The Library Department has made progress towards achieving the goals from the last 5-year report. While the budget has significantly impacted the library in general and slowed some of the progress towards achieving all goals, we continue to improve the information literacy courses.

**Goals from 2007-2008 5 year report:**
1. Develop online content and assessment for LIBY credit courses and other foundation Information Literacy curricula.
2. Develop additional Information Literacy curricula and materials for transfer, returning, and graduate students.
3. Participate in collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.
4. Develop curricular maps for Information Literacy in disciplines and majors.
5. Implement ongoing departmental faculty development programs on curriculum, pedagogy, instructional design, and assessment of Information Literacy.

**Progress to Goals**
1. We have developed numerous online tutorials and resources and also teach online and hybrid sections.
2. We provide ‘One-shot’ instruction in some graduate classes; however, this has been impacted by budget with fewer resources/time to give to development.
3. We have worked with faculty in the sciences and social sciences to incorporate information literacy components in courses
   a. upper division: close work with Profs. Norman Bowen, Maria Ortuoste and Wendy Sarvasy in POSC and INTS: visits to course sections to discuss IL issues with students, individual consultations with students
   b. Close work with Chemistry faculty in application of IL to database searching
   c. Consultation with Math/CS regarding resource needs for students and course visits to discuss IL for graduate students in CS
4. We have begun development of curricular maps. Please see #3 above.
5. We support faculty professional development through travel and research funds; we also have time to share concerns, ideas, etc. in meetings.

**Changes**
Since the last five-year review, we have had:
- 1 retirement, 2 Faculty finished FERP, 1 resignation to accept a position at another university library
- 2 hires (systems librarian and online literacy librarian) in summer of 2008
- Budget cuts have impacted libraries’ collections

**Summary of Assessment Results (1pg)**
The Library Department continues to evaluate, assess, and improve its courses through the use of evidence-based practice. This allows us to improve our teaching and our students' learning. Examples of our assessment practices are below:

- Piloting new Pre/Post test to better capture student learning in regards to course objectives and learning outcomes
- Continuing with Portfolio-based assessment
- Student evals are positive overall and often comments reflect an initial lack of concept or even misunderstanding of a course designated LIBY that is replaced, over the 10 weeks, with a basic grasp of Information Literacy.

Student Learning Objectives

1. Formulate a research question
2. Develop and apply appropriate search strategies
3. Evaluate strategies and results—revise as needed
4. Describe research processes and communicate results
5. Understand and apply principles of information ethics

Student Learning Objectives (SLOs) are assessed using the pre/post tests and portfolios. Students also demonstrate their learning via their final research project in which they have to formulate a research question, find and evaluate appropriate sources, and communicate their results. They must also reflect on their research process and provide evidence of understanding information ethics via the correct citation of resources and not plagiarizing sources. Improvement of assessment techniques is ongoing.

Reflection on Statistics

- In the previous academic year (2009-2010) the cutbacks in sections of other courses offered at the university led to a spike in enrollment in LIBY 1210. The total enrollment that year was 1229 (compared to 1065 this year). Improved communications with the GE faculty and 1st year advisors has helped with distribution of students in 1st year learning clusters. The lower enrollments in the Fall term reflect GE-wide efforts to avoid overwhelming first year students.
- Number of hybrid and online courses offered in last academic year (2010-2011): 4 in person (face to face) sections, 17 hybrid/blended sections, and 19 online sections.
- Statistics for this academic year (2010-2011) demonstrate strong enrollment in our courses (LIBY 1210 and LIBY 1551).
- Statistics also reflect an almost even split (55% to 45%) of sections taught by tenure/tenure-track faculty and part-time lecturers.

Statistics (1pg) for the period of Summer 2010 to Spring 2011
Library Department Information Literacy 2010-2011 Annual Report

Note: The Library Department teaches only lower division undergraduate courses (LIBY 1210 and LIBY 1551)

Faculty and Academic Allocation

Headcount and % of total full-time faculty and part-time faculty:
- Total: 15 (9 FT, 6PT)
- 60% full-time faculty
- 40% part-time faculty

Number of FTF: 9

SFR of tenure track faculty, lecturer faculty, and total faculty
- Tenure track: 67
- Lecturers: 85.3
- Total: 71

Course Data for Tenure/Tenure Track Faculty
- Number of classes: 22
- % of total classes: 55%
- Average class size: 27

Course Data for Part-time Faculty
- Number of classes: 18
- % of total classes: 45%
- Average class size: 26

Number of classes and average class size for all courses
- 40 classes
- Average class size: 26.6