



Assessment of Learning Committee (ALC)

Monday, October 9, 2017

COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Jenny Simon

Recorder: Isabelle Peña

Attendees:

Compton Coordinator – Hoa Pham

Behavioral & Social Sciences – Janet Young

Business – Evan Hess

Fine Arts – Vince Palacios

Health Sciences and Athletics – Russell Serr

Humanities – Kevin Degnan

Industry & Technology – Merriel Winfree & Bruce Tran

Library LRU – Claudia Striepe

Mathematical Sciences – Susanne Bucher

Natural Sciences – T. Jim Noyes

Compton Division 1 – Hoa Pham

Guests: Dr. Jean Shankweiler, Vice President – Academic Affairs

Cynthia Smith, Industry & Technology Division

MINUTES

Call to Order: Meeting was called to order at 2:35 p.m.

I. Approval of Minutes

- A. Follow-up of discussion from last meeting of TracDat changes in the “Assessment Results” section:
 1. “Percentage Met” field has been added; however, Russell S. stated that some faculty mentioned to him that it is not “user-friendly”. Isabelle P. stated that when adding a custom field in TracDat, there are only 5 entry types to select from: Date, List (Drop down menu), Long Text, Numeric, and Short Text. When creating this field, Isabelle selected “Numeric” for the entry—only numbers (including decimals) can be entered in this field.
 2. “Reviewer’s Comments” field: After additional discussion, the ALC members in attendance preferred not to use this field at all, so Isabelle will change the label for this field to read “**SLO Office Use Only (DO NOT USE)**”.
- B. Jenny S. moved to approve the minutes for the 9/11/2017 ALC meeting with corrections; motion was seconded by Janet Y. Motion was carried.

II. Reports

- A. **Spring/Summer 2017 Assessment Status Update** – Russell Serr
 1. Completion percentage of PLO assessments have been consistently low every semester. Russell S. asked everyone to remind their faculty to start their PLO assessments early; he mentioned a few faculty have requested to have the PLO assessment due date pushed back a couple of weeks since they use the SLO assessment results for their PLO assessments. Russell asked Dr. Jean Shankweiler if it is okay to have the 3-week deadline for the SLO assessments and a 5-week deadline for the PLO assessments. Dr. Shankweiler stated that she was okay extending the PLO assessment due date two weeks even though the ALC determines the deadlines for the assessments. She did not recommend extending it further

into the semester (e.g. 6 weeks or 8 weeks). The ALC members in attendance also agreed on setting the PLO deadline to 5 weeks into the semester. The SLO deadline (to Coordinators) will remain at 3 weeks into the semester but facilitators really need to emphasize the strictness of the due dates. However, the divisions can set their deadlines earlier within their division as long as the dean is okay with it.

B. Changing SLO/PLO Statements – Russell Serr

1. The form is still in place but it has been revised and improved. Coordinators have taken some suggestions from faculty which resulted in some changes to the SLO/PLO Statement Change Form. Instead of filling out one form for each SLO/PLO statement change, faculty can now use one form to indicate changes in one or more statements. Also, the addition of timelines has been added to the form (i.e. indicating assessment timelines for the new statements if the timelines have changed) as well as the addition of alignment to PLO and ILO (i.e. indicating any alignment changes with the new statements). The revised form will be uploaded to the SLO website.

C. Timelines

1. Kevin D. stated that he was looking for the timelines on the SLO website and could not find them. Isabelle P. stated that the timelines are posted on the website but the timelines posted are not the actual Timeline Worksheets that have been submitted. Instead, the PDF files online are the timeline reports that are generated by TracDat. In addition, the current timelines on the website still show the previous 4-year timelines (2013-2016). Once the current 4-year timelines (2017-2020) have been all been entered in TracDat, the website will be updated with these new timelines.

D. 3-week reports – Russell Serr

1. Russell S. stated the importance of sending the 3-week reports (stating which courses were not offered or cancelled and which semester to move the timeline to). Isabelle P. will check which divisions have not submitted 3-week reports.
2. Russell also stated that division facilitators should send Isabelle P. names of all new faculty so that they can be added as users to TracDat. It is requested that this be done at the beginning of each semester since a request to add these people must first be made to ITS before Isabelle can assign permissions for the new faculty.

