Information Literacy Assessment

Phase 1 Assessment 2016-17

Need
1. The Speech Department formally **incorporated information literacy, an institutional core competency, into all sections of our GE SPCH 1 and SPCH 10 courses** effective fall 2016**.**

The following assessments are designed to support the department, division, and college in meeting immediate and long-term needs during this transition.

Assessment Plan 2016-17 (Phase 1)
1. Design and implement measures to assess Information Literacy. Track the number of faculty who use information literacy modules. Design measures to assess the extent to which faculty integrate information literacy into their learning programs. Develop measures to assess the extent to which students meet information literacy standards specified in our course outlines. Use assessment data to reflect and make improvements in teaching and learning. Share information literacy resources, assessments, reflections, and best practices with colleagues at department and division meetings. Enter assessment data into tracdat.
2. Assist faculty, department chair, and dean to integrate assessment data into program level planning and review.

Enhancement 2017-18 (Phase 2)

Create an Information Literacy and Hybrid Online Instructional Resource Library for Speech Communication Faculty

1. Need
In a recent survey completed by seventeen of our twenty Speech Communication faculty (full and part time), 100% requested additional help and resources to support extensive program changes.
- 100% of Speech faculty transitioned to using a Learning Management System (LMS) for their hybrid classes. 14 use Catalyst and 3 use Canvas. 100% will transition to Canvas in AY2016-17. Faculty need training and ongoing support in this transition.
  - ✓ Faculty requested additional resources for teaching hybrid 5-unit classes.
  - ✓ Faculty requested a department resource library with a focus on technical support [for students and faculty], and best practices for using Canvas.
  - ✓ Faculty requested resources to help students successfully navigate the LMS.
- The Speech Department formally incorporated Information Literacy, an institutional core competency, into all sections of our GE SPCH 1 and SPCH 10 courses effective Fall 2016. Faculty requested an instructional resource library of assignments, activities, assessments, and best practices for teaching Information Literacy.
- Faculty requested support embedding SLO assessments into Canvas.
- Initiatives are needed to positively affect student success rates especially with the hybrid transition.
- Collectively, our faculty have and will continue to develop assignments, activities, instructional videos, assessments, and best practices for online hybrid instruction, equity practices, and incorporating Information Literacy into their curriculum. There is currently no systematic way for faculty to share and access these resources.
- Ongoing follow-up, assessment, support, and training are critical to ensure success by every instructor in following through with the program changes and to ensure the integrity of the course and requirements of the curriculum.

2. The impact of this project on teaching and learning

- 100% of Speech faculty, including seven new p-t faculty hired AY2016-17 and two new f-t faculty approved for AY2017-18 will benefit from a resource library.
- 100% of faculty will transition to Canvas in AY2016-17, and therefore have access to (a)all instructional resources migrated to Canvas and to (b)all embedded assessments.
- 100% of students enrolled in Speech classes will benefit from resources and instructional practices specifically designed to improve success rates.

3. Project Plan and Timeline

The following work plan, developed in collaboration with Shagun Kaur (Chair) and Dean Thomas Ray, is designed to support the department, division, and college in meeting immediate and long-term needs associated with program changes.

- Collaborate with department members on resource library project at Opening Day Meeting
- Send description of project and e-mail request for resources to all full and part time faculty
- Create easily accessible and navigable categories in Canvas for
  - Online hybrid instructional materials
  - Information literacy resources
  - Equity resources to support student success
  - Instructional videos
- Review, evaluate, select, and migrate resources to Canvas
- Embed assessments in Canvas
- Initial launch and internal testing by full time faculty
- Full department launch
- Assess how the resources affect teaching and student success, reflect on assessments, and enter into TracDat
- Meet individually with faculty to assess the equity gap at a department and course level/Use the Data Inquiry Tool to analyze the equity gap/Explore ways to close the equity gap
- Facilitate discussion of best practices and reflection of resource use at department retreat

4. Assessment

We will assess, in collaboration with teaching faculty, how the resources affect teaching and learning and the impact on students success. We will track the number and quality of resources used and track frequency of use. We will also assess what additional resources need to be developed/included. After reflection, results will be entered into TracDat.

5. Follow-up

Assist faculty, department chair, and dean to integrate assessment data into program level planning and review.