

Information Literacy Report

Information literacy is a goal that connects to the mission and foundation of Woodmont College. As “the people of the book”, researching, analyzing and presenting information are part of the fabric of the Jewish religion. Texts and lifelong learning form the backbone of the orthodox tradition and lifestyle. Woodmont College looks to continue that legacy and assist the students in gaining this important life skill.

The skill of information literacy is defined as the ability to research, synthesize, evaluate, use and then communicate information. Woodmont College addresses this skill directly throughout a student’s college experience. Woodmont College institutional outcomes formulate goals for student information literacy. The student begins their college career at Woodmont by completing an online orientation that contains a robust module on the definition, parameters, and the various components of Information Literacy. Every new student must take the orientation before being allowed to enroll in courses. As the student progresses in the college taking General Education courses, a number of General Education outcomes are included in the skill of Information Literacy. Within each program, program outcomes further look to enhance the skills within information literacy. All the program outcomes are mapped to courses, course objectives and assessments which continuously measure student achievement in the area of information literacy. Course development includes the requirement of a library assignment for information literacy.

Orientation

The literacy module in the orientation includes four sections:

1. Information Literacy Basics
2. Beginning the Research
3. Evaluating the Information
4. Legal and Ethical Issues

The information literacy module includes built-in Moodle lesson activities which requires students to answer questions correctly to complete the activity. The student learns and assesses their understanding while completing the module. For the students to enroll in courses they must successfully pass the orientation quiz and complete the information literacy activities.

Orientation completion student numbers:

Spring 2019 – Spring 2022

| Session | Completed |
|-------------|-----------|
| Spring 2019 | 20 |
| Summer 2020 | 11 |
| Fall 2020 | 26 |
| Spring 2021 | 13 |
| Fall 2021 | 42 |
| Summer 2021 | 10 |

Learning Outcomes related to Information Literacy

Institutional and program outcomes guide the curriculum of the various programs in Woodmont College. As a number of these learning outcomes focus on skills in information literacy, the student is constantly working on improving their information literacy abilities.

Institutional Outcomes:

- Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.
- Students gain skills to continue learning, including self-management and the ability to research new topics.

General Education:

- Communicate effectively using multiple forms of expression
- Research, organize, and assess information using qualitative thinking
- Reflect on knowledge studied in the classroom and apply it to their personal and professional lives

Computer Department:

- Research and investigate technologies to keep pace with the ever-changing field of computers and information systems.
- Consider the impact of technology on both the local and global society.

Judaic Studies:

- Interpret and evaluate primary sources of Jewish Texts.
- Research and articulate topics and themes in Judaic Studies.

Curriculum maps

To measure that students are achieving these learning outcomes that deal with information literacy, a curriculum maps connect the outcomes to course objectives and assessments.

The General Education maps the outcome to specific course requirements.

| Outcome | Course 1 | Course 2 | Course 3 | Course 4 |
|---|--|--|---|--|
| Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions. | Reason and Religion - Philosophy Requirement | Quantitative, Digital, and Scientific Literacy - Science requirement | Social Awareness and Responsibility - Second course requirement | General Education Elective Possibility |

| | | | | |
|--|--|--|---|---|
| Students gain skills to continue learning, including self-management and the ability to research new topics. | Communication and Expression - English Writing | Reason and Religion - Philosophy Requirement | Reason and Religion - Second course requirement | General Education Elective Possibility |
| Communicate effectively using multiple forms of expression | Communication and Expression - English Writing | Communication and Expression Course #2 | Social Awareness and Responsibility - Second course requirement | General Education Elective Possibility |
| Research, organize, and assess information using qualitative thinking | Communication and Expression - English Writing | Reason and Religion - Philosophy Requirement | Reason and Religion - Second course requirement | Social Awareness and Responsibility - Second course requirement |
| Reflect on knowledge studied in the classroom and apply it to their personal and professional lives | Reason and Religion - Philosophy Requirement | Social Awareness and Responsibility - Ethics requirement | Reason and Religion - Second course requirement | General Education Elective Possibility |

Another curriculum map for Gen ed reviews percentage of teachers who assert that their courses achieve a particular program outcome. The faculty teaching the gen education courses attest that these critical information literacy skills appear in their courses.

| Outcome | Percentage of teachers who state that their courses achieve this outcome either completely or partially |
|---|--|
| Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions. | 100% |
| Students gain skills to continue learning, including self-management and the ability to research new topics. | 100% |
| Communicate effectively using multiple forms of expression | 100% |
| Research, organize, and assess information using qualitative thinking | 90% |

Selection of curriculum map:

| Research and articulate themes and topics in Judaic Studies | | | | | |
|---|---|--|---------------------|-----------------|---------------|
| Course | Course Objective | Assessment | Assesment Type | Assesment Level | Grade average |
| BIBL 101 | Learning Skill #1: Outline and Summarize the story of Creation. | Part I: In the chart found in the template, write each day's creations together with an insight from Rashi. Part II: In 150 words, summarize the second perek's narrative of the continuation of bryas haolam.. | | Beginner | 95.38 |
| BIBL 101 | Learning Skill #8: Analyze Rashi's commentary on Yosef's request to be remembered by the Sar Hamashkim. | In a 250-word essay, review perek 40, pasuk 23, and Rashi's commentary. According to Rashi, why was Yosef punished with an extra two years in the Egyptian jail? Provide a justification for Rashi's explanation. What does this teach you about emunah and hishtadlus? | Discussion Question | Reinforcement | 98.55 |
| BIBL 101 | Learning Skill #9: Evaluate the story of Yosef meeting his brothers. | See Rashi (44:16). According to Rashi, what did Yosef's brothers mean when they said that "Hashem has 'located' the sins of his servants"? With what do Yosef's brothers associate the finding of the goblet? Compare this to Rashi's comment (42:3). What did Yosef's brothers intend to look for when they traveled to Mitzrayim? How does Rashi know that this was the intention of the brothers? Is there a clue in the pesukim that shows the brothers' intentions? | Discussion Question | Reinforcement | 96.07 |
| BIBL 101 | Learning Skill #10: Demonstrate Yosef's care in dealing with his brothers. | In a 300-word essay, describe how Yosef presented himself to his brothers. What does this show about Yosef and his tzidkus? Provide at least three examples from the Chumash and/or Rashi's commentary relating to his interactions with his brothers that prove this point. How do these behaviors/interactions illustrate Yosef's tzidkus? Explain how actions that appear to be cruel on the surface can actually be done out of kindness. | Research Paper | Mastery | 99.19 |
| BIBL 222 | Learning Skill #4: Explain Megillas Esther's theme of "v'nahafoch hu" and its implications. | In a three-minute recording, discuss the theme of "v'nahafoch hu" in Megillas Esther. Bring at least three examples where a surprising twist occurs in the Megillah and creates an unexpected result. Then explain what can be learned from the idea of "v'nahafoch hu." Show where this idea is expressed through the | Talk | Reinforcement | 94.63 |

| | | | | | |
|----------|--|--|---------------------|---------------|-------|
| | | mitzvos or traditions performed during the holiday of Purim. Lastly, bring an example from your life where you experienced “v'nahafoch hu.” | | | |
| BIBL 222 | Learning Skill #10: Through the contrast of characters in the Megillah, demonstrate how Megillas Rus stresses the importance of giving to those in need. | See Rashi on Megillas Rus (1:1). According to Rashi, why did Elimelech leave Eretz Yisrael? Where do we see this reflected in the pesukim? From where did Rashi know this? Bring two examples of other individuals in the Megillah who differ from Elimelech and are gracious to those who are in need. Explain. Bring an example of another individual in the Megillah who was not helpful to a person in need. (Hint: the Megillah specifically leaves out his name.) What does the Megillah offer as a reward for those who help others in need? | Discussion Question | Reinforcement | 91.67 |
| BIBL 222 | Learning Skill #12: Describe and detail the events of Megillos Rus and Esther. | Quiz | Quiz | Mastery | 87.25 |
| Bibl 230 | Learning Skill #1: Analyze the transition of leadership to Yehoshua and the mission that Hashem gives him. | In Perek 1, when Yehoshua takes over the leadership of Klal Yisrael, Hashem gives him a mission. List three different aspects of this mission. Make sure to quote Rashi’s commentary for at least one of the messages. In what way is Yehoshua’s mission the same as Moshe Rabbeinu’s mission? In what way is it different? | Discussion Question | Beginner | 96.55 |
| Bibl 230 | Learning Skill #11: Identify Yehoshua’s accomplishments. | In learning the final perek of Sefer Yehoshua, think back to Hashem’s original commandments and mission for Yehoshua. How has Yehoshua completed the tasks that Hashem has sent him to accomplish? What were Yehoshua’s major accomplishments? Bring three examples of Yehoshua’s accomplishments, making sure to use at least one that is quoted in perek 24 and one that fulfilled a commandment/mission that Hashem had mentioned at the beginning of the sefer. | | | 97.06 |
| Bibl 300 | Learning Skill #1: Analyze pesukim using Rishonim commentaries. | The first pasuk in Sefer Shemos connects to the end of Sefer Bereishis. Based on that, complete the following worksheet: 1. Bring at least three comments of the mefarshim on this pasuk as it relates to the end of Sefer Bereishis. 2. Add at least one additional insight into one of the mefarshim, either your own or from another peirush. 3. Based on your own knowledge, why do you think Sefer Shemos begins with the names of the 12 Shevatim? | Assignment | Mastery | 96.14 |

Mapping results: 2021-2022

The map shows that 100% of the assessments mapped to the information literacy outcomes receive about an 80 for 80% of the students or more, thereby demonstrating that students achieve these outcomes.

| Outcome | | % of measurements where 80% of students received 80% on their assessment |
|---------|---|--|
| 1 | Research and articulate themes and topics in Judaic Studies | 100% |
| 2 | Interpret and evaluate primary sources of Jewish texts | 100% |

Computer Department Information Literacy mapping 2021-2022

Portion of map:

| Research and investigate technologies to keep pace with the ever-changing field of computers and information systems | | | |
|--|--|---------------------|------------|
| Course | Assessment | Assessment Type | Level |
| CPT 105 | Week 10 Discussion Question: How can you implement a topic in this course to better society and the world around you? | Discussion Question | Beginner |
| CPT 105 | Week 12 Discussion Questions: Demonstrate how a topic in this course is applied to your daily life | Discussion Question | Beginner |
| CPT 105 | The Chapter 5 Bits&Bytes feature discusses the differences between proprietary operating system software such as Windows and macOS and open source operating systems. Research one company such as Red Hat, Ubuntu, and Linux to explain how they are trying to bridge the gap between the two and overcome some of the differences. | Assignment | Beginner |
| CPT 105 | Week 11: Research Mobile BI and synthesize different ideas into one broad understanding of the topic | Paper | Beginner |
| CPT 111 | Discuss some of the ethical responsibilities of a programmer. Use at least three sources | Discussion Question | Reinforced |
| CPT 111 | Choose a topic related to cryptography. You may use a topic suggested in the accompanying document or choose your own (topic must be approved first). Utilize LIRN to research your chosen topic. Use at least three resources. | Paper | Reinforced |
| CPT 121 | Use LIRN to research how HTTPS works. Give a high-level summary of what you find. Make sure to include your sources. | Discussion Question | Beginner |
| CPT 121 | Week 6 Assignment: This semester, we are going to discuss the Node.js framework. Use LIRN to research two to three other popular JavaScript frameworks. Discuss the advantages and disadvantages of each and compare them to Node.js. Use at least three sources. | Paper | Reinforced |

Mapping Results: 2021-2022

The map shows that 100% of the assessments mapped to the information literacy outcomes receive about an 80 for 80% of the students or more, thereby demonstrating that students achieve these outcomes.

| | Outcome | % of measurements where 80% of students received 80% on their assessment |
|---|--|--|
| 1 | Consider the impact of technology on both the local and global society. | 83.33% |
| 2 | Research and investigate technologies to keep pace with the ever-changing field of computers and information systems | 87.50% |

Woodmont College Library

The [Woodmont College library](#) is a resource for students to help them complete their assignments. The library contains links to collections, databases and search engines. The library also provides guidance for students regarding conducting research and putting together a research paper. Woodmont College maintains a subscription to LIRN, an online library with access to subscription databases like ProQuest, and to Otzar Hachochma, a Judaica library with over 120,000 e-books. The library and librarian assist students in accessing open libraries, accessible without a subscription. Woodmont College encourages students to use the library for research.

Library metrics:

of calls to the librarian = 7% of students reached out to the librarian

Library usage: The library was used 550 times over the last 12 months by 223 users.

Proquest searches: 43,000 searches were conducted during AY2021-2022

Library Budget: FY2021: \$3,681 FY:2022: Anticipated \$10,000

Goals:

The library is a critical component of the college. Despite students having their own libraries for Judaic Studies, researching and studying texts for years with their own resources or those found in synagogues, Woodmont College intends to increase the digital library's subscriptions and encourage students to make use of the tools and efficiency online research can provide.