

ILO 1C CURRICULUM MAPPING

Spring 2014

ILO 1C: A student is able to locate, retrieve, and evaluate information using appropriate research strategies, tools, and technology.

Information competency (IC) standards overlap with most college overarching learning outcomes (e.g. lifelong learning, critical thinking, communication.) Information competency is the ability “to recognize when information is needed, and to effectively locate, evaluate, and use that information” (*Information Literacy Competency Standards for Higher Education*, American Library Association, 2006).

The first CCSF districtwide ILO 1C curriculum mapping exercise in fall 2013 asked program coordinators of all disciplines and departments whether their program learning outcomes mapped to ILO 1C and if so, which outcomes. The initial assessment provides rich data on faculty understanding of information competency as it relates to their programs.

During a college-wide professional development day, librarians met to discuss the mapping of ILO 1C. Subject librarians reviewed the PSLOs mapped to their assigned disciplines and analyzed whether the mapping was accurate. They also reviewed all program learning outcomes for their assigned disciplines in the *College Catalog* to see whether other PSLOs align better with ILO 1C. Librarians uncovered common themes in faculty understanding of information competency and also of curriculum mapping itself. The themes discussed helped librarians rethink the wording of ILO 1C and recommendations of this new wording will be presented to the College’s SLO committee and Academic Senate.

Additionally, the curriculum maps offer a unique starting point for dialogue between the subject librarians and teaching faculty in their assigned departments. Better alignment of program and institutional level outcomes and assessment methods for information competency can be realized jointly through collaboration.

ANALYSIS

MAPPING TO ILO 1C: INFORMATION COMPETENCY	
# of programs, certificates, disciplines, majors	117
# of departments	37
# of programs, certificates, disciplines and majors that had at least one PSLO mapped accurately	69
# of programs, certificates, disciplines and majors that mapped but mapping was unclear and needs further explanation	47

Implied not stated?

Subject librarians reviewed the PSLOs mapped to their assigned disciplines and analyzed whether the mapping was accurate. In most cases, the mapping needs to be reviewed and clarified. Some faculty mapped PSLOs that require research and synthesis of information prior to meeting the outcome, yet the research/synthesis component of the outcome is implied not stated. In other words, the PSLOs focused on *having the information* rather than the process of acquiring, evaluating and synthesizing the information (e.g. the study of...). Examples include:

PSLO: Compare exemplary historical examples of architecture as impacted by social, political, economic, and environmental factors.

PSLO: Establish that the universe and its components are knowable, and that we are coming to know them through observations, experiments and theory (the nature of progress in astronomy).

PSLO1: Describe and analyze the history of radio and explain its impact on the structure of radio today.

PSLO: Distinguish, classify, and summarize automotive systems, functions, and their interrelation.

The librarians struggled with the appropriateness of mapping PSLOs to ILO 1C if they did not explicitly state IC skills but incorporated information competency more indirectly. Program outcomes are generally broad and overarching and because the assessment of PSLOs often occurs at the course level, it is possible that the course SLOs have more direct language that includes information competency learning outcomes. Therefore, the program outcome measures (at the course level) may assess information competency skill sets. In cases where information competency is implied not stated in the PSLO, further discussion between librarians and department faculty should take place to determine whether the alignment of the curriculum mapping is appropriate. Further, if a program does assess information competency, a rewording of the PSLO associated with information competency may be appropriate. Authentic assessment can be realized more successfully after librarians and discipline faculty have collaborated on assignments and assessment measures.

Technology not Information Competency

The mapping exercise also showed some program coordinators wrongly mapped their PSLOs to ILO 1C under the precept that ILO 1C is primarily related to technology skills. These PSLOs mention technological skills and the ability to use specific software and equipment. Examples include:

PSLO: Keyboard a minimum of 35 net words a minute

PSLO: Create financial statements using Microsoft Excel.

Because technology literacy is so important in today's society and many PSLOs are indeed related to it, the college may consider an additional ILO related to technology literacy.

All versus One

In many cases, program coordinators mapped several if not all PSLOs to ILO 1C. Upon review, it may appear that one or two of the PSLOs are mapped appropriately, while the others are not. Reasons for over-mapping are unknown. However, subject librarians can use this opportunity to open up a dialogue with their respective faculty and focus on the ones that clearly map.

REVISED WORDING OF ILO 1C

“Able to locate, retrieve, and evaluate information using appropriate research strategies, tools, and technology “

The emphasis of technology in the outcome appears to be problematic. Though technology literacy is closely related to information competency, differences do exist and the word *‘technology’* in the ILO appears to cause misinterpretation of the ILO. Proposing new language that de-emphasizes technology and focuses more on information retrieval, evaluation and synthesis may result in better alignment with appropriate program and course learning outcomes.

CONSIDERATIONS FOR NEW ILO 1C LANGUAGE:

Able to recognize when information is needed, and to effectively locate, evaluate, and use that information.

Able to locate evaluate, organize and use information ethically to meet a need

Uses information effectively to accomplish a specific purpose

Identify, evaluate and synthesize **reliable/relevant/appropriate** information using appropriate research strategies and tools

OPPORTUNITIES FOR COMBINED ASSESSMENT ACTIVITIES

The following PSLOS were identified as the most appropriately mapped to information competency. Future collaborative assessment efforts can be pursued with program coordinators.

