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University Libraries

Information Literacy

**Five Year Review
2001/02 -- 2006/07**

Program review prepared by Library Faculty Program Review Committee:

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University Libraries -- Information Literacy Program

Self Study

Introduction

This is the initial CAPR review for the Information Literacy program from the University Libraries at California State University, East Bay. The University Libraries requested the inclusion of the Information Literacy program in the CAPR review process to further our support of the teaching mission of the University. To fulfill our mission of assisting students in becoming information competent, critical thinkers and life-long learners, the University Libraries offer formal & informal instruction in Information Literacy to the University community through a variety of courses, programs, and instructional activities.¹

In 1993 the CSU Commission on Learning Resources and Instructional Technology identified Information Competency as a high priority and established a system-wide working group to recommend policy and implementation strategies. Each CSU campus has developed its own method of implementing the Information Competency initiative. At CSUEB Information Literacy has been designated a graduation requirement for native first year students and is offered as a two unit course in the general education first year cluster program. CSUEB has also articulated upper and lower division general education Information Literacy student learning outcomes which are aligned with nationally promulgated *Information Literacy Competency Standards for Higher Education* published by the American Library Association, Association of College and Research Libraries.²

1.a. Summary of the Last Program Review

In lieu of a past program review to summarize, a brief history of Information Literacy at CSUEB:

Information Literacy became a general education requirement for native first time freshmen as a part of the general education package approved by the Academic Senate in 1997. From Fall 1998 until Spring 2003, a one credit Information Literacy course, LIBY 1010 - *Fundamentals of Information Literacy*, was offered as a part of the First Year Experience (FYE) cluster curriculum. In 2003, the Academic Senate increased the Information Literacy general education

¹ CSUEB University Libraries Mission and Goals
<http://library.csueastbay.edu/mission.htm>

² ACRL *Information Literacy Competency Standards for Higher Education*
<http://library.csueastbay.edu/mission.htm>

requirement to 2 units and the University Libraries began offering a 2 credit Information Literacy course, LIBY 1210 - *Introduction to Information Literacy*, in the FYE program in the Fall of 2004. In general only FYE students may enroll in cluster linked sections of LIBY 1210 (and the predecessor LIBY 1010). The department also offers the 2 unit LIBY 1551 – *Information Skills in the Electronic Age* for returning, transfer, and graduate students.

The First Year Experience program curriculum consists of clusters of general education courses with a common theme or prerequisite sequence for a major. The clusters also include Composition, Public Speaking, Information Literacy, and General Studies courses. The University Libraries offers multiple sections of LIBY 1210 *Introduction to Information Literacy* linked to the FYE clusters and a few non-cluster sections LIBY 1210 &/or LIBY 1551 *Information Skills in the Electronic Age* for transfer, graduate, and native undergraduates who did not fulfill the Information Literacy requirement in their first year. Both LIBY 1210 and 1551 address the lower division general education (LDGE) Information Literacy student learning outcomes and meet the LDGE IL requirement.³

We do not offer majors or minors. We have ‘banked’ LIBY 3200 *Discipline Based Information Research* which has not been offered in five years.

In addition to the credit course program, the UL provides course related IL instruction throughout the curriculum. Library faculty liaise with every academic department on campus, consulting with students and faculty, providing research support and informal and classroom instruction.

Sections and total enrollment - Summer 2002 - Spring 2007			
LIBY 1010/1210/1551	Number of Sections	Students Enrolled	Average Enrollment per Section
2002/03	32	616	19.25
2003/04	28	613	21.89
2004/05	31	762	24.58
2005/06	30	643	21.43
2006/07	30	829	27.63

³ see *appendices* or <http://www.csueastbay.edu/ge/subcommitte/ge/learningoutcomes/libLDoutcomes.pdf>

Sections and enrollment by course - Summer 2002 – Spring 2007					
	2002/03	2003/04	2004/05	2005/06	2006/07
LIBY 1010					
sections	30	25			
students	568	560			
LIBY 1210					
sections			29	27	27
students			715	568	747
LIBY 1551					
sections	2	3	2	3	3
students	48	53	47	75	82

1. b. Curriculum and Student Learning

Pre/post test

LIBY 101, 1210, and 1551 have been assessed with a pre/post test since inception. The pre/post test contains eighteen – twenty multiple choice questions which are aligned with the course outcomes which are based on the LDGE IL SLOs and the ACRL Information Literacy Competency Standards.