E. ILO #4 - Information Literacy Faculty Survey – Jenny Simon

(Handouts)

1. Next ILO to be assessed in Spring 2018 is ILO #4, Information Literacy. Coordinators are currently in the planning stages for this ILO.
2. There is a period when the SAILS assessment is given and then Institutional Research and Planning (IRP) does the calculations and then prepares the report and gives it to the Coordinators at the end of the semester. Need to find out from IRP what the SAILS timeline is.
 - a. Jenny S. thought that Compton should not be included in the data since they are in the process of getting their accreditation although Dr. Shankweiler thought Compton can still assess this ILO but have their data separate from ECC.
 - b. Test will cost \$5 or \$6 per student, depending on what you want the data to do. You can disaggregate a little better if you pay full price. Joshua R. thinks that we would need to give the test to 350 students; that was the amount given the last time the assessment was given and this number included both ECC and Compton. Jenny thinks we will still need to give it to 350 students to make it a valid assessment. Need to find out how many students from Compton will be given the assessment so we can figure out how much ECC and Compton will pay each.

- c. There is an additional faculty survey. Since this assessment has been set and offered good results the last time, Jenny doesn't think major changes are required unless called for.
 - d. Vince P. asked why we can't we mine the information from the PLO assessments since a lot of the PLOs align with this ILO. Mining the information is free vs. paying for the SAILS assessment. Jenny S. stated that in the past, mining for SLO statements that correspond to particular ILOs has been frustrating and there were instances where the course indicates that it aligns with the ILO when it doesn't. We need to tighten up our SLO and PLO statements so that we can have this alignment. The "Percentage Met" field that was added to the assessment results section is a step in the right direction. We need to have the SLO and PLO statements back up the ILO statements and in it is not there yet. So this method is not possible at this time. We might have to re-align the statements.
 - e. Kevin D. asked why we can't update the ILO statements to reflect the PLOs and SLOs. The last time the ILOs statements were updated was 4 years ago, when we changed from 6 ILOs to 4 ILOs.
3. ALC members reviewed the 2013 faculty survey and were asked to look at the survey questions and comment on any additional questions they think should be included or remove any questions. The general idea would be to keep most of the questions as is. Per Claudia S. the previous survey was distributed randomly within the divisions.
- a. Claudia S. stated that one of the things that should be included is Distance Ed. Some of the recommendations were not implemented the last time this ILO was assessed. Suggested that the same group of people who are in charge of assessing this ILO stay until it is assessed again to make sure the recommendations are implemented.
 - b. Add instruction method for course being assessed (online, face-to-face, or both) for Question #2.
 - c. Question 4: Evan H. stated that some divisions would not use Turnitin (e.g. I & T, Fine Arts & Math) which skews the overall stats. Can we disaggregate this information where there are outlier divisions altogether? Jenny S. stated that we can, although this is more of a general report.
- F. There will be no Facilitator Meeting tomorrow (October 10, 2017).

IV. Next meeting – November 13, 2017 (Cancelled)

V. Adjournment: Meeting was adjourned at 3:50 p.m.

Attachments/Handout:

- Faculty Survey on Information & Technology Literacy, Spring 2013 – Questions Only (3 pages)
- Information & Tech Literacy – Faculty Survey, Spring 2013 (8 pages)

FALL 2017 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109	Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119	TracDat "Working" Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines
September 11 October 9 November 13 (Cancelled) November 27 (Cancelled)	September 12 October 10 (Cancelled) November 14 (Cancelled)		Spring/Summer 2017 SLO & PLO Assessments Due September 15, 2017

**FACULTY SURVEY ON INFORMATION & TECHNOLOGY LITERACY
Spring 2013**

1. Employment Status at ECC or Compton Center:

Full-time

Part-time

2. Location where you teach MOST of your classes:

Compton Center

ECC Torrance campus

Both locations equally

Online (Distance Education)

3. What is your Academic Division?

Behavioral & Social Sciences

Business

Fine Arts

Health Sciences & Athletics

Humanities

Industry & Technology

Learning Resources

Mathematical Sciences

Natural Sciences

Other (including CEC Division, if different) _____

4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Use sources from different media (books/articles/websites)

Select authoritative and reliable information sources

Evaluate and analyze information

Cite information according to a specific style

Use Turnitin or similar plagiarism software

Use ECC/CEC databases (EbscoHost, ProQuest...)