Asian American Studies	Asian American Studies	PSLO: Critically evaluate the ways Asians Americans act and ways others have acted in response to their experience in the United States including conditioning, culture, and subgroups within the Asian American Community, by applying the theories and methodologies of social and behavioral science inquiry used in Asian American Studies.
Biological Sciences	Environmental Studies and Science	PSLO 1. Demonstrate an understanding of the process of science, the scientific method, and the relationship between scientific research and established knowledge. PSLO 4. Analyze and integrate evidence from research in the natural sciences, social sciences, engineering and technology to critically evaluate proposed solutions to environmental and resource issues
Broadcast Electronic Media Arts	All BEMA Certificates	PSLO 1: Discuss, evaluate and analyze the impact internet content has on society.
Continuing Student Counseling	Career Counseling Discipline	PSLO 3: Apply research skills while taking action to create academic, career, and life options.
Culinary Arts and Hospitality Studies	All CAHS Certificates	PSLO# 6: Use industry specific technology to retrieve, create, organize, and communicate information in ways that inform and enhance individual and organizational performance.
English	AA-T in English	PSLO 4. Create (write or present) coherent arguments that exhibit clear prose and synthesize diverse bodies of knowledge.
English	Humanities	PSLO 3: Analyze texts and practices through writing and discussion.
Health Care Technology	Paramedic	PSLO: The ability to comprehend, apply, and evaluate information relative to the role of an entry-level Paramedic.
Health Education	Health Education	PSLO: Access, interpret and analyze health data; design tools, measures and apply statistical models to understand and improve community health.
Lesbian, Gay, Bisexual & Transgender Studies	LGBT	PSLO: Research, analyze, and critically address key issues in understanding Lesbian, Gay, Bisexual, Transgender, Queer and Intersex histories and the intersectionality of LGBTQI identity formations with race, ethnicity, socio-economic status, religion, age, and ability within the context of systems of power and privilege.
Philippine Studies	Philippine Studies	PSLO 1: Identify and apply basic research methods in the study of Philippine society and culture.
Social Sciences	History	PSLO 2: Demonstrate the ability to critically analyze, evaluate and synthesize historical evidence and interpretations and to use methods of inquiry and expression appropriate to the course. PSLO 3: Demonstrate the ability to interpret primary and secondary sources and to compose a written argument or interpretation which uses them, as appropriate, for support.
Speech Communication	Speech Communication	PSLO: locate, read, and evaluate research (traditional and electronic) and learn to effectively incorporate support for ideas and construct arguments in written and spoken communication.
Social Sciences	American Studies	PSLO 2: Integrate basic social sciences approaches and methodologies and their application to course topics PSLO 5: Evaluate information in primary sources

IMPROVE ALIGNMENT OF PSLOS WITH INFORMATION COMPETENCY PHRASING

Students are exposed to learning activities that enforce information competency skills in any given course. The following outcomes can be incorporated into any course and applied to a variety of assignments. Many are already part of courses, or are implied in course assignments. Both the instructor and student must have a clear understanding of the learning outcome and the required work to achieve it. Faculty can work together with subject librarians to create authentic assessments of IC outcomes.

INFORMATION COMPETENCY PHRASING USED IN OUTCOME DEVELOPMENT	
To determine the nature and extent of the information needed, a student...	identifies key concepts and terms
	seeks background information
	focuses or broadens a topic
	identifies sources of various types and formats
	differentiates between popular and scholarly sources
	differentiates between primary and secondary sources
To access the information effectively and efficiently, a student...	chooses most appropriate method or tool for accessing information
	identifies keywords, synonyms, and related terms
	recognizes and employs "subject" vocabulary as well as keywords
	constructs online searches using commands and operators
	recognizes and uses common functions in differing search tools
In order to evaluate information and sources critically a student...	assesses the authority, accuracy, currency, bias, coverage, purpose of information sources
	recognizes social and cultural context in which information was created
	incorporates information into knowledge base; synthesizes main ideas to form new concepts and questions
	consults instructors, experts, and peers to validate their understanding of information
To use information effectively to accomplish a purpose, a student...	organizes information in a way appropriate to format of work
	effectively manages and manipulates digital information
	revises development process (logs research activities, reflects on what does and doesn't work)
	communicates work/product effectively (best medium and format for purpose, range of technology, communicates clearly, appropriate style)
The student does all of this with an understanding of the economic, ethical, legal, and social issues surrounding use of information when he or she...	understands difference between free and fee-based sources
	acknowledges issues surrounding copyright, and fair use and legally obtains, stores and disseminates digital information
	understands what constitutes plagiarism and acknowledges use of sources through proper citation

CONCLUSION AND NEXT STEPS

A significant number of program coordinators aligned their program outcomes to information competency. Yet, many of these outcomes only do so indirectly or not at all. If information competency skills are required, taught, and measured in courses of a program, a program outcome which directly states IC skills can be rewritten or created. This alignment is important for faculty to know what they are teaching and to convey to students what they'll be learning.