Fall 2022 – Library / Information Literacy

Library SLOs:
SLO 1: The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.
SLO 2: The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.
SLO 3: The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

Agenda for Discussion:
- Review three data points (Canvas badge, ISLO data on info literacy, and English 150 info literacy)
- Ideas/updates for spring 2023

ISLO: Formulate strategies to locate, evaluate, and apply information from a variety of sources — print and/or electronic.

Demographic Category: Gender

Female

	Exceeds Expectations		Proficient Achievement		Adequate Achievement		Developing but Does Not Meet		Minimal Demonstrated Achievement		N/A	Total Enrolled Students
Fall 2022 Credit/Noncredit	251	41.69%	126	20.93%	112	18.60%	43	7.14%	70	11.63%	134	Includes sections w/o rosters
Overall	251	41.69%	126	20.93%	112	18.60%	43	7.14%	70	11.63%	134	Includes sections w/o rosters

**Male**

	Exceeds Expectations		Proficient Achievement		Adequate Achievement		Developing but Does Not Meet		Minimal Demonstrated Achievement		N/A	Total Enrolled Students
Fall 2022 Credit/Noncredit	277	47.68%	136	23.41%	91	15.66%	18	3.10%	59	10.15%	143	Includes sections w/o rosters
Overall	277	47.68%	136	23.41%	91	15.66%	18	3.10%	59	10.15%	143	Includes sections w/o rosters

Overall by Demographic Element for Demographic Category: Race

	Exceeds Expectations		Proficient Achievement		Adequate Achievement		Developing but Does Not Meet		Minimal Demonstrated Achievement		N/A	Total Enrolled Students
American Indian or Alaska Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	Includes sections w/o rosters
Asian	32	40.51%	20	25.32%	21	26.58%	0	0.00%	6	7.59%	19	Includes sections w/o rosters
Black or African American	16	24.62%	21	32.31%	15	23.08%	3	4.62%	10	15.38%	11	Includes sections w/o rosters
Hispanic	172	36.67%	108	23.03%	92	19.62%	33	7.04%	64	13.65%	111	Includes sections w/o rosters
Multi-Racial	43	48.31%	26	29.21%	8	8.99%	7	7.87%	5	5.62%	22	Includes sections w/o rosters
Native Hawaiian or Other Pacific Islander	0	0.00%	1	12.50%	0	0.00%	3	37.50%	4	50.00%	5	Includes sections w/o rosters
None/Unknown	4	44.44%	0	0.00%	3	33.33%	0	0.00%	2	22.22%	2	Includes sections w/o rosters
White	271	56.34%	86	17.88%	69	14.35%	15	3.12%	40	8.32%	110	Includes sections w/o rosters

English 150 Results Explorer

Results from one of the English 150 sections, dotted line shows comparison to other sections