OTHER _____

5. What methods do you use to teach information literacy skills? (Check all that apply)

Library orientation visit

I assume they have these skills or will go and ask at the library

In-class overview of concepts by self

YouTube videos on concepts

Refer students to library website

OTHER _____

6. Do you require your students to use technology? (Check all that apply)

On-line textbook

Online databases

Passwords to online homework/exercises

Microsoft Office to type papers or create powerpoints/spreadsheets, etc

Discipline specific technology/programs (calculators, Math, Reading, Diet analysis programs, etc)

OTHER _____

7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

I assume they have the basic skills

Hands-on lab/in class Smart Classroom sessions by self

Library orientation visit

Refer students to Publisher webpages

Refer student to library webpage

Refer students to DE webpages

OTHER _____

8. Based on your experiences, rate your level of agreement with the following, considering your students ON AVERAGE rather than all of your students.

(Check all that apply)

Completely Agree

Somewhat Agree

Somewhat Disagree

Completely Disagree

Not sure or no opinion

At the beginning of the semester, my students have sufficient information Literacy skills to complete assignments

Intentional plagiarism is a problem in my class

Unintentional plagiarism is a problem in my class

Selecting credible sources is a challenge for my students

I have sufficient time to teach information literacy skills to my students

I have sufficient time to assess my students' literacy skills

My students know the difference between a catalog and a database

My students know the difference between a popular and scholarly periodical

My students are comfortable with APA/MLA citation

It would be worthwhile to offer incentives (extra credit points) to my students to attend library brown bags to build their library skills

9. How useful do you think the following services might be? (Note: not all are currently offered)

Very Useful
Somewhat Useful
Not Useful
Not sure

“Embed” a librarian into the course for help to the class and individual students at certain points
Visiting the library for an overview of the catalog/databases/MLA relevant to a particular assignment/posting such a tutorial online for DE students
Intervention (Workshops) for students caught plagiarizing
Series of open workshops in person/via video tutorial for students to work through for extra credit
Linking your classes to Information Literacy/Writing Skills/computer classes in a Learning Community
Other Services _____

10. What is the likelihood you would use any of these services (check all that apply)

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely
Not sure

Attend a few Information Literacy workshops yourself to update knowledge and pass it on to students
Work with an “embedded” librarian to craft assignments and refer students
Work with a librarian on an assignment rubric to assess information literacy
Have sections on Information literacy built into department meetings for faculty
Sign up for information literacy overviews session for your class
Provide incentives for students to attend other information literacy brown bags outside of class
Regularly use a cross-division blog/newsletter (or similar) on information literacy topics
Refer to, adapt and use resource/assignment ideas on Information Literacy posted by other faculty.
Other Services _____

11. If you have any additional comments or suggestions, please share them in the box below.

Thank you for your thoughts!

Info & Tech Literacy - Faculty Survey, Spring 2013

N = 60

1. Employment Status at ECC or Compton Center:

Response	Frequency	Percent	Mean: 1.32
Full-time	41	68.33	
Part-time	19	31.67	

2. Location where you teach MOST of your classes:

Response	Frequency	Percent	Mean: 1.73
Compton Center	17	28.33	
ECC Torrance campus	42	70.00	
Both locations equally	1	1.67	
Online Distance Education	0	0.00	

3. What is your Academic Division?

Response	Frequency	Percent	Mean: 4.97
Behavioral & Social Sciences	8	13.33	
Business	10	16.67	
Fine Arts	3	5.00	
Health Sciences & Athletics	1	1.67	
Humanities	11	18.33	
Industry & Technology	9	15.00	
Learning Resources	1	1.67	
Mathematical Sciences	13	21.67	
Natural Sciences	3	5.00	
Other including Compton Center Division if different	1	1.67	

4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Response	Frequency	Percent	Mean: -
Use sources from different media books/articles/w ebsites	47	81.03	
Select authoritative and reliable information sources	36	62.07	
Evaluate and analyze information	50	86.21	
Cite information according to a specific style	21	36.21	
Use Turnitin or similar plagiarism software	5	8.62	
Use ECC/CEC databases EbscoHost ProQuest...	17	29.31	
OTHER	6	10.34	

5. What methods do you use to teach information literacy skills? (Check all that apply)

Response	Frequency	Percent	Mean: -
Library orientation visit	11	20.00	
I assume they have these skills or will go and ask at the library	13	23.64	
In-class overview of concepts by self	46	83.64	
YouTube videos on concepts	15	27.27	
Refer students to library website	17	30.91	
OTHER	7	12.73	

7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

Response	Frequency	Percent	Mean: -
I assume they have the basic skills	22	37.29	
Hands-on lab/in class Smart Classroom sessions by self	42	71.19	
Library orientation visit	10	16.95	
Refer students to Publisher webpages	15	25.42	
Refer student to library webpage	14	23.73	
Refer students to DE webpages	6	10.17	
OTHER	11	18.64	

