

Building an Assessment-Focused Information Literacy Program for Agriculture and Related Disciplines: A Collaborative Approach

Katherine O'Clair

Agriculture and Environmental Sciences Librarian

Robert E. Kennedy Library

California Polytechnic State University

United States Agricultural Information Network

2016 Biennial Conference

University of Florida

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Overview



CAL POLY



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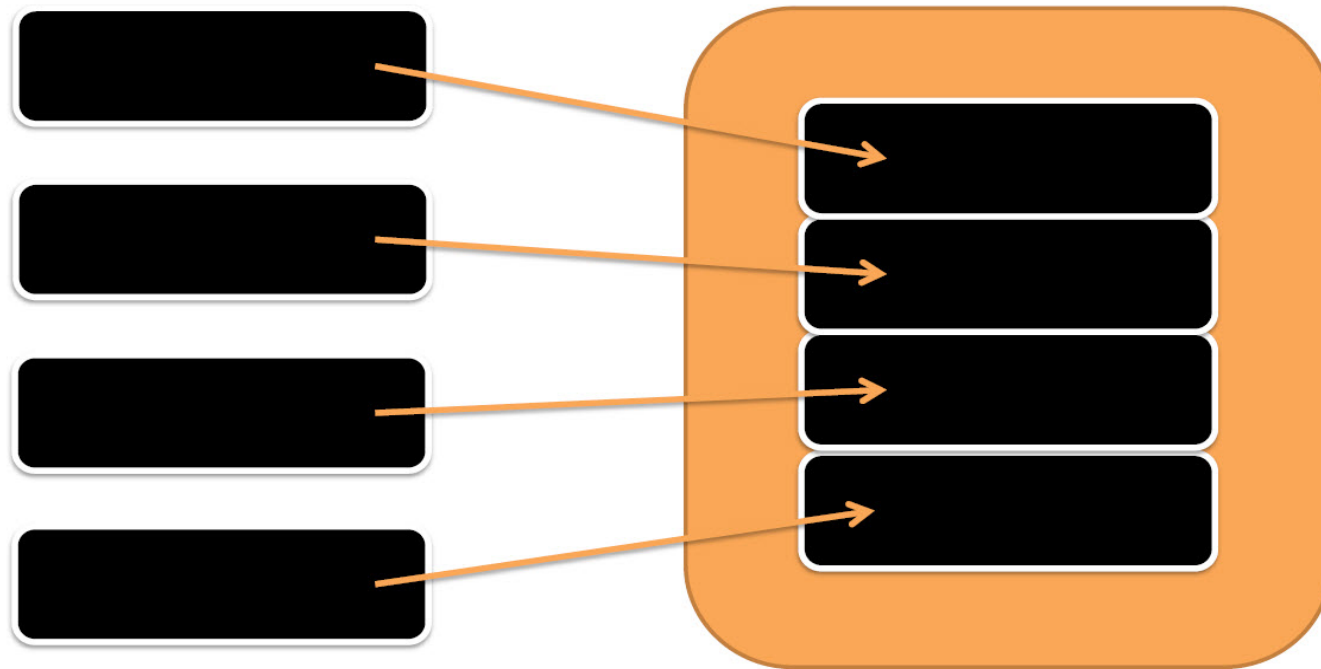
Department	Major(s)
Agribusiness	<ul style="list-style-type: none"> Agricultural Business
Agricultural Education and Communication	<ul style="list-style-type: none"> Agricultural Communication Agricultural Science
Animal Science	<ul style="list-style-type: none"> Animal Science Dairy Science
BioResource and Agricultural Engineering	<ul style="list-style-type: none"> Agricultural Systems Management BioResource and Agricultural Engineering
Food Science and Nutrition	<ul style="list-style-type: none"> Food Science Nutrition
Horticulture and Crop Science	<ul style="list-style-type: none"> Agricultural and Environmental Plant Sciences
Natural Resources Management and Environmental Sciences	<ul style="list-style-type: none"> Environmental Earth Science Environmental Management and Protection Environmental Soil Science Forestry and Natural Resources
Recreation, Parks and Tourism Administration	<ul style="list-style-type: none"> Recreation, Parks, and Tourism Administration
Wine and Viticulture	<ul style="list-style-type: none"> Wine and Viticulture

Early Information Literacy Initiatives

Library
Orientation

Senior Project
Workshops

Ad Hoc Course
Instruction



Course View

Programmatic View

From:

Fabbi, J. (2014, October 16-17). *Creating context for information literacy: Best practices for learning and assessment*. Presented at the Retreat on Core Competencies: Critical Thinking and Information Literacy, WASC Senior College and University Commission, Oakland, CA.

