleaf, M. J. (2006). *Assessing information literacy instruction: A rubric approach* (Doctoral dissertation, University of North Carolina at Chapel Hill, 2006). Dissertation Abstracts International, Proquest No.1095444541.

Oakleaf, M. (2009). Using rubrics to assess information literacy: An examination of methodology and interrater reliability. *Journal of the American Society for Information Science and Technology*, 60(5), 969–983.
doi:10.1002/asi.21030.

O'Banion, T. (1997). *A learning college for the 21st century*. Westport, CT: American Council on Education and Oryx Press.

O'Banion, T. (2012). *Access, success, and completion: A primer for community college faculty, administrators, support staff, and trustees*. Phoenix, AZ: League for Innovation in the Community College.

Piaget, J. (1950). *The psychology of intelligence*. London, England: Routledge.

Personal Mastery College. (2016). *Fall 2015 enrollment profile and fiscal year 2015 facts*. Office of Institutional Research and Analysis.

- Rockman, I. F. (2002). Strengthening connections between information literacy, general education, and assessment efforts. *Library Trends* 51(2), 185–198.
- Rosenblatt, S. (2010). They can find it, but they don't know what to do with it: Describing the use of scholarly literature by undergraduate students. *Journal of Information Literacy* 4(2), 50–61.
- Rudolph, F. (1977). *Curriculum: A history of the American undergraduate course of study since 1636*. San Francisco, CA: Jossey-Bass, 1977.
- Samson, S. (2010). Information literacy learning outcomes and student success. *Journal of Academic Librarianship* 36(3), 200–210.
- Saunders, L. (2008). Perspectives on accreditation and information literacy as reflected in the literature of library and information science. *The Journal of Academic Librarianship*, 34(4), 305–313. doi:10.1016/j.acalib.2008.05.003.
- Saunders, L. (2012). Faculty perspectives on information literacy as a student learning outcome. *The Journal of Academic Librarianship*, 38(4), 226–236. doi:10.1016/j.acalib.2012.06.0031.
- Saunders, L., Severyn, J., & Caron, J. (2017). Don't they teach that in high school? Examining the high school to college information literacy gap. *Library and Information Science Research*, 39, 276–283. doi.org/10.1016/j.lisr.2017.11.006
- Serban, A. M. (2004). Assessment of student learning outcomes at the institutional level. *New Directions for Community Colleges*, 126, 17–27.

- Senge, P. M. (2006). *The fifth discipline: The art & practice of the learning organization*. (2nd ed.). New York, NY: Doubleday.
- Seymour, J. L. (2016). *The interaction of faculty status and course delivery method on student retention and success in general education courses at a community college*. (Doctoral dissertation, Baker University).
- Shapiro, J. & Hughes, S. (1996). Information literacy as a liberal art. *Educom Review*, 31(2), 31.
- Smilkstein, R. (2003). *We're born to learn: Using the brain's natural learning process to create today's curriculum*. Thousand Oaks, CA: Corwin.
- Stripling, B. & Pitts, J. (1988). *Brainstorms and blueprints: Teaching library research as a thinking process*. Westport, CT: Libraries Unlimited.
- Suskie, L. (2009). *Assessing student learning: A common sense guide*. (2nd ed.). San Francisco, CA: Jossey-Bass.
- The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: US Department of Education.
- Travis, T. A. (2008). Librarians as agents of change: Working with curriculum committees using change agency theory. *New Directions for Teaching & Learning*, 114, 17–33. doi.org/10.1002/tl.314.
- Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. (2nd ed.). San Francisco, CA: Jossey-Bass.

- Wang, Y. (2007). Riding to the future—an investigation of information literacy skills of students at an urban university as applied to the web environment. *International Journal on ELearning*, 6(4), 593.
- Warner, D. A. (2008). *A disciplinary blueprint for the assessment of information literacy*. Westport, CT: Libraries Unlimited.
- Weiner, S. (2014). Who teaches information literacy competencies? Report of a study of faculty. *College Teaching*, 62(1), 5. doi:10.1080/ 87567555.2013.803949.
- Wells, C. A. (2016). Realizing general education: Reconsidering conceptions and renewing practice. *ASHE Higher Education Report*, 42(2), 1–85. doi: 10.1002/aehe.20068.
- Young, C. C., Cartwright, D. K., & Rudy, M. (2014). To resist, acquiesce, or internalize: Departmental responsiveness to demands for outcomes assessment. *Journal of Political Science Education*, 10(1), 3–22, doi:10.1080/15512169.2013.862502.

Appendix

Appendix A:

Personal Mastery College General Education Assessment Rubric:

Information Literacy

The Information Literacy Rubric is based on the Personal Mastery College Standards and Expectations for Information Literacy that were developed by an interdisciplinary group of faculty and librarians. Using the Association of College and Research Libraries' (ACRL) "Information Literacy Competency Standards for Higher Education", the Information Literacy Focus Group adapted the standards for Personal Mastery College.

Information Literacy includes the ability to identify, locate, and effectively use information from various print and electronic sources.