6. Do you require your students to use technology? (Check all that apply)

Response	Frequency	Percent	Mean: -
On-line textbook	13	22.81	
Online databases	24	42.11	
Passwords to online homework/exercises	19	33.33	
Microsoft Office to type papers or create powerpoints/spreadsheets etc	41	71.93	
Discipline specific technology/programs calculators Math Reading Diet analysis programs etc	27	47.37	
OTHER	18	31.58	

At the beginning of the semester, my students have sufficient information Literacy skills to complete assignments

Response	Frequency	Percent	Mean: 3.61
Completely Agree	8	13.56	
Somewhat Agree	30	50.85	
Somewhat Disagree	14	23.73	
Completely Disagree	4	6.78	
Not sure or no opinion	3	5.08	

Intentional plagiarism is a problem in my class

Response	Frequency	Percent	Mean: 2.86
Completely Agree	2	3.39	
Somewhat Agree	17	28.81	
Somewhat Disagree	19	32.20	
Completely Disagree	13	22.03	
Not sure or no opinion	8	13.56	

Unintentional plagiarism is a problem in my class

Response	Frequency	Percent	Mean: 2.93
Completely Agree	4	6.78	
Somewhat Agree	22	37.29	
Somewhat Disagree	11	18.64	
Completely Disagree	10	16.95	
Not sure or no opinion	12	20.34	

Selecting credible sources is a challenge for my students

Response	Frequency	Percent	Mean: 2.98
Completely Agree	7	11.86	
Somewhat Agree	23	38.98	
Somewhat Disagree	9	15.25	
Completely Disagree	2	3.39	
Not sure or no opinion	18	30.51	

I have sufficient time to teach information literacy skills to my students

Response	Frequency	Percent	Mean: 3.34
Completely Agree	10	17.24	
Somewhat Agree	21	36.21	
Somewhat Disagree	12	20.69	
Completely Disagree	9	15.52	
Not sure or no opinion	6	10.34	

I have sufficient time to assess my students' literacy skills

Response	Frequency	Percent	Mean: 3.29
Completely Agree	8	13.56	
Somewhat Agree	23	38.98	
Somewhat Disagree	14	23.73	
Completely Disagree	6	10.17	
Not sure or no opinion	8	13.56	

My students know the difference between a catalog and a database

Response	Frequency	Percent	Mean: 2.34
Completely Agree	1	1.72	
Somewhat Agree	12	20.69	
Somewhat Disagree	13	22.41	
Completely Disagree	12	20.69	
Not sure or no opinion	20	34.48	

My students know the difference between a popular and scholarly periodical

Response	Frequency	Percent	Mean: 2.54
Completely Agree	3	5.08	
Somewhat Agree	12	20.34	
Somewhat Disagree	15	25.42	
Completely Disagree	13	22.03	
Not sure or no opinion	16	27.12	

My students are comfortable with APA/MLA citation

Response	Frequency	Percent	Mean: 2.39
Completely Agree	2	3.51	
Somewhat Agree	12	21.05	
Somewhat Disagree	14	24.56	
Completely Disagree	7	12.28	
Not sure or no opinion	22	38.60	

It would be worthwhile to offer incentives (extra credit points) to my students to attend library brown bags to build their library skills

Response	Frequency	Percent	Mean: 3.46
Completely Agree	14	23.73	
Somewhat Agree	24	40.68	
Somewhat Disagree	7	11.86	
Completely Disagree	3	5.08	
Not sure or no opinion	11	18.64	

Visiting the library for an overview of the catalog/databases/MLA relevant to a particular assignment/posting such a tutorial online for DE students

Response	Frequency	Percent	Mean: 2.83
Very Useful	20	34.48	
Somewhat Useful	17	29.31	
Not Useful	12	20.69	
Not sure	9	15.52	

Series of open workshops in person/via video tutorial for students to work through for extra credit

Response	Frequency	Percent	Mean: 2.81
Very Useful	20	34.48	
Somewhat Useful	19	32.76	
Not Useful	7	12.07	
Not sure	12	20.69	

Other Services

Response	Frequency	Percent	Mean: 2.33
Very Useful	6	40.00	
Somewhat Useful	1	6.67	
Not Useful	0	0.00	
Not sure	8	53.33	

“Embed” a librarian into the course for help to the class and individual students at certain points