CAFES Library Instruction Inventory

Updated 10/28/2015

	AGB	AGED/ AGC	ASCI/DSCI	BRAE	FSN	HCS	NRES	RPTA	WVIT
100	AGB 101*	AGED 102* AGC 102*	ASCI 101* ASCI 112*	BRAE 128*	FSN 101 (FS)* FSN 101 (N)*	HCS 110*	NR 140*	(RPTA 101)* RPTA 110*	WVIT 101*
200			(ASCI 220)*						
300	AGB 301*		ASCI 312 ASCI 351*	(BRAE 340)	FSN 310*				WVIT 331
400	AGB 406 AGB 450	AGED 460*		BRAE 460*	FSN 416 FSN 461*	AEPS 461*	NR 478	RPTA 460*	WVIT 461*
500							SS 501		

* required course

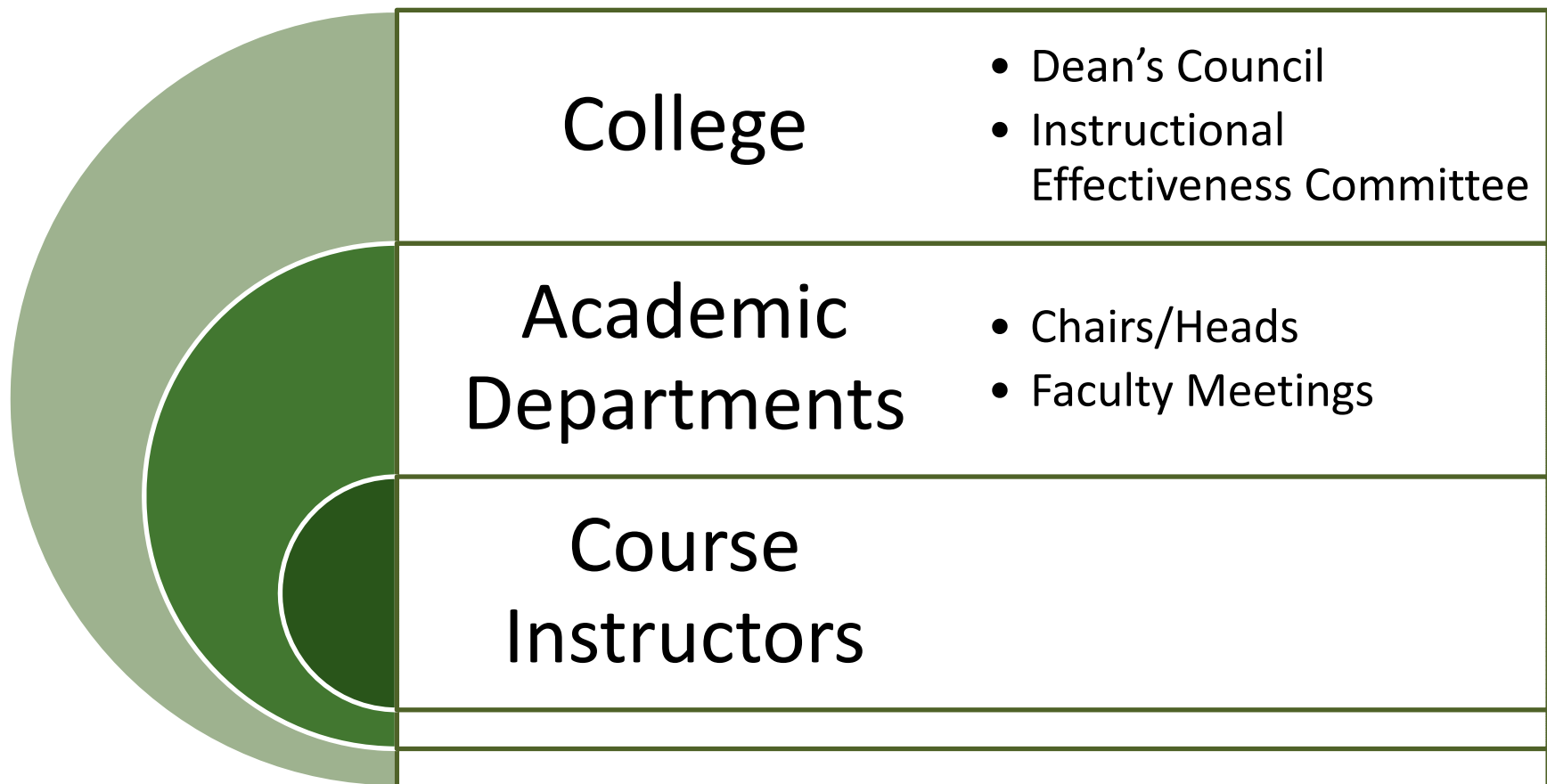
() instruction supported but not delivered in class by College Librarian