Standard 1 Know: The information literate student determines the nature and extent of the information needed.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable Assessment task does not reflect these characteristics for student performance.
<ul style="list-style-type: none"> Develops, revises and follows a plan of action to complete a research assignment or activity, including a realistic time frame, independently. Articulates a sophisticated, relevant research question Demonstrates a sophisticated ability in determining availability of, and gathering of, appropriate source materials Identify and develop new skills, such as technology and research skills, when needed to complete a research assignment or activity 	<ul style="list-style-type: none"> Develops, revises and follows a plan of action to complete a research assignment or activity, including a realistic time frame, with instructor support. Articulates a research question appropriate for the assignment or activity. Determines the availability of, and gathers, the appropriate source materials. Relies on familiar skills and strategies to complete research tasks 	<ul style="list-style-type: none"> Needs significant instructor support to develop a plan of action for a research assignment. Articulates a research question that may be too basic or limited in scope Requires significant support to determine the availability of, and gather, the appropriate source materials. Has limited skills and strategies to complete research tasks 	<ul style="list-style-type: none"> Is unable to develop a feasible plan of action for a research assignment. Does not articulate a research question or articulates a research question unrelated to the assignment or activity. Is unable to determine the availability of, or gather, the appropriate source materials Does not demonstrate effective strategies to complete research tasks 	

Standard 2 Access: The information literate student is able to access needed information effectively and efficiently.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident(0)	Not Applicable Assessment task does not reflect these characteristics for student performance
<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of source material • Independently employs sophisticated approaches for collecting and maintaining source material • Identify gaps in his or her knowledge, skills, or resources and refine research strategies and/or develops new skills, as necessary, independently 	<ul style="list-style-type: none"> • Identifies appropriate types and formats of source material needed to complete a research assignment or activity with some instructor support • Employs efficient and effective approaches for collecting and maintaining source material with limited instructor support • Identifies gaps in knowledge, skills or resources in a limited way, and completes tasks independently 	<ul style="list-style-type: none"> • Relies heavily on instructor support to identify appropriate types and formats of source material needed and identifies limited range of materials • Employs simplistic approaches for collecting and maintaining source material and requires significant instructor support • Relies on instructor or other support to complete tasks and/or demonstrates limited ability to identify knowledge or resource gaps 	<ul style="list-style-type: none"> • Is unable to identify appropriate types and formats of source materials needed. • Does not demonstrate the ability to collect and maintain source material • Is unable to complete research tasks and/or is unable to identify knowledge or resource gaps. 	

Standard 3 Evaluate: The information literate student evaluates information and sources critically and incorporates selected information into his or her knowledgebase and value system.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	
<ul style="list-style-type: none"> • Demonstrates advanced, independent ability to evaluate information for currency, objectivity, and validity. • Independently determines relevance to the research question • Seeks and responds appropriately to critical feedback 	<ul style="list-style-type: none"> • With limited guidance, critically evaluates information for currency, objectivity, and validity • Determines relevance of information to the research question with guidance. • May seek critical feedback but responds superficially 	<ul style="list-style-type: none"> • Does not or is unable to evaluate information for objectivity, currency, validity or relevance to the research question • Does not seek or respond to critical feedback 	<ul style="list-style-type: none"> • Does not or is unable to evaluate information for objectivity, currency, validity or relevance to the research question • Does not seek or respond to critical feedback 	<p>Not Applicable</p> <ul style="list-style-type: none"> • Assessment task does not reflect these characteristics for student performance

Standard 4 Use: The information literate student, individually, or as a member of a group, uses information effectively to accomplish a specific purpose.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	
<ul style="list-style-type: none"> • Demonstrates sophisticated ability to identify and summarize information be paraphrased or quoted. • Demonstrates advanced ability to synthesize new and prior information, including the use of quotations and paraphrases, in a manner that supports the purposes of the assignment or activity, independently. • Uses supplemental information, including graphics or data, in a sophisticated manner supporting the purpose of the assignment. 	<ul style="list-style-type: none"> • Identifies information and concepts to be paraphrased or quoted. • Selects and integrates new and prior information, including the use of quotations and paraphrases, in a manner that supports the purposes of the assignment or activity, with limited support. • Uses supplemental information, including graphics or data, in a manner that supports the purpose of the assignment, with limited guidance. 	<ul style="list-style-type: none"> • Identifies or summarize information and concepts to be paraphrased or quoted with guidance • Simplistically, synthesizes or integrates new and prior information or relies heavily on support • uses supplemental information simplistically and/or relies heavily on instructor support to use supplemental information 	<ul style="list-style-type: none"> • Does not accurately identify or summarize information and concepts to be paraphrased or quoted • Does not synthesize or integrate new and prior information • Does not use supplemental information appropriately 	<p>Not Applicable</p> <ul style="list-style-type: none"> • Assessment task does not reflect these characteristics for student performance

Standard 5 Ethics: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.			
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)
<ul style="list-style-type: none"> • Demonstrates an advanced ability to identify documents and resources that are protected by copyright or are otherwise considered to be intellectual property, independently • Demonstrates a sophisticated understanding of what constitutes plagiarism and use resources or materials only with proper attribution, independently. • Accepts responsibility for the ideas presented in the final product. 	<ul style="list-style-type: none"> • Correctly identifies documents and resources that are protected by copyright or are otherwise considered to be intellectual property, with limited support. • Understands what constitutes plagiarism and use resources or materials only with proper attribution, with limited support. • Accepts responsibility for the ideas presented in the final product. 	<ul style="list-style-type: none"> • Identifies documents and resources that are considered to be protected by copyright or are otherwise considered to be intellectual property with significant instructor guidance • Demonstrates a limited understanding of what constitutes plagiarism and does not consistently attribute source material • Does not accept responsibility for ideas presented in a final product 	<ul style="list-style-type: none"> • Plagiarizes • Does not accept responsibility for ideas presented in a final product
Not Applicable <ul style="list-style-type: none"> • Assessment task does not reflect these characteristics for student performance 			