LIBY 1010 & 1210 pre/post test			
Year	Pre-test	Post-test	% Improvement
2001-02	62	65.6	7.6
2002-03	57.4	68.3	11.1
2003-04	59.6	69.1	9.5
2004-05	60	68.5	8.5
2005-06	58.3	69.3	11

LIBY 1551 pre/post test			
Year	Pre-test	Post-test	% Improvement
2001-02	69.51	79.4	9.89
2002-03	62.03	75.02	12.99
2003-04	55.36	67.7	12.34
2004-05	55.68	68.52	12.84
2005-06	61.29	66.69	5.40

Portfolio Assessment

The pre/post test is a multiple choice instrument and not well suited to assessing students' critical thinking and research processes. The portfolio assessment project was both an alternative assessment to pre/post testing and as authentic assessment designed to give library faculty additional information about student learning in LIBY 1210. The project also influenced faculty thinking about curriculum, teaching practices, and assessment. Over the course of eighteen months, from the Fall of 2004 until the Spring of 2006, we designed portfolio assignment guidelines, developed and vetted an assessment rubric, and participated in collaborative reading and assessment of student portfolios. As a result of what we learned during the project, faculty altered their curriculum and teaching, providing additional process oriented assignments and student self- and peer- assessments. Many faculty now include student self-assessment and an experiential final in their LIBY 1210 sections to help students articulate what they have learned in the course and to demonstrate that knowledge while researching.⁴

LIBY 1210 -- Portfolio Rubric

The work of the student demonstrates:	Target	Starting Point
Develops and evaluates research processes and strategies	<ul style="list-style-type: none"> Develops and uses a personal strategy of searching for information about a topic Demonstrates an applied knowledge of reference tools (e.g. catalogue, databases) to find reasonable sources Evaluates the usefulness of personal research strategies and processes 	<ul style="list-style-type: none"> Demonstrates little development or awareness of a personal strategy for searching for information Chooses to use largely one type of reference tool (e.g., internet) to find sources of information Repeats unfruitful attempts to gather information with little problem solving demonstrated.
Appropriateness of Information collected	<ul style="list-style-type: none"> Searches for a variety of relevant information connected to a topic Demonstrates some savvy about the information collected (e.g., selecting specific, contextualized information about a topic; being able to show why a source fits a topic; or being able to demonstrate why a source is important to a topic). 	<ul style="list-style-type: none"> Tends to search for only one type of information Shows little discrimination in selecting reasonable sources about a topic (e.g., all sources may be very general or only vaguely related to a topic).

⁴ see *appendices* for project timeline.

LIBY 1210 -- Portfolio Rating Scale

The work of the student demonstrates:	Consistently	Often	Sometimes	Seldom
Appropriateness of Information collected <ul style="list-style-type: none"> Exhibits skill in finding a variety of types of relevant information connected to a topic Demonstrates some savvy about the information collected (e.g., selecting specific, contextualized information about a topic; being able to show why a source fits a topic; or be able to demonstrate why a source is important to a topic). 				
Develops and evaluates research processes and strategies <ul style="list-style-type: none"> Develops and uses a personal strategy of searching for information about a topic Demonstrates an applied knowledge of reference tools (e.g. catalogue, databases) to find reasonable sources Evaluates the usefulness of personal research strategies and processes 				

Information Literacy Requirements at Other CSU Campuses

CSU Campus Snapshot	Information Literacy Courses	Sections per Year	IL Requirement
Bakersfield 2006 FTES - 4,937 Quarters	GST 126 <i>Researching the Electronic Library</i>	2 q. units 3	N/A
	GST 153 <i>Researching the Internet</i>	2 q. units 3	
	Inst 420 <i>Electronic Legal Research</i>	2 q. units 2	total 8 Major – Environ. Resource Mgmt.
Chico 2006 FTES – 15,025 Semesters	PolSci 330 <i>Research Skills In Politics & Law</i>	3 s. units 2	N/A
	RelgSt 481 <i>Research Methods in Religious Studies</i>	1 s. unit 1	
East Bay 2006 FTES – 10,979 Quarters	LIBY 1210 <i>Introduction to Information Literacy</i>	2 q. units 28	Native First Year Students GE Area G4 -- 2 credits
	LIBY 1551 <i>Information Skills in the Electronic Age</i>	2 q. units 3	
Stanislaus 2006 FTES - 6,314 Semesters	SSCI 3000 <i>Library Resources</i>	2 s. units 3	N/A
	HONS 3500 <i>Library Resources</i>	1 s. unit 1	

CSU campuses have implemented Information Literacy independently. CSUEB focuses more on first year students than other campuses and teaches many more sections and students per year.

Concord Campus

There are plans to offer a FYE pre-nursing cluster at the Concord campus and the University Libraries are preparing to offer a LIBY 1210 section. We are investigating whether we can offer hybrid or mostly online versions of 1210 to accommodate Concord and ease scheduling conflicts on the Hayward campus.

1. c. Students, advising, and retention

We have not used scheduling surveys as the schedule of cluster linked LIBY 1210 sections is almost entirely determined by the FYE cluster schedule. We know anecdotally that first year students prefer morning (but not too early!) sections, although we are not able to schedule all sections before noon due to classroom and cluster constraints.

We do not offer majors, minors, or degrees. The SFR and IPEDS data are incorrect in that 13 FTEF are tenure track faculty not lecturers.

