

**Information Literacy Learning Community (ILLC) 2017-18**  
**October 24, 2017 (35-319b)**  
**9:10 to 10:00**

**Membership**

Academic Programs: Jack Phelan, Bruno Giberti, Mary Pedersen, Melinda Weaver; Kennedy Library: Adriana Popescu, Katherine O'Clair, Kaila Bussert; Statistics: Beth Chance; Journalism: Mary Glick; Honors Program: Greg Fiegel; Communication Studies: Martin Mehl; English: Carol Curiel, Amy Wiley; Kinesiology: Marilyn Tseng; Chem/Biochem: Grant Venerable; Bio Sciences: Sean Lema; Physics: Marwa Abdalmoneam; Business: Hong Hoang, Solina Lindahl; AgBus: Erik Slayter

Agenda Item	Notes	Action Items
Approve <a href="#">meeting minutes 10/03/17</a>	Minutes approved.	
Review: Information Literacy Research Questions & Benchmark Expectations (20 min)	<ul style="list-style-type: none"> <li><u>What are the current information literacy skills for upper division Cal Poly students?</u></li> </ul> <p>Put a definition of Information Literacy near the benchmark expectations as a reference.</p> <p>Criteria currently measured are skills we are seeking</p> <p>Should a goal be to find if students are having opportunities to practice skills in upper division? NSSE BCSSE Survey asks students to self-report on their connections, but cannot really draw much from that information.</p> <p>Peggy Papathakis in Nutrition interested in helping with the process piece.</p> <p>Sarah Keadle in Kinesiology wants feedback on assignment design.</p> <p>Senior Projects asked to keep a log of hours; could try to get a deeper level of details with their process. STAT has requested time logs but few students comply. Does PolyLearn provide this function (time sheets)?</p> <p>Use Forum on PolyLearn to collect their processes. Break up assignment into pieces with due dates to be accountable for their process. Balance between students and their habits and instructor expectations—what is reasonable?</p> <p>Unknown how widespread faculty ask students to capture their processes when working.</p>	

ENGL 145 instructors request a library workshop to explore before they begin to write. Tutorial offered to learn about library resources. Use Google forms--sends notifications to instructor as students do work. How are the workshops and the work from it assessed? Other GE sections to explore:

- 148 – tech writing, few students
- 149 – for Engineers, now has a Lit Review component
- 134 – Rhetoric paper

How do we get students to explain every detail/step of the process? Example-If they have 16 articles, how many did they look at to narrow it down to the 16? Why those 16 articles? Difficult.

Brady Teufel in Journalism who teaches Senior Project capstone class is willing to share his project and work with the committee – project based. Other path in JOUR is run by Dan Eller, which is paper based.

Could committee ask participating instructors for two things: recording the process and the final project/artifact? Appears this is what has to be done. Something that doesn't add extra burden to the instructor. Let students know they won't be graded on the process piece, that it's being collected to understand what students go through to do a project. Will students want feedback after doing the work? Probably. Guidance/Feedback should be embedded in the project itself.

Reflection piece is a good idea. For narratives, there would have to be a qualitative metric developed to analyze the responses. Instructors could find value in it if given the opportunity to go through the process.

A lot of good ideas and ways to start to analyze students' processes. Committee needs to decide on best practices for what assignments should have and how instructors can tease out students' processes. Need to make it something assessors want to/can read—and decide how long/complex this piece should be.

Can there be assessment of several sections of a single class and see the results at the end? May be difficult if the assignments are very different from each other. Important all have a reflection piece.

How many Senior Projects are independent projects, and how many are group work? Not many courses have common instruction.

○ What is our benchmark expectation?

- What are the current information literacy skills for lower division GE students?

	<ul style="list-style-type: none"> <li>○ <u>Benchmark expectation?</u></li> <li>• <u>What are the differences in upper and lower division students' information literacy skills?</u></li> </ul>	
Discussion: Assignment Design Possibilities	<ul style="list-style-type: none"> <li>• Review Assignment Descriptions: Kinesiology 319, Nutrition</li> <li>• Members describe activities they use to get students to think about their process.</li> </ul>	
Looking Ahead:		Jack: Take Peggy's and Sarah's assignment instructions and work with them to explore assignment design request; make connections with Engineering and Business.
	<b>Next Meeting: Tuesday 11/07; 9:10 to 10:00am (35-319B)</b>	
	<b>Fall 2017 Meeting Schedule</b> <del>Tuesday 09/19; 9:10 to 10:00am (35-319B)</del> <del>Tuesday 10/03; 9:10 to 10:00am (35-319B)</del> <del>Tuesday 10/24; 9:10 to 10:00am (35-319B)</del> Tuesday 11/07; 9:10 to 10:00am (35-319B) Tuesday 11/28; 9:10 to 10:00am (35-319B)	