Defining Information Literacy

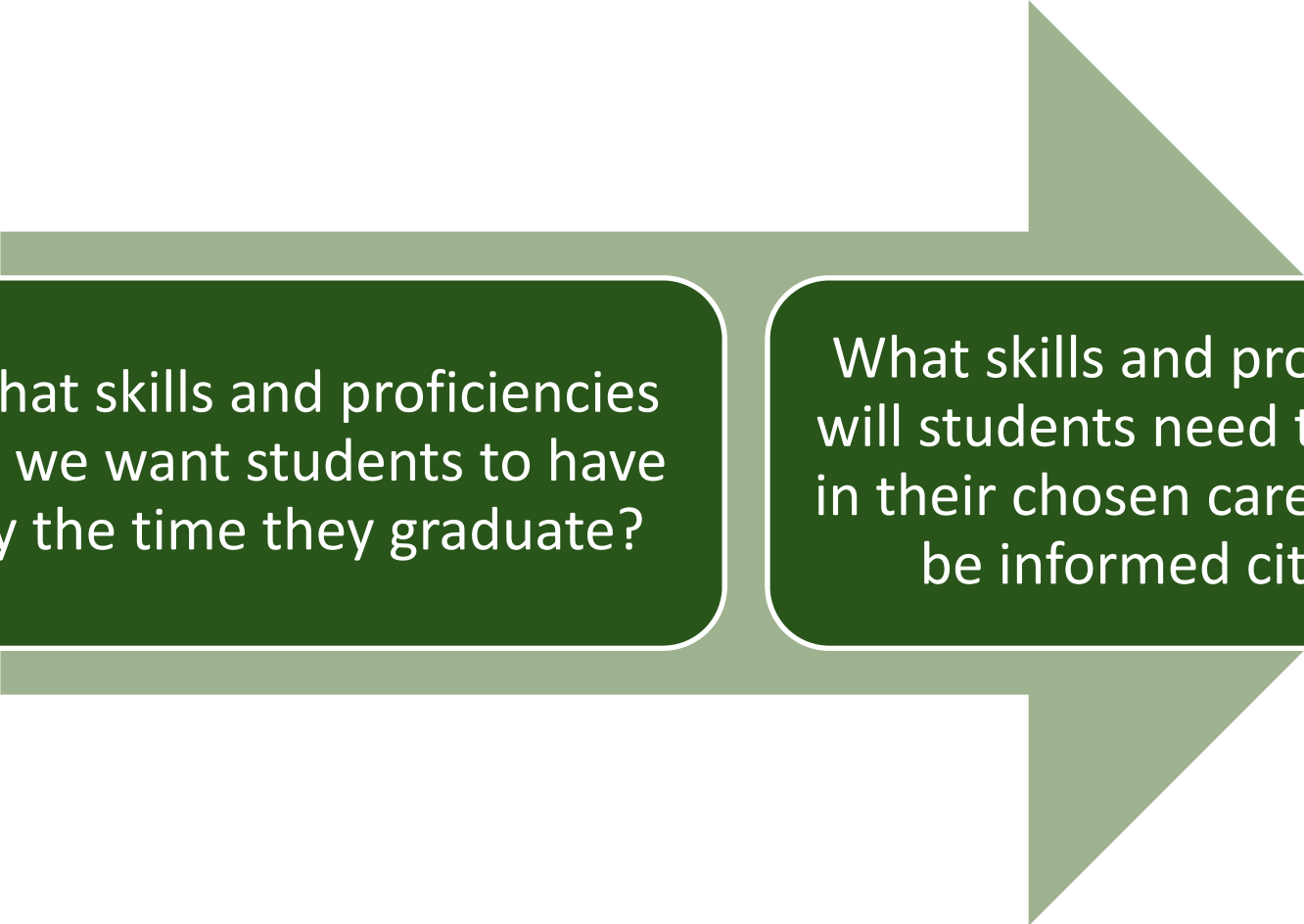
Information literacy is the set of skills needed to be an effective **researcher, consumer, and producer** of information and includes the ability to:

State the information needed	Locate the information needed using a source suitable to both the situation and the need	Evaluate the information and its source using critical thinking	Ethically use and effectively incorporate and synthesize the information in the context of the need	Understand the economic, legal, and social implications of accessing and using information
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Collaboration with CAFES



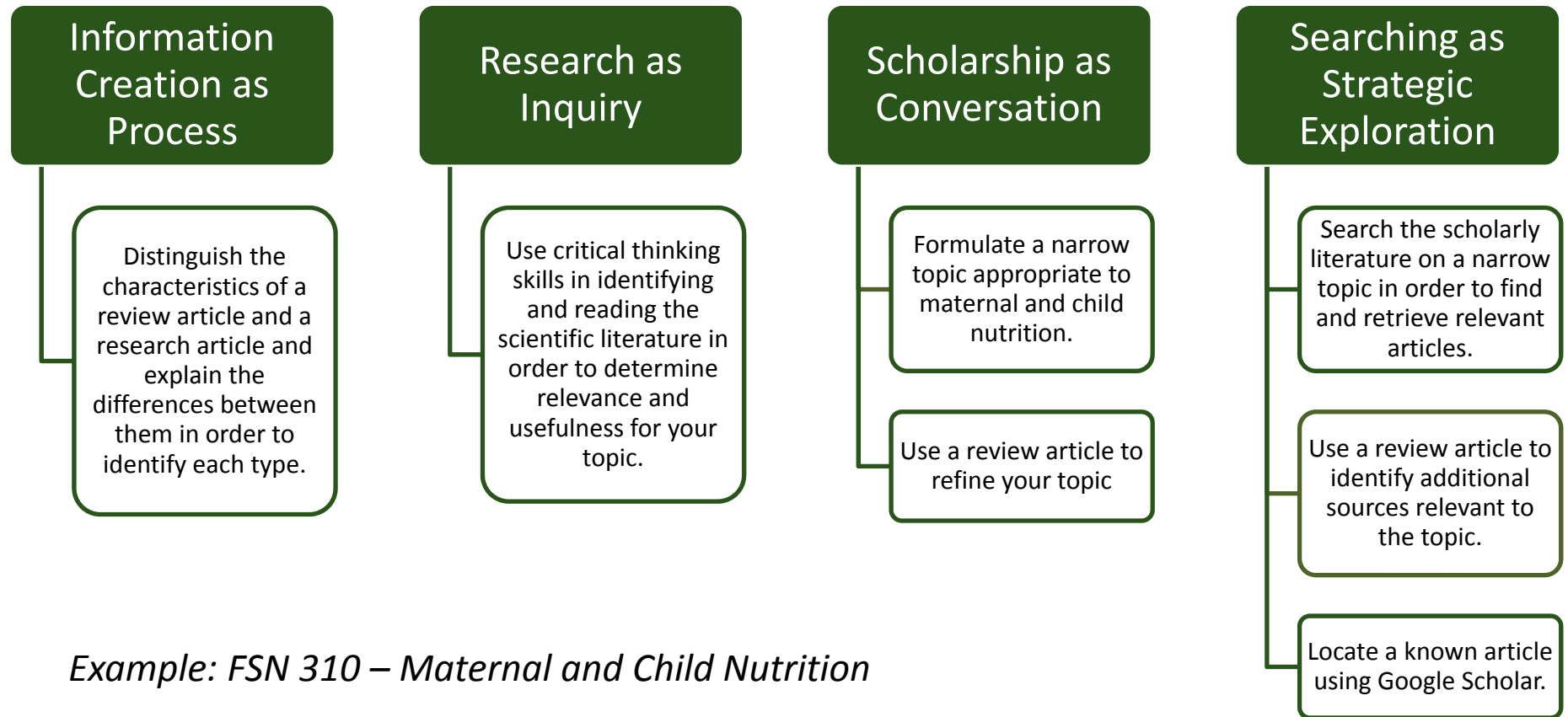
Developing Learning Outcomes



What skills and proficiencies do we want students to have by the time they graduate?

What skills and proficiencies will students need to succeed in their chosen careers and to be informed citizens?

Connecting the ACRL Framework for IL



Sequencing Information Literacy

Updated 8/25/2015

FRESHMAN			SOPHOMORE			JUNIOR			SENIOR		
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Orientation to the Food Science and Nutrition Majors FSN 101 (1)			Survey of Economics ECON 201 (4) [D2]			Maternal and Child Nutrition FSN 310 (4) (FSN 210 and Jr Standing)			Nutrition Education and Communications FSN 415 (4) (Sr standing. Coreq: FSN 329)		
Fundamentals of Food FSN 121 (4)			Survey of Organic Chemistry CHEM 312 (5) ² (CHEM 111, 124 or 127) OR Organic Chemistry for Life Sciences I CHEM 216 (5) (CHEM 126 or 129 w/min C-)			Nutrition in Aging FSN 315 (4) (FSN 210 and Sophomore Standing)			Critical Evaluation of Nutrition Research FSN 420 (4) (STAT 218. Coreq: FSN 329)		
Elements of Food Processing FSN 230 (4)			Survey of Biochem and Biotech CHEM 313 (5) ² (CHEM 212, 216, 312, or 316) OR Biochem. Princ. CHEM 371 (5) (CHEM 217 or 317; BIO 161)			Nutrient Metabolism I FSN 328 (BIO 161; CHEM 313 or 371; FSN 210; Jr. Standing)			Senior Project I FSN 461 (3) *		
Nutrition FSN 210 (4)			Approved Elective (4) ³ *			Nutrient Metabolism II FSN 329 (4) (FSN 328)			Approved Elective (3-4) ³ *		