Faculty Workload

The potential addition of FYE cluster(s) at the Concord campus and an increase in first year enrollments are major workload concerns for the department. Increases in campus FTEF and FTES also impact Library faculty workload through course-related instruction, liaison duties to departments, and reference services. The Library Faculty's workload is different from faculty in other colleges in that it is calculated on an hours per week not WTU basis. As the number of students, faculty, and Information Literacy course sections increase, there is not an obvious formula in place for determining when additional FTEF are needed.

We currently have 13 FTEF (10 TT, 1 TT on leave, 2 FERP, 2 full time temporary), up from 11 FTEF in 2002. Although the Library Faculty is predominately composed of generalists, we usually request faculty searches with a specific focus designated. Like other departments we have experienced multiple FERPS and retirements in recent years.

Tenure track requests since 2002:

2002	replacement	Education	Fenno-Smith
2003	replacement	Gov Pubs	Bickley
2005	replacement	Systems	Isenberg
2006	1 replacement & 1 new position	E-Collections	Brunetti & Townsend
2007	1 replacement & 1 new position	Public Services	2 open searches

Five Year Plan

Collaboration & Implementing Information Literacy Across the Curriculum

Information Literacy is needed for and learned through the work of all disciplines, fields, and majors at the University. Increasingly sophisticated Information Literacy abilities should be acquired by students as they progress through the undergraduate curriculum. These abilities are requisite for success in graduate education and the workplace. Effective Information Literacy curricula, assessment, and teaching are shared responsibilities of faculty from all disciplines. Creating quality IL learning at the University requires the creativity and collaboration of library faculty and faculty from across the departments and colleges. Achieving goals 3 and 4 in our five year plan will depend upon the willingness of other departments across the University to consult and collaborate with Library Faculty in the development of Information Literacy curriculum for their disciplines, majors, and degrees.

Impact of Increasing FTES and FTEF

As mentioned in the Self Study, there is no obvious formula for determining the need for additional Library Faculty. Unlike other faculty our workload is not determined by WTU assignments. Through the range of Library services and the Information Literacy program Library Faculty serve the entire University. Higher headcount and FTES/F are increases in our service population. Our current SFR for the entire campus is approximately 1,200/1; the ratio to TT faculty is about 30/1; to FTEF about 50/1.

Increasing enrollment in IL course sections is an indicator of additional FYE enrollment and demand from non-FYE students. An incoming class of 1,000 FYE students requires 33 sections of LIBY 1210; we also usually offer 3 – 5 sections of LIBY 1551 (or open enrollment LIBY 1210) for non-FYE students. We cannot increase the number of sections we teach without taking time and resources from other services and programs including the goals outlined here. We do not currently have a method of funding additional sections.

Goal 1: Develop online content and assessment for LIBY credit courses and other foundational Information Literacy curriculum.

The Library faculty has identified the development of online curricula and assessments as our primary goal for the Information Literacy credit courses and instructional programs.

We are currently engaged in three projects to further this goal, a Transforming Course Design grant working with the Human Development department, a faculty support grant to fund hardware and software purchases to support the development of online curricula, and a CSU system wide project to identify and develop Information Literacy learning objects.

Developing online curricula and assessments will allow us to teach hybrid, online, and face to face versions of the Information Literacy credit courses. This flexibility will help us meet growing demand for credit course sections at the Concord campus and from non-FYE, transfer and returning students.

Online curriculum could also be used across the disciplines in the course related instruction program, for upper division Information Literacy general education courses, and as web-based self-service resources. One eventual goal is to have a searchable web mounted database of learning objects for Information Literacy across the curricula.

Goal 2: Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students.

The LIBY 1210 credit course program reaches about a tenth of the undergraduate student population. The remaining transfer student population encounters Information Literacy in designated upper division general education courses in the Sciences and Social Sciences. Some may also receive Information Literacy or research instruction from the liaison librarian in their major and minor areas of study.

Part of our focus in developing foundational online IL curricula is to help transfer and returning students who need to update their basic research skills. We plan to develop a web-based *research refresher pathway* designed to help students learn to effectively use online library and information resources.

Goal 3: Participate in collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.

The UDGE IL student learning objectives build upon the lower division general education IL objectives and are designed to help students develop sophisticated IL abilities as they progress through the curriculum.

This goal can only be met in collaboration with departments which offer GE D4 courses. We are eager to work with departments which teach the designated upper division general education Information Literacy courses and provide any

assistance needed to develop sequential, progressively sophisticated IL curricula in the upper division Sciences and Social Sciences.

Goal 4: Develop curricular maps for Information Literacy in disciplines and majors.

Engineers, artists, teachers, and philosophers are prepared via their own specific curriculum to meet the demands of their respective fields. Disciplines, majors, and career fields also have distinct research methodologies and Information Literacy needs.

This goal can only be met in collaboration with departments who wish to design curricular Information Literacy pathways for their majors and minors. We are eager to work with disciplines and majors to develop Information Literacy curricular maps which articulate increasingly specific student learning objectives across the major or degree. We are currently working on a curricular map for the new online Human Development curriculum.

Goal 5: Implement ongoing departmental faculty development program on curriculum, pedagogy, instructional design and assessment of Information Literacy.