Response	Frequency	Percent	Mean: 2.59
Very Useful	18	30.51	
Somewhat Useful	12	20.34	
Not Useful	16	27.12	
Not sure	13	22.03	

Intervention (Workshops) for students caught plagiarizing

Response	Frequency	Percent	Mean: 3.03
Very Useful	26	44.07	
Somewhat Useful	16	27.12	
Not Useful	10	16.95	
Not sure	7	11.86	

Linking your classes to Information Literacy/Writing Skills/computer classes in a Learning Community

Response	Frequency	Percent	Mean: 2.65
Very Useful	18	31.58	
Somewhat Useful	16	28.07	
Not Useful	8	14.04	
Not sure	15	26.32	

Attend a few Information Literacy workshops yourself to update knowledge and pass it on to students

Response	Frequency	Percent	Mean: 3.69
Very Likely	16	27.12	
Somewhat Likely	25	42.37	
Somewhat Unlikely	5	8.47	
Very Unlikely	10	16.95	
Not sure	3	5.08	

Work with an “embedded” librarian to craft assignments and refer students

Response	Frequency	Percent	Mean: 3.10
Very Likely	13	22.41	
Somewhat Likely	11	18.97	
Somewhat Unlikely	13	22.41	
Very Unlikely	11	18.97	
Not sure	10	17.24	

Have sections on Information literacy built into department meetings for faculty

Response	Frequency	Percent	Mean: 3.20
Very Likely	10	16.95	
Somewhat Likely	17	28.81	
Somewhat Unlikely	16	27.12	
Very Unlikely	7	11.86	
Not sure	9	15.25	

Provide incentives for students to attend other information literacy brown bags outside of class

Response	Frequency	Percent	Mean: 3.54
Very Likely	16	27.12	
Somewhat Likely	20	33.90	
Somewhat Unlikely	9	15.25	
Very Unlikely	8	13.56	
Not sure	6	10.17	

Refer to, adapt and use resource/assignment ideas on Information Literacy posted by other faculty.

Response	Frequency	Percent	Mean: 3.48
Very Likely	13	22.41	
Somewhat Likely	24	41.38	
Somewhat Unlikely	7	12.07	
Very Unlikely	6	10.34	
Not sure	8	13.79	

Work with a librarian on an assignment rubric to assess information literacy

Response	Frequency	Percent	Mean: 3.10
Very Likely	13	22.41	
Somewhat Likely	13	22.41	
Somewhat Unlikely	9	15.52	
Very Unlikely	13	22.41	
Not sure	10	17.24	

Sign up for information literacy overviews session for your class

Response	Frequency	Percent	Mean: 3.37
Very Likely	15	25.42	
Somewhat Likely	19	32.20	
Somewhat Unlikely	7	11.86	
Very Unlikely	9	15.25	
Not sure	9	15.25	

Regularly use a cross-division blog/newsletter (or similar) on information literacy topics

Response	Frequency	Percent	Mean: 3.03
Very Likely	9	15.52	
Somewhat Likely	16	27.59	
Somewhat Unlikely	10	17.24	
Very Unlikely	14	24.14	
Not sure	9	15.52	

Other Services

Response	Frequency	Percent	Mean: 1.58
Very Likely	0	0.00	
Somewhat Likely	1	8.33	
Somewhat Unlikely	1	8.33	
Very Unlikely	2	16.67	
Not sure	8	66.67	

Written Responses

Question: 3. What is your Academic Division?

Response

Heath and Human Services Compton Center

Question: 4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Response

Interactive Internet websites

statistical software such as Minitab, Excel, Statdisk, etc

My Math Lab

Alldata software

Use Career-Related search engines, such as www.cacareercafe.com, www.careerbuilder.com

Question: 5. What methods do you use to teach information literacy skills? (Check all that apply)

Response

I also direct students to the course tutors

One on one help

Have resource center visit classes

Westlaw Tutorials for online legal research

to do research on line for specific topics

music composition websites

Use docucam sometimes to go on Internet

Question: 6. Do you require your students to use technology? (Check all that apply)

Response

etudes

Video-hosting websites

Lots of web research

myetudes.org

It is part of class work

Etudes

PowerPoint presentations

Digital data from HVACR units

Course website

ETUDES

software development tools

on line research

music composition software and DAW for audio and digital recording software

Digital Audio Workstations and virtual instruments and synthesizers

Alldata program, Automotive scan tools

Language programs, such as Tell Me More (at the Foreign Language Lab), and New Century (in the library)

smartphones, iPads

cameras

Question: 7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

Response
send information by email at beginning of semester
I do offer a brief orientation to most information technologies that are needed.
Refer students to Writing Center and library's Learning Resource Center
Discussion of computers available on campus and I ask students to call me if they can not access a computer w Internet
refer students to open computer lab
Other students assist lower skilled students
ETUDES
refer to learning/resource center
return demonstrtions in lab/on-line resources for tutorials
Firefighter interviews
In class practice

Question: Other Services

Response
Virtual Resources for instructors to use for ideas
basic skills math and english
Class presentations by Librarians about services offered
Incorporating video services, such as taping students during presentations, etc.
Human Development Courses

Question: Other Services

Response
Include special workshops provided by Transfer/Career and Counseling included and recommended by instructions.

Question: 11. If you have any additional comments or suggestions, please share them in the box below.

Response
Students' comfort and capability with information technology is as varied as their math skills. Fortunately, I find that nearly 100% of the students in my "lower division" classes are capable of using the IT the class requires (e.g. GoogleEarth, GoogleMaps, Youtube, Word programs, navigating to different URLs). For my more technical GIS course, however, fewer students are prepared to interface well with IT to download files, decompress zipped files, open different formats in various programs, save and locate files to specific places, etc.
You've nailed it by this survey. We did the department assessment a year ago and found that students are deficient in the analyzation/writing skills. With the amount of information that has to be covered in a class itself it is very difficult to incorporate exercises in class that will strengthen these skills. On a side not it is very diffucult to schedule time in computer lab for class projects and librant orientations. At night it is nearly impossible.
Most of the information and technology used in Statistics is very specific to that discipline. Any kind of information literacy assignments would have to be tailored for my classes. At this point, we get most of our information from the publisher's websites.
I teach ESL, so I don't expect my students to be able to grasp entirely MLA style and credible vs. non-credible sources. My goal is to introduce them to these things and start them on the way to fully grasping them.
I am looking forward to implementing some of the results from this survey on the Compton Campus!

Question: 11. If you have any additional comments or suggestions, please share them in the box below.

Response

It is a misconception to students that music technology does not have a literacy component since fundamentally it involves learning about music and audio engineering. However, all of the skills needed to be successful in a digital environment and literacy skills are needed for music technology. First you need to have basic computer skills just to get through the class. In addition I find students resistance to reading and buying books for the class. I have to provide supplement material and websites of manufactures and products to ensure they are updated on information using music notation software, music composition software and Digital audio workstation software (recording). Literacy in music technology and how to research information and stay abreast in industry technology requires literacy skills. I would love to partner with other faculty to address this issues. Helping students to embrace literacy and technology.

About 95% of my ESL students come well-prepared to use a computer and type their essays on Word; however, some older ESL students can not type in English on a computer or can't type at all. I refer these students to typing classes off-campus, such as adult schools, but recently these types of basic skills classes, i.e. typing, are not available/convenient for students to take before entering the ESL program at ECC. One of my advance writing students is taking a typing course through the Business division, but she is still not comfortable typing her essays when we work in the computerized classrooms and insists on handwriting her essays, which is very hard to read. I hope to see a typing skills program (maybe in the Foreign Language lab?) on all computers that offer writing classes.

Many of our courses have downgraded the relevance of some of the ILOs in our courses. Has the IR dept. kept up with the changes to the ILO ratings in its data?

Every semester I take my English A and English AX students to the library orientation to prepare them for the last assignment of the semester for which they are required to do research. I would love to maximize the work that the librarians do for my students. As an English teacher, my expertise is teaching writing. Working with a librarian, whose area of expertise is information literacy, would really benefit the students.

i want to write an information literacy course and offer it through the journalism department. i have a course outline from stonybrook, which has a big info literacy project going. but getting this done is a huge deal. getting it to happen, sadly, isn't realistic. the extra duties of this job prevent me from doing a good job on stuff like this; it just can never get done. it's very disheartening to me because this is a class students need more than any other, i think. thanks for addressing the topic of info literacy!

In our classes, they are taught with alot of hands on instuction and visual instruction.

I mentioned video taping. I'd like to tape students during "mock orals" so that they may see how they present themselves during interviews. I'd like to tape my simulated arson fire at the El Camino Fire Academy so show the students how the fire progressed after they have "investigated" it. Having a student of our Video/Film class taping would be a win-win-win scenario.

I teach ESL. Students have the language problem on top of info lit problems.

As a mathematics instructor, many of these issues do not affect me.