Food and Nutrition: Customs and Culture FSN 250 (4) [USCP & D4]			Approved Elective (4) ³ *			Applied Statistics for the Life Sciences STAT 218 (4) [B1] *			Clinical Nutrition I FSN 429 (4) [BIO 231 (formerly ZOO 231, 331 equiv); BIO 232 (formerly ZOO 232, 332 equiv); Sr. Standing. Coreq: FSN 329.]		
General Chemistry for Agriculture & Life Science I CHEM 127 (4) * [B3 & B4]			Approved Elective (4-5) ³ *			Choose one: Microbiology MCRO 221 OR 224 (4-5) * [B2 & B4]			Community Nutrition FSN 416 (4) (FSN 328; Sr standing. Recom: FSN 310, 315, 415.)	OR	Community Nutrition FSN 416 (4) (FSN 328; Sr standing. Recom: FSN 310, 315, 415.)
General Chemistry for Agriculture & Life Science II CHEM 128 (4) (CHEM 127 or AP Chem score of 5.)			College Physics I PHYS 121 (4) *			Human Anatomy and Physiology I BIO 231 (5) (BIO 111 or 161; CHEM 110, 111, 124, 127, or PSC 102.)			Human Anatomy and Physiology II BIO 232 (5) (BIO 111 or 161; CHEM 110, 111, 124, 127, or PSC 102.)		
Precalculus Algebra MATH 118 (4) ¹ [B1] *			GE (4) **			Genetics BIO 302 or 303 or 351 (4-5) *			Clinical Nutrition II FSN 430 (4) (FSN 429)		
	Intro to Cell & Molecular Biology BIO 161 (4)		GE (4) **			GE (4) **			GE (4) **		
Approved Elective (4) ³ *			GE (4) **			GE (4) **			GE (4) **		
Expository Writing ENGL 133 or 134 (4)** [A1] Can be taken anytime during Freshman Year									GE (4) **		
Oral Communication COMS 101 or 102 (4)** [A2] Can be taken anytime during Freshman Year											
	Reasoning, Argumentation, & Writing [A3] COMS 126; COMS / ENGL 145; ENGL 148; PHIL 126 (4)** (Completion of GE A1 with a C- or better) Can be taken anytime between Winter of Freshman and Winter of Sophomore Years.										
						Graduation Writing Requirement GWR* (Students can attempt to fulfill the requirement after 90 earned units; students should complete the requirement before senior year)					
TOTAL YEARLY UNITS	45-49		TOTAL YEARLY UNITS	42-47		TOTAL YEARLY UNITS	46-47		TOTAL YEARLY UNITS	42-43	
									TOTAL:	180	