Ongoing faculty development is vital to effective instructional programs and student learning. The Library Faculty participated in an eighteen month long faculty development project to develop and use portfolio assessment in LIBY 1210. This experience had a significant impact of the design and delivery of the course, provided multiple opportunities for faculty development and collaboration, and yielded a conference paper and publication in the proceedings.

Although there are many and increasing demands on our time, we must invest in sustained faculty development.

3. Select Faculty Achievements

Publications and Presentations (CSUEB Library Faculty names appear in bold)

Thomas Bickley

- (2007). Gardens of Delights [Review of the cd's "*Jacob van Eyck: Der Fluyten Lust-hof - selected works*" by Eric Bosgraaf, "*Der Fluyten Lust-hof*" by Dan Laurin, and "*Der Fluyten Lust-hof*" by Marion Verbruggen]. *American Recorder*, XLVIII(4), 28-30.
- (2006). The Dolmetsch Lineage [Review of the cd's "*The Complete Recorder Works: Britten and Rubbra*" by the Flautadors, "*British Recorder Concertos*" by John Turner, and "*Renovata*" by Erwilian]. *American Recorder*, XLVII(2), 36-37.
- (2006) co-authored with **Fenno-Smith, K., Philibosian, S., & Highsmith, D.** *Assessment: Builds Strong Programs Eight Ways! It's Good for You!* Moving Targets: understanding our changing landscapes (Proceedings of the 2006 LOEX Conference), University of Maryland, College Park, MD.
- (2006). *Badbury Rings for recorder, shakuhachi and live surround sound electronic processing.* performance of original composition presented at Meridian Gallery: Composers in Performance Series, San Francisco, CA.
- (2006) co-presenter with **Fenno-Smith, K., Philibosian, S., & Highsmith, D.** *Assessment: Builds Strong Programs Eight Ways! It's Good for You!* presented at LOEX Conference, University of Maryland, College Park, MD.
- (2006). *The Cornelius Cardew Choir: a unique blossoming of community and music in the SF Bay Area.* Lecture/Demonstration presented at Music Library Association West Coast Conference, UC Berkeley, Berkeley, CA. Subsequently nominated for "Best of Chapter" presentation at the National MLA Conference.
- (2003). *Repose: in memoriam Matthew Sperry (solo for alto recorder in g).* Berkeley, CA: Metatron Press.
- (2002). Program notes for Portrait of Tom Bickley, and Wind Horse. In *Sounding the Margins: a retrospective of the works of Pauline Oliveros on the occasion of her 70th Birthday* [Brochure]. San Francisco: Meridian Gallery.
- (2002). *Noise as a Timbral Element in Extended Recorder Performance Techniques with Live Electronics.* Lecture/Demonstration presented at Beyond Noise: Acoustic, Technical, and Metaphorical Aspects of Noise in Audio and Visual Arts, UC Santa Barbara, Santa Barbara, CA.

Korey Brunetti

- (2007). Co-author with **Townsend, L.** Extreme (class) makeover: Engaging information literacy students with web 2.0., In *E-Learn 2007 Conference Proceedings*.
- (2007). Co-presenter with **Townsend, L.** *Papa's got a brand new tag: Teaching information literacy with web 2.0.*, presented at Conference on Information Technology a conference of the League for Innovation, Nashville, TN.
- (2007). (2007). Co-presenter with **Townsend, L.** *Extreme (class) makeover: Engaging information literacy students with web 2.0.*, presented at E-Learn, a conference of the Association for the Advancement of Computer in Education, Quebec City, Quebec, Canada.

Judy Clarence

- (2005). Treasures Hid in the Sand: Finding Information for Religious Studies Research in Electronic non-Theological Resources. In *American Theological Library Association 2005 Conference Proceedings*. American Theological Library Association.
- (2004). Look That Up in Your Funk and Wagnall's! : Music Reference Using Alternative Sources. *Music Reference Services Quarterly*, 8(3).
- (2004). *ATLA and World Religions*. Panelist for American Theological Library Association Annual Conference, Kansas City, MO.
- (2002). *Sacred Music and Hymnody of the Christian Church*. Pre-conference workshop presented at American Theological Library Association Annual Conference, St. Paul, MN.
- (2002). *Look That Up in Your Funk & Wagnall's: Using Non-Music Resources for Music Research*. Paper presented at Music Library Association Annual Conference, Las Vegas, NV.

