

Information and Communication Literacy ILO Assessment Luncheon

Monday March 27th, 11:30-1:30

- I. Lunch (15 min.)
- II. How do ILOs fit into the college assessment? (15 min.)
 - a. Hierarchy of outcomes
 - b. Mapping of outcomes
 - c. Merritt College ILOs:
 - i. Communication
 - ii. Quantitative Reasoning
 - iii. Information & Computer Literacy
 - iv. Critical Thinking
 - v. Cultural Awareness
 - vi. Civic Engagement & Ethics
- III. Assessment of Information and Computer Literacy ILO (30 min.)
 - a. How are we going to do this?
 - b. Use of a common rubric to analyze an assignment
 - c. Reflection questions
 - d. Wrap-up luncheon in May and Fall Flex Presentation
- IV. Analysis of Assignments (45 min.)
 - a. In groups of 3-4 consider the assignment that you've selected:
 - i. Is it appropriate for measuring the ILO?
 1. If not, is there another assignment that you can use or a way to alter the assignment?
 - ii. Can you use the common rubric to analyze your results?
 - iii. How will you use the rubric to gather data?
- V. Questions (15 min.)

Merritt College Institutional Learning Outcome Assessment Spring 2017

Information and Computer Literacy: Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Course name and number:	
Name of instructor/s:	
Number of students assessed:	

*If you teach a multi-section course, please submit one rubric for all sections that participates (aggregate data) and list all instructors who participated in the data collection and reflection.

In the table below, indicate the number of students at each benchmark for each category listed:

	Excellent	Good	Average	Below Average	Incomplete
Utilizes software, such as word processing, presentation or application specific to discipline					
Access Needed Information: Accesses information using effective, well designed search strategies and most appropriate information sources.					
Evaluates Information and Sources Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance of the criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).					
Uses Information Effectively to Accomplish a Specific Purpose Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.					
Access and Use Information Ethically and Legally Students use correctly the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.					

Reflection Questions:

1. Identify three Strengths that you found in your students' work.

2. Identify three areas where improvement is needed.

3. What is one action that you (or the college) could take to improve an area that you've identified as a weakness?

4. Are there any specific resources that are required to improve students' ability in information and computer literacy?

Turn in your rubric with three samples of student work for inclusion in a college-wide portfolio. A permission form signed by the student must accompany each sample.

INFORMATION and COMPUTER LITERACY ILO
Assessment Agenda

Monday, May 15, 2017, 12:00-1:30

- I. Lunch (15 min.)
- II. General assessment observations (15 min.)
 - i. Information and Computer Literacy**
- III. Reflection questions (45 min.)
 - a. Summary of strengths
 - b. Summary of weaknesses
 - c. Proposed actions. Who will follow up on the actions?
 - d. Resources required to improve students' ability in Information and Computer Literacy?
- IV. Discussion about upcoming Fall ILO assessment **(Critical Thinking) and beyond** (15 min.)
- V. Turn in 3 examples of student work and permission forms, and sign timecards for stipend

Information and Computer Literacy ILO Assessment Meeting
May 15, 2017

Participants: Dan Lawson (Math), Heather Casale (Nutrition), Jennifer Yates (Radiological Sciences), Nia Hill (Landscape Horticulture), Nghiem Thai (Library), Viktor Kharazia (BioSci), Maril Bull (Landscape Horticulture), Laura Forlin (Landscape Horticulture), Molly Sealund (Landscape Horticulture)

Summary of Strengths:

- Our students are able to use software properly
- Our students are competent in using search engines
- Our students are able to access information from multiple sites and synthesis the information into a cohesive narrative
- Our students excel in digital work

Summary of Weaknesses:

- Some of our students are challenged by software
- Our students rely heavily on search engines
- Some of our students expressed fear of using computers
- Some of our students lack computer literacy
- Some of our students lack access to computers

Proposed Actions:

- Develop information and computer literacy summer bridge program
- Develop a plan to ensure information and computer literacy covered/assessed as part of orientation
- Align instruction with resources
- CIS intro. course may need updating to ensure students are all meeting basic computer literacy outcomes
- Market current resources available in the library so students are aware of the support available