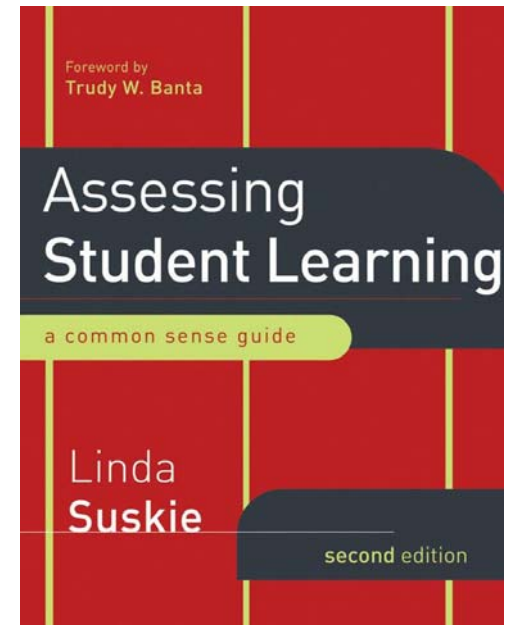
Scaffolding Information Literacy

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
Course 1	Introduced	Introduced	Introduced			Introduced
Course 2	Practiced	Practiced		Introduced		Practiced
Course 3	Practiced		Practiced	Practiced	Introduced	Practiced
Course 4	Practiced	Practiced	Practiced	Practiced	Practiced	
Course 5	Practiced	Mastered	Practiced	Mastered	Practiced	Practiced
Course 6	Mastered		Mastered		Mastered	Mastered

Assessment of Student Learning

“Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of **student learning**
- Ensuring that students have **sufficient opportunities** to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well **student learning matches our expectations**
- Using the resulting information to **understand and improve** student learning”(Suskie, 2009, p. 4).



From:

Suskie, L. A. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey-Bass.