Judith Faust

- (2007). Worth Remembering - ALA in New Orleans. *CentenniAL Blog, celebrating 100 Years of American Libraries*. Retrieved Nov. 21, 2007 from:
http://blogs.ala.org/AL100.php?title=worth_remembering&more=1&c=1&tb=1&pb=1
- (2007). [Review of the book *Handbook of Markets and Economies: East Asia, Southeast Asia*,]. *Journal of Business & Finance*, 12(3), 74-76.
- (2006). [Review of the book *Encyclopedia of American Business History*]. *Reference & User Services Quarterly*, 46(1), 66.
- (2005). [Review of the book *The Greenwood Encyclopedia of Daily Life: A Tour Through*]. *Reference & User Services Quarterly*, 44(3), 264-265.
- (2005). Teaching Information Literacy in Fifty Minutes a Week: the CSUH Experience. In J. Caswell, P. Haschak, & D. Sherman (Eds.), *New Challenges Facing Academic Librarians Today: Electronic*. NY: Edwin Mellen Press.
- (2004). [Review of the book *Encyclopedia of the Victorian Era*]. *Reference & User Services Quarterly*, 44(1), 87-88.
- (2003). [Review of the book *Encyclopedia of Women in the American West*]. *Reference & User Services Quarterly*, 43(2), 178.

- (2003). "International Business". In *Core Competencies for Business Reference*. Retrieved November 21, 2007, from American Library Association/ Reference and User Services Assoc./Business Reference and Services Section (BRASS) Web site: <http://www.ala.org/ala/rusa/rusaourassoc/rusasections/brass/brassprotools/corecompetencies/corecompetenciesinternational.cfm>
- (2003) Co-author with **Ginno, E., Laherty, J., Manuel, K., & Ramsdell, K.** "To test or not to test, is there a question?", in *Managing Instruction Programs in Academic Libraries*. Ann Arbor, MI: Pierian Press.
- (2002) Co-author with **Laherty, J.** Constant Changes: Librarians and Libraries in 2001. California Academic & Research Libraries Association Regional Program, December 2001, Oakland, CA. *CARL Newsletter*.

Kyzyl Fenno-Smith

- (2007) Co-author with Morrison, K. *Student Research and Information Literacy*, Instructional Components breakout sessions (2), at Umoja III Conference, Hayward, CA.
- (2006) Co-author with Morrison, K. *Decolonizing Methodologies & Pathologizing Practices: Information Literacy and the Liberatory Possibility of Education*, at LOEX of the West 2006, Kona, Hawaii.
- (2005). *It's all about you: Helping students find learnable moments in class, in the library, in life*, invited keynote presented at Finding the Teachable Moment: Integrate, Collaborate, Appreciate. California Clearinghouse on Library Instruction, San Jose, CA.
- (2005). *Responses to Stanley Wilder's 'Information Literacy Makes all the Wrong Assumptions'*, panelist at Finding the Teachable Moment: Integrate, Collaborate. California Clearinghouse on Library Instruction, San Jose, CA.
- (2004) *Be a (Role) Model! Or Just Teach Like One: Connecting Evaluation, Assessment, and Reflective Practice in the Information Literacy Classroom*. In *Reflective Teaching: A Bridge to Learning*. Eds. Thomas, Deb Biggs et al. Ann Arbor, MI: Pierian Press.
- (2003) *Critical Context: Student Reality, Critical Pedagogy, and Information Literacy*, at Bridging the Gap – Teaching Across Boundaries, WILU 2003, Windsor, Ontario.
- (2003) *Be a (Role) Model! Or Just Teach Like One: Connecting Evaluation, Assessment, and Reflective Practice in the Information Literacy Classroom*, at Reflective Teaching a Bridge to Learning, LOEX 2003, Madison, Wisconsin.

Ginno, Elizabeth

- (2003) Co-author with **Faust, J., Laherty, J., Manuel, K., & Ramsdell, K.** "To test or not to test, is there a question?", in *Managing Instruction Programs in Academic Libraries*. Ann Arbor, MI: Pierian Press.

