

CSU Maritime Academy Institution Wide Assessment Council (IWAC)

AY 2021-22

Annual Learning Results Institution Wide SL0 (Information Fluency

Give recommendations (where applicable) for impro

HODOLOGY

for Bachelor of Business Administration (Hospitality)

RESULTS AND DISCUSSION

The benchmark was set for 70% of students to score 4 (Satisfactory) or higher

Based on the success of the Information Fluency instruction in GSMA and ME, library faculty have been working with the MT department on a scaffolded Information Fluency program, to be implemented with their redesigned curriculum, effective starting Fall 2021.

RECOMMENDATIONS

Assessment Efforts

The following recommendations are meant to address the assessment process and should be implemented by IWAC.

- x A consistent assignment should be identified to provide student artifacts for the reinforced level.
- x The Library department should conduct an interim assessment for IBL and MT during the 2022-23 academic year to assess new Information Fluency instruction related to recent curriculum changes in both programs.

Program Effectiveness

The following recommendations are meant to address the Information Fluency program effectiveness and should be implemented by programs.

- x Programs that have achieved the benchmark should continue providing Information Fluency instruction at the same level that they currently provide.
- x In recent curriculum revisions, the MT department added Information Fluency learning outcomes to courses throughout the curriculum. The MT department and Library department should continue working together to develop the courses identified as introductory, reinforced, and mastery level with Information Fluency learning outcomes and instruction.
- x The IBL department and Library department should continue working together to consistently include Information Fluency learning outcomes and instruction in the curriculum at the introductory, reinforced, and mastery levels, notably those related to citations/attribution.
- x In addition, MT and IBL should work with the Library Department to determine if adding a credit course or embedded librarian course can address their shortfall in Information Fluency achievement.

APPENDIX A: SUMMARY OF DATA

Introductory

Information Fluency 1: Location and Evaluation of Sources						
Major	IBL	GSMA	FET/MET	MT	ME	OCN
% Met/Exceeded	60%	53%	47%	45%	53%	64%
Number Met/Exceeded	12	8	8	14	10	7
Total Artifacts Collected	20	15	17	31	19	11
Gender	M	F				
% Met/Exceeded	51%	57%				

Reinforced

Information Fluency 1: Location and Evaluation of Sources					
Major	IBL	GSMA	FET/MET	MT	ME
% Met/Exceeded	100%	80%	71%	75%	89%
Number Met/Exceeded	2	8	10	6	8
Total Artifacts Collected	2	10	14	8	9
Gender	M	F			
% Met/Exceeded	80%	75%			
Number Met/Exceeded	28	6			
Total Artifacts Collo15961					

Mastery

Information Fluency 1: Location and Evaluation of Sources

Major	IBL	GSMA	FET/MET	MT	ME
% Met/Exceeded	85%	100%	73%		

APPENDIX B: INFORMATION FLUENCY RUBRIC

This rubric is designed to assess student work such as papers, reports, presentations, and other projects for the following CSU Maritime Institution-Wide SLO:

Define a specific need for information; then locate, evaluate, and apply the needed information efficiently and ethically.

	N/A Not Applicable	1 Initial	2	3 Emerging	4 Satisfactory	5	Exemplary 6
Location and Evaluation of Sources	Assignment not applicable x Assignment instructions did not require sources						