Meeting Outcomes Assessment: An Opportunity for Partnership

Sheri A. Brown  
*Florida State College at Jacksonville, sheri.a.brown@fscj.edu*

Susan Slavicz  
*Florida State College at Jacksonville, susan.slavicz@fscj.edu*

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MEETING OUTCOMES ASSESSMENT: AN OPPORTUNITY FOR PARTNERSHIP

Sheri A. Brown, Librarian, FSCJ – Downtown Campus
sheri.a.brown@fscj.edu

Susan Slavicz, Professor of Communication, FSCJ – South Campus
Susan.Slavicz@fscj.edu

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THE NUMBERS

- 2nd largest state college in FL
- 4th largest in the U.S.
- 5 campuses and 2 centers
- Associate degrees and certificate programs
- 13 Bachelor programs
- 52,190 students served
- 120 countries represented
- 26 years old – median age in college credit programs
- 39 years old – median age in continuing education programs
- 7,500 students received degrees/certificates for 2013 - 2014
- 400 full-time faculty
- 800 adjunct faculty
- 6 full-time faculty librarians
- 24 adjunct librarians
Issue of Plagiarism

- Students used to reading information almost exclusively from the Internet where few sources are cited might understandably be confused about the need for or the correct way to cite sources.

- What is common knowledge? Students’ understanding may differ from faculty. (Blum, 2009)

- International students and cultural differences
  - Memorizing of facts and scripted answers is important in passing exams
  - Fear making mistakes when writing papers in their own words (Sutherland-Smith, 2008)

- “gauging credibility and synthesizing materials to form and communicate an understanding” are as important in the development of students’ use of information as accessing information (Bulgar, 2008)
KEEP CALM AND START COLLABORATING
COLLABORATION

• Collaborations between individual faculty members and librarians increase students’ understanding of information literacy (Pinto et al., 2010).
Collaboration with librarians can relieve the English teachers of the need to teach skills.

Collaboration can also improve student information literacy abilities (Figa et al., 2009; Stevens, 2006).
LETTERS COUNCIL

- English faculty at FSCJ
- Explore ways to assess student learning outcomes across college on the topic of plagiarism
- Need consistency in presentation of information on plagiarism
- Include F2F, hybrid, and online classes for ENC 1101
- Sections for Fall 2016
STUDENT ENROLLMENT - ENC1101 (COLLEGEWIDE)
FALL TERM 20171 AS OF 9/7/16

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LIBRARIES

- Purchase ProQuest Research Companion 2015
- Invite representative English faculty to preview and field test in classes
- Discussion of possible assessments by Letters Council
- Presentation on Research Companion by Executive Dean of Library Learning Commons
Consistency in presentation of information to students

Collaborate to link learning outcomes for information literacy to assessment

Students take pretest

Students watch a video

Students are retested
RESEARCH COMPANION

- One stop resource for information literacy and the research process
- Nine learning modules
- 80 short videos
- Pre- and post-assessments

The new ProQuest Research Companion Database guides students through the research process and helps them develop their critical thinking and information literacy skills – finding, evaluating, and using information.
Registered Users: 285
- Refers to the number of individual accounts created by users at this institution or consortium.

Sessions: 5,825
- Refers to the number of sessions initiated by all users.

Video Views: 34,806
- Refers to videos, including transcripts, viewed by all users.

Tool Uses: 1,012
- Refers variously to searches, retrievals, reviews, and citations generated or copied.
How do I avoid plagiarism and find my own voice?
Field Testing

- Two Classes summer 2016
- Extra Credit
- Preliminary findings:
  - Students indicated that the research companion was a good review
  - Those students who participated overall appeared to have better documentation on final research papers
Challenges

• Verifying that students actually viewed the videos
• Integrating research companion into all of our courses
• Integrating research companion scores into our LMS system
What Next?

Work in progress
REFERENCES

• Figa, E., Bone, T., & Macpherson, J. R. (2009). Faculty-librarian collaboration for library services in the online classroom: Student evaluation results and recommended practices for implementation. Journal of Library & Information Services in Distance Learning, 3(2), 67-102. doi: 10.1080/5332900902979119