

Information Literacy Learning Community (ILLC) 2017-18

September 19, 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
Announcements	<ul style="list-style-type: none">• NSSE data is in. Topical Module added to get feedback for. Think about other details the group wants. Will we get full demographic information from the test takers themselves? Yes. Want to be able to tie all data back to CP students. Final participation number was 16.7%. Marketing helped. Now it's every three years. Look at NSSE results this year.• Colleges have been interested in sending artifacts. Faculty hesitant that student work supposed to be shared. Want to validate rubric against artifacts. Can we collect artifacts and make them anonymous? In past some have given disclosure in their syllabi that work may be shared for assessment purposes. Collecting work can be done without student permission. Seems there are artifacts ready to use. How should the artifacts be presented? Print copy, uploaded? How do we capture the process, not just get the artifacts at the end? Students could be asked to show their process in some way. When gathering from a variety of sources, we can be selective about what is collected. If an assignment doesn't reflect the trait, it can be passed. Looking at process, is it worth considering creating faculty and student focus groups to get quantitative information? Useful to see difference between what faculty say to students and what students hear/understand.	

Setting Goals for Fall Quarter	<ul style="list-style-type: none"> • Collecting artifacts. Are we going to request some assignment design? Do we need to talk to faculty about including the evaluation in fall quarter? What does a signature assignment look like, and is it clear to everybody what's expected? The process for looking for information has been hard to evaluate—need to establish that process. Asking students to record every step of their process can add an exponential amount of work and time to their project. Can we capture some of the Topical Module Experience questions to use as we establish a process? Not every assignment has to have every piece if getting at the process can be added to the evaluation. What can be realistically expected in a final assignment? Trying to really align rubric with assignment. Having a department on board makes achieving more possible. Trying to establish consistency with assignments, not just giving standards. Give a template that can be used with a particular program. • Should round two be done outside of the group, or bring it back to the group? Purpose is to test the rubric. Need to know if the rubric works with real artifacts. If information is gleaned from the assessment, the signature assignments could be created. Time to look at student work and move away from models. Something needs to be developed that speaks for a particular group of people. 	
Upper Division Assessment Updates	<ul style="list-style-type: none"> • Target courses 	
Steps to Rubric Development / Assignment Design	<ul style="list-style-type: none"> • What is in the courses now and what's hidden: The triangulation discussed today can help tease out the things that aren't usually assessed • Signature assignment is something to continue to discuss • Develop Focus Groups: Talk to others who have done it so it's as comprehensive as possible. How do you carry it out without making people feel as if they're being judged, rather than providing assessment information? 	
Looking Ahead		
	Next Meeting: Tuesday 10/03; 9:10 to 10:00am (35-319B)	

Fall 2017 Meeting Schedule

Tuesday 09/19; 9:10 to 10:00am (35-319B)

Tuesday 10/03; 9:10 to 10:00am (35-319B)

Tuesday 10/24; 9:10 to 10:00am (35-319B)

Tuesday 11/07; 9:10 to 10:00am (35-319B)

Tuesday 11/28; 9:10 to 10:00am (35-319B)