Doug Highsmith

- (2007). *The Rise and Fall of the American Romance Comic Book*. presented at Comic Arts Conference, San Diego, CA.
- (2007). Co-presented with **Ramsdell, K.** *Putting Romance into the Library: Building a Collection of Genre Romance Literature in an Academic Library*, (co-authors: **Highsmith** and **Ramsdell**, presenter **Ramsdell**) presented at Popular Culture Association (PCA) 37th Annual Conference.
- (2007). [Review of the website *OneSource: Global Business Browser* www.referenceusa.com]. *Choice*.
- (2007). [Review of the website *ReferenceUSA*” www.referenceusa.com]. *Choice*.
- (2006) co-authored with **Bickley, T., Fenno-Smith, K., & Philibosian, S.** *Assessment: Builds Strong Programs Eight Ways! It’s Good for You!* Moving Targets: understanding our changing landscapes (Proceedings of the 2006 LOEX Conference), University of Maryland, College Park, MD.
- (2006). [Review of the book *Gumshoes*]. *Choice*.
- (2006). [Review of the book *Graphic Novels Now: Building, Managing, and Marketing a Dynamic Collection*]. *LIBRES*, 16(2).
- (2006). [Review of the website *All Movie Guide*” <http://allmovie.com>]. *Choice*.
- (2006). [Review of the website *Path to Investing* <http://www.pathtoinvesting.org>]. *Choice*.
- (2006). [Review of the website (*TV Handbook’s*) “*History Page*” <http://www.tvhandbook.com?history/History.htm>]. *Choice*.
- (2006, April). [Review of the website *IBISWorld Industry & Market Research.*” <http://www.ibisworld.com>]. *Choice*.
- (2006). Co-author with Ellis, A., Adams, R. C., & Serchay, D. S. *Comic Books*. In *Magazines for Libraries*. NY: R.R. Bowker.
- (2005). [Review of the database *Lexis-Nexis Company Dossier*]. *Choice*.
- (2005). [Review of the database *Lexis-Nexis Country Analysis*]. *Choice*.
- (2005). [Review of the book *Comic Art of Africa, Asia, Australia, and Latin America through 2000: an International Bibliography*]. *Choice*.
- (2005). *Comics Built to Last: a Survey of Academic Library Holdings of Graphic Novels & Hardcover Comic Book Collections...* presentation presented at Popular Culture Association (PCA) 35th Annual Conference.
- (2004). Co-author with Matoush, T., & Radcliff, S. *The Top Five Business FAQs*. presentation presented at CARL North.
- (2004). Co-author with Yu, S., Heichman, L., & Bliss, P. *Business Reference: the Top Ten Questions Anyone Can Answer*. presentation presented at Pre-Conference, California Academic & Research Librarians (CARL) .
- (2004). *Excelsior! & Beyond: a Survey of Published Biographies & Autobiographies of Comic Book Pioneers*. presentation (in absentia) presented at Popular Culture Association (PCA) 34th Annual Conference.
- (2004). [Review of the book *The Encyclopedia of Women in Radio, 1920-1960*]. *Choice*.
- (2003). [Review of the database *Lexis-Nexis Media Analyzer*]. *Choice*.
- (2003). [Review of the book *Elite MBA Programs at Public Universities*]. *Journal of Business & Finance Librarianship* , 11(2).

Philibosian, Steve

- (2006) co-authored with **Bickley, T. Fenno-Smith, K., & Highsmith, D.**
Assessment: Builds Strong Programs Eight Ways! It's Good for You!
Moving Targets: understanding our changing landscapes (Proceedings of
the 2006 LOEX Conference), University of Maryland, College Park, MD.

Ramsdell, Kris

- (2007) "Core Collections in Genre Studies: Romance Fiction 101." *Reference & User Services Quarterly* 47(2): 16-22. Co-authored with Georgine Olson, Joyce Saricks, and Lynne Welch. [A guest Alert Collector column, edited by Neal Wyatt]
- (2007) Co-presented with **Highsmith, D.** *Putting Romance into the Library: Building a Collection of Genre Romance Literature in an Academic Library*, (coauthors: **Highsmith** and **Ramsdell**, presenter **Ramsdell**) presented at Popular Culture Association (PCA) 37th Annual Conference.
- (2006) "The Ultimate Kiss & Tell: Everything You Ever Wanted to Know about Reviewing." Presentation with Bette-Lee Fox at Librarian's Day at the Annual Convention of the Romance Writers of America, Atlanta, GA, July 25, 2006.
- (2005) "Got Reviews? The Keys to Unlocking the Library Market." Presentation with Shelley Mosley and John Charles for the Romance Writers of America Annual Conference, Reno, NV, July 28, 2005.
- (2003) "To test or not to test: Is there a question?" in *Managing Instruction Programs in Academic Libraries*. Ann Arbor, MI: Pierian Press, 2003. (Co-author with **Faust, J., Ginno, E., Laherty, J. & Manuel, K.**). [LOEX Conference Proceedings]
- (2002) "From High School to College: Equipping Our Students with the Information Competencies They Need to Succeed." Presentation with Susan Geiger and Karen Guma for Internet@Schools 2000, Palm Springs, CA, November 4, 2002.
- (2002) "Library Review Market." Presentation with Shelley Mosley and John Charles for the Romance Writers of America Annual Conference, Reno, NV, July 2002.
- (2002) "Getting Behind Reader Taboos: What's Wrong with France?" *Romance Writers Report* 22 (July 2002): 26-31.
- (2002) "Information Literacy: The Transition from High School to College." Presentation for the Bay Area Independent School Librarians (BAISL) on April 25, 2002, Sacred Heart Prep, Atherton. CA.
- (2002) "Booktalking Blitz." Presentation with other genre specialists at the Public Library Association Biennial Conference, Phoenix, Arizona, March 14, 2002.
- (2002-2007) "Romance." Bimonthly review column for *Library Journal*. [Ongoing commitment since 1994.]

Aline Soules

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Grants

Bickley, T. (2004) Office of Faculty Development grant, CSUH (to attend competitive-admission Immersion: ACRL Institute for Information Literacy)

Fenno-Smith, K. (2003) New Faculty Grant, CSUH.

Soules, A. & Fenno-Smith, K. (2007) Faculty Support Grant, CSUEB.

Soules, A. (2006) New Faculty Grant, CSUEB.

Townsend, L. (2007) CSU Chancellor's Office, Transforming Course Design Grant.