SLO Performance

Student at Each Mastery Level per SLO   View Rubric
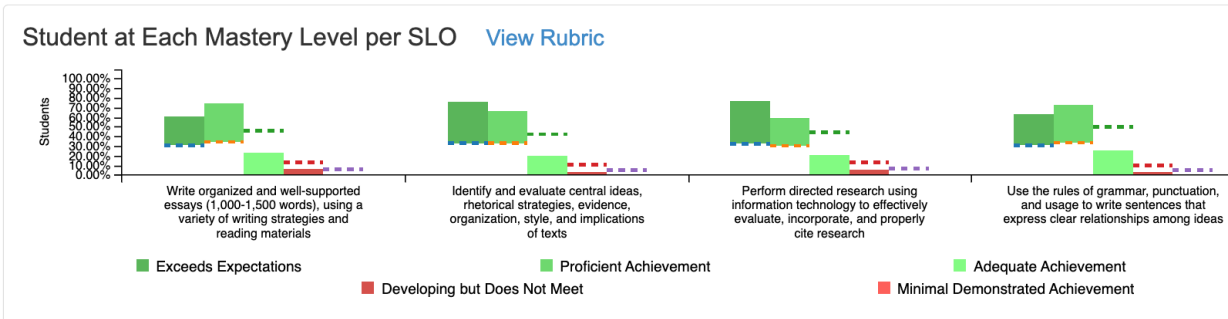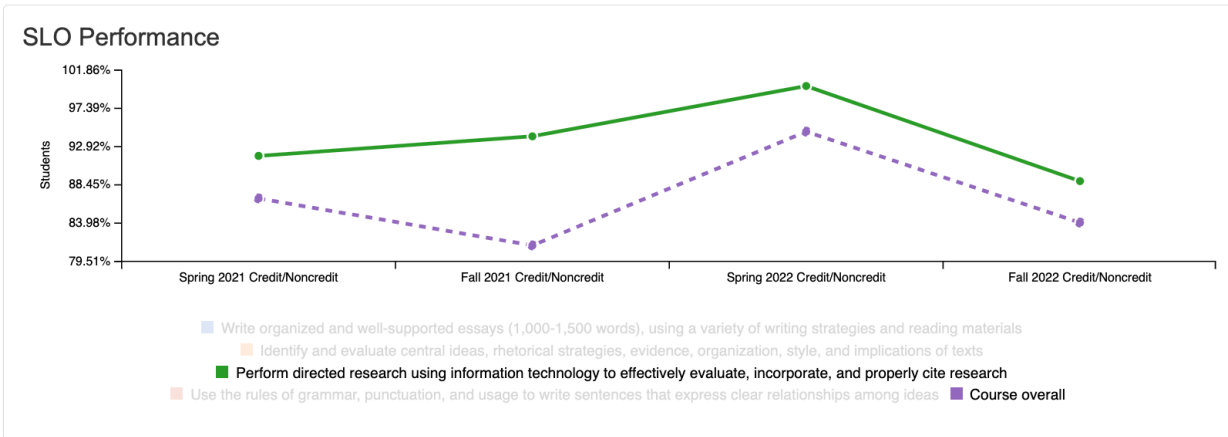
Discussion (added 2/15/23)

- need to track classes by CRN so we know more specifically who had the library tutorial
- did the professor do a tutorial themselves or did the librarians do it
- what are the specific courses
- we need to know which courses are mapped to the specific Information Literacy ISLO
- add Dave's report

Dave's Report (added 2/15/23)

COM Library Tutorial: All Time Statistics – August 2020-December 2022 (5 Semesters)

Category	Numb	Notes
Participants	602	Average: 120 students per semester
Logged in but did not take quiz	46	8%
Quiz takers	556	92%
Quiz takers who scored 4 out	2	<1%
Quiz takers who scored 5 out	30	5%
Quiz takers who scored 6 out	391	70%
Quiz takers who scored 7 out	131	24%
Quiz takers who passed (4, 5,	554	100%

Description. The Library Tutorial is a 45-minute introduction to doing research using College of Marin Library's main search tool, SuperSearch. The tutorial was implemented in August 2020. Between then and December 2022 the quiz had been completed by 556 students over the course of 5 semesters, for an average of 111 students per semester. The purpose of the quiz is to review the tutorial's content and to ensure that students complete the tutorial. The quiz can be attempted 3 times and is meant to be fairly easy. Virtually everyone who took the quiz eventually passed it.

Reflections:

- Most of the participants are ENGL 150 students.
- I'd like to know about demographics of the 46 (8%) of students who logged in but did not take the quiz. I'm also curious why they didn't finish.

- I'd like to figure out ways to encourage more instructors across many disciplines to require the tutorial. Only a tiny number of students, approximately 2, have done the tutorial voluntarily.
- It would be useful to get input from instructors about why they don't require it. I imagine a big part of the answer is a lack of publicity. It's hard to spread the word about the tutorial. Maybe I could present it at department meetings
- Some instructors were requiring their students to take the tutorial but stopped. I wonder why. It's hard to ask them without putting them on the spot, but I could try to frame it in an inviting way.