Direct Assessment

Reflection

Examples: research diary or writer's memo

Performance Tasks

Example: problem-or inquiry-based learning activity

Signature Assignments

Examples: major course research project or writing assignment

Capstones

Example: Senior Project

Indirect Assessment

Surveys

Example: student self-assessments

Grades

Example: assignment scores

Graduation Rates

Example: 4-year graduation rates

Planning and Communication Tools

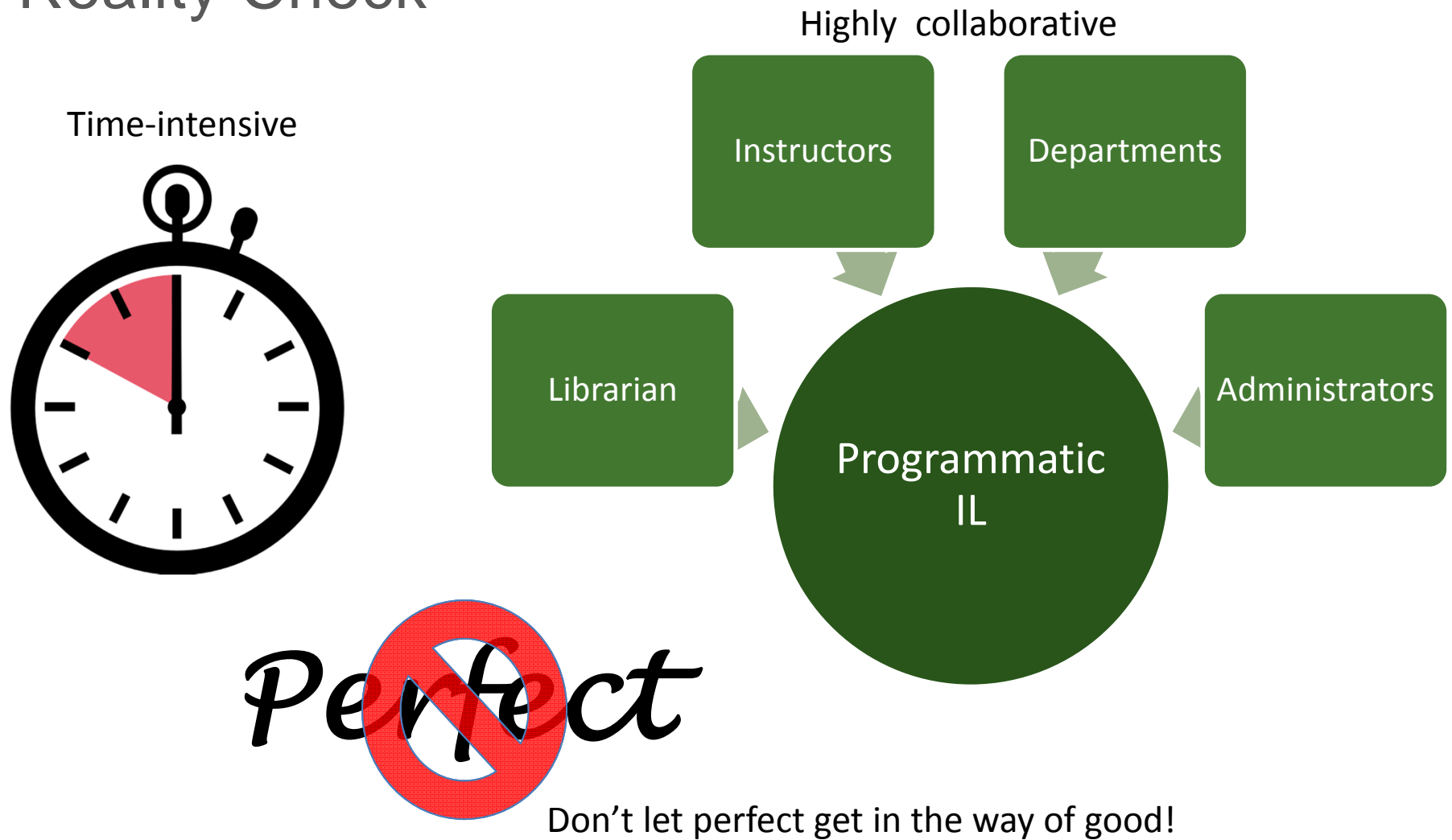
Instruction Planning Worksheet

- Facilitates communication between librarian and instructor (and department)

Information Literacy Syllabus

- Facilitates communication between librarian and students
- Emphasizes **intentionality**

Reality Check



Conclusions

- One size doesn't fit all!
 - Build a program that meets and adapts to your institutional and curricular needs
- Learn all you can about assessment
 - Extensive guidance and support is available
 - Look “outside the library”
- It takes extensive time and cooperation

Questions?