To: Myoung-ja Lee Kwon, University Librarian
Kyzyl Fenno-Smith, Reference/Instruction Librarian

From: Elizabeth Mulherrin, Collegiate Associate Professor, Academic Director LIBS 150
University of Maryland University College

Date: November 27, 2007

Re: LIBY 1210 External Review

On October 8 and 9, 2007, I visited the CSUEB Hayward campus to conduct an external review of the general education information 2-unit literacy course LIBY1210. My visit to the campus included meetings with library faculty and the university librarian as well as a visit to a class meeting of LIBY 1210. Since my visit, I have reviewed course syllabi and schedules, course statistics, assessment documents, the General Education Program Five Year Review and other relevant materials.

Summary

The CSUEB information literacy course is a unique approach to information literacy in an undergraduate curriculum, with the potential to integrate information literacy competencies and to assess learning outcomes with the linked cluster structure. Library faculty members teach the credit-bearing course as a part of their teaching responsibilities as well as provide library instruction in other courses, and librarians also serve as departmental liaisons.

The general education information literacy requirement changed in 2005/06 from a 1-unit course (LIBY 1010) to a 2-unit course (LIBY 1210/LIBY 1551). While there has been an overall growth in student enrollments and additional classroom contact hours necessitated by the change from one unit to two units, the data show no increase in the number of sections offered or an ongoing commitment of institutional resources to support hiring additional faculty.

From 2005/06 to 2006/07, there was a 32% increase in the number of students enrolled (568 to 747) in LIBY 1210 with the same number of sections (27) as the previous year. The average enrollment per section in the three courses (LIBY 1010, 1210 and 1551) increased 44% (19.25 to 27.63) from 2002/03 to 2006/07. The library and general education program need additional resources to more effectively support the general education information literacy requirement in the undergraduate curriculum to meet both the current and expected increase in enrollments.

Recommendations

The general education cluster and learning community model needs strong institutional support to be successful, and the following recommendations are based on my observations of the main issues that need to be addressed. These recommendations are intended to help foster stronger connections between the information literacy requirement and the cluster courses, to create a foundation for assessment of student learning outcomes in the curriculum, and to provide the necessary resources to support the administration of the course.

Recommendation 1: Investigate alternative models of staffing and administering LIBY 1210/1551, such as increasing the use of interns, hiring a pool of adjunct faculty and creating a rotating course chair position to help administer the course. Consider requiring library faculty to teach only one credit-bearing course onload in the academic year as part of their teaching duties, allocating ongoing funds to compensate library faculty to teach overload courses, and hiring additional adjuncts to meet the scheduling demands of the required course as needed throughout the year.

Recommendation 2: Establish a task force with representatives from the general education program, library faculty and cluster faculty to assess the effectiveness of the current model in terms of the cluster program and student learning outcomes goals in information literacy, and to strengthen the connection with the development of writing skills.

Recommendation 3: Pilot a hybrid version of LIBY 1210/1551. Library faculty could develop a model course to be used as a template by adjuncts based on the information literacy learning outcomes for lower division general education. A web enhanced version of the course would create more opportunities for assessing learning outcomes and assist in building a virtual learning community more closely tied to the clusters. A hybrid approach would also allow for more self-directed work to be completed online by students and reduce the need for scheduling multiple on site classes throughout the quarter.

Recommendation 4: Create Blackboard classrooms or wikis for librarians and cluster faculty to develop and share resources (e.g., research based assignments, grading rubrics) to help the communication and curricular “disconnect” between the information literacy course and the other cluster courses in the first year.

Recommendation 5: Convene student focus groups of current first year and upper level students to identify student issues with the current approach to integrating lower level and upper level information literacy objectives in the curriculum.

Recommendation 6: Develop a repository of web based information literacy activities and tutorials based on the lower division and upper division information literacy outcomes to be made available from the library web site that can be used by students and faculty as well as in LIBY 1210/1551, cluster courses, and upper level courses.

Information Literacy Program Response to the External Review Report

We invited Elizabeth Mulherrin to visit as an external reviewer because of her experience directing a large, predominately online information literacy credit course program at the University of Maryland, University College. The UMUC program serves 40,000 students annually in the U.S., Asia, and Europe.

In her report, Ms. Mulherrin has correctly identified the most pressing concerns in our information literacy credit course program -- faculty workload, integration with general education and the first year experience cluster program, and the development of additional online curricula and assessments.

We agree with her first recommendation to investigate alternative staffing models for LIBY 1210, especially in light of continuing increases in FYE enrollments. The LIBY 1210 program is currently taught exclusively by full-time faculty and increasing faculty workload in the credit course program impacts Library operations as a whole. Hiring part-time instructors would require developing a sustainable budget model for funding LIBY 1210 sections.

The second and fourth recommendations speak to ongoing concerns around campus support of the FYE general education program. We agree that additional collaboration and consultation with Cluster, English, and General Studies faculty would be a great asset to LIBY 1210 and the FYE cluster students. The development and management of faculty collaboration for the clusters is the purview of the General Education program; Library faculty will continue to be enthusiastic participants in such efforts.

