

**ISLO FORUM ON ISLO #4  
INFORMATION LITERACY**  
Tuesday, February 14, 2017  
3:00 to 4:30 PM  
Guthrie Hall

**AGENDA**

- |   |                                  |
|---|----------------------------------|
| A. Welcome                                    | Andrea Horigan<br>Debbie Newcomb |
| B. Administration Comments                    | Dr. Greg Gillespie               |
| D. Introduction to ISLO #4                    | Andrea Horigan                   |
| E. Assessment data summary                    | Debbie Newcomb                   |
| F. Information Literacy Across the Curriculum | Peter Sezzi, Librarian           |
| H. Group activity and discussion              | All                              |
| I. Conclusion                                 | Andrea Horigan<br>Debbie Newcomb |

## ISLO #4 Forum

INFORMATION LITERACY

## ISLO-4 Information Literacy

Students will formulate strategies to locate, evaluate, and apply information from a variety of sources in a variety of formats such as print and/or electronic.

## Assessment Information

- ▶ 17 courses assessed
- ▶ Assessment tools used:
  - ▶ Research paper or project
  - ▶ Discussion board posts
  - ▶ Survey of number of sources students cite from a library
  - ▶ Oral and written reports
  - ▶ Article critiques
  - ▶ Test questions
  - ▶ Experience plans
- ▶ Performance targets used:
  - ▶ 75% will perform at a "C" or "Satisfactory" level or higher
  - ▶ 70% -
  - ▶ 65% -
  - ▶ 50% -
  - ▶ 80% will be able to correctly answer the question

## Data & Findings

- ▶ Target was met in 15 out of 17 courses
- ▶ Finding:
  - ▶ Students were able to utilize the knowledge learned in class
  - ▶ Students successfully completed research papers
  - ▶ Most students were able to understand the value of phrased searching
  - ▶ Students improved their ability to evaluate and critically analyze information from scientific sources
  - ▶ Students did better on the assignment earlier in the semester - possible laziness the 2<sup>nd</sup> time around
  - ▶ Students performed well
  - ▶ Small class size allowed students to have many experiences with materials
  - ▶ Use of research papers and short answer tests provided a better tool than multiple choice tests

## Suggestions from faculty

- ▶ Use more thought about current resources for the assignment & more critical thinking.
- ▶ With more practice & more discussions, students will be prepared to analyze, critique, and discuss in-depth research study or articles as well as scientific journals.
- ▶ Students were able to develop comprehensive plans but lacked the ability to discern appropriateness of various digital resources.
- ▶ Incorporate more brief writing assignments instead of one long paper.
- ▶ Students need more guidance on time management & critical thinking skills.
- ▶ Students would benefit from greater connections with tutors in the Writing Center.
- ▶ Create more challenging or in depth exam questions.
- ▶ Create checkpoints to monitor student progress.
- ▶ Assess using an assignment with more vigorous grading.

## Initiatives Created from Assessment

- ▶ Revise assignment and description of it
- ▶ Schedule early-in-the-term visit by VC Reference Librarian
- ▶ Let students revise work after graded by instructor to incorporate suggestions
- ▶ Provide practice/supporting assignments prior to assignment that is assessed
- ▶ Dialogue with the faculty to develop a template/checklist to guide students when examining a variety of curriculum ideas
- ▶ Increase sample size to obtain more data
- ▶ Develop a rubric to aid students & faculty
- ▶ Create more challenging or in depth exam questions

NOTE: only two initiatives required funding