Recommendations three and six are concerned with the Department's top curricular priority -- to develop online information literacy curricula for the LIBY 1210 course program and for IL across the curriculum. We are currently engaged in three projects to further this goal, a Transforming Course Design grant working with Human Development, a faculty development grant to fund hardware and software purchases to support the development of online curricula, and a CSU system wide project to identify and develop information literacy learning objects.

In her fifth recommendation, Ms. Mulherrin suggests using focus groups with students to ascertain their views on IL curricula. The General Education assessment of FYE students includes items regarding information literacy and student library use. We are eager to participate in future GE assessment design and administration. Upper Division IL is taught through designated courses in the Sciences and Social Sciences; student assessments are administered in those courses by their home departments and in the majors. Again we are eager to consult with departments which are assessing IL in their courses and majors.

Information Literacy Program

Appendices

- a. Course History
- b. FTES
- c. SFR
- d. IPEDS
- e. Lower Division General Education Student learning Outcomes
- f. Upper Division General Education Student Learning Outcomes
- g. LIBY 1210 Portfolio Assessment Project Timeline 2004 - 2006

COURSE HISTORY

By Quarter from Summer 2002 through Fall 2006

13:26 Wednesday, June 27, 2007

Discipline Area: LIBY

		Summer					Fall					Winter				Spring			
		Sumr 2002	Sumr 2003	Sumr 2004	Sumr 2005	Sumr 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Wntr 2003	Wntr 2004	Wntr 2005	Wntr 2006	Sprg 2003	Sprg 2004	Sprg 2005	Sprg 2006
Lower	Number Sections	2.0	2.0	2.0	2.0	2.0	10.0	11.0	11.0	10.0	9.0	10.0	11.0	10.0	10.0	10.0	5.0	8.0	8.0
	Total Enrollment	46	54	47	55	54	232	216	288	199	235	177	150	259	235	158	73	168	153
	Avg Section Size	23.0	27.0	23.5	27.5	27.0	23.2	19.6	26.2	19.9	26.1	17.7	13.5	25.9	23.5	15.8	13.3	18.9	18.9
DISCIPLINE TOTAL	Number Sections	2.0	2.0	2.0	2.0	2.0	10.0	11.0	11.0	10.0	9.0	10.0	11.0	10.0	10.0	10.0	5.0	8.0	8.0
	Total Enrollment	46	54	47	55	54	232	216	288	199	235	177	150	259	235	158	73	168	153
	Avg Section Size	23.0	27.0	23.5	27.5	27.0	23.2	19.6	26.2	19.9	26.1	17.7	13.5	25.9	23.5	15.8	13.3	18.9	18.9

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)

Number of Sections may be less than one for cross-listed courses. When Number of Sections is less than 1, Average Size may be invalid

*Average Section Size includes all course classification types except supervised individual study courses per CO APDB reporting definition. Average Section size for cross-listed courses may differ for individual sections due to rounding

Location: Cal State East Bay Course History Report csu/pgm/csusystem/apdb/section.tables.crshis.sas

Institutional Research and Assessment (27JUN07) jz

COURSE HISTORY

By Quarter from Summer 2002 through Fall 2006

13:26 Wednesday, June 27, 2007

LIBY 1010

	Fall		Winter		Spring	
	Fall 2002	Fall 2003	Wntr 2003	Wntr 2004	Sprg 2003	Sprg 2004
Number Sections	10.0	11.0	10.0	10.0	10.0	5.0
Total Enrollment	232	216	177	147	158	73
Avg Section Size*	23.2	19.6	17.7	14.7	15.8	13.3

LIBY 1210

	Fall			Winter		Spring	
	Fall 2004	Fall 2005	Fall 2006	Wntr 2005	Wntr 2006	Sprg 2005	Sprg 2006
Number Sections	11.0	10.0	9.0	10.0	10.0	8.0	7.0
Total Enrollment	288	199	235	259	235	168	133
Avg Section Size*	26.2	19.9	26.1	25.9	23.5	18.9	18.7

LIBY 1551

	Summer					Winter	Spring
	Sumr 2002	Sumr 2003	Sumr 2004	Sumr 2005	Sumr 2006	Wntr 2004	Sprg 2006
Number Sections	2.0	2.0	2.0	2.0	2.0	1.0	1.0
Total Enrollment	46	54	47	55	54	3	20
Avg Section Size*	23.0	27.0	23.5	27.5	27.0	3.0	20.0

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

Number of Sections may be less than one for cross-listed courses. When Number of Sections is less than 1, Average Size may be invalid

*Average Section Size includes all course classification types except supervised individual study courses per CO APDB reporting definition. Average Section size for cross-listed courses may differ for individual sections due to rounding

Location: Cal State East Bay Course History Report csu/pgm/csusystem/apdb/section.tables.crshis.sas

Institutional Research and Assessment (27JUN07) jz

FTES Enrollment Table 3.2
California State University, East Bay
TERM FULL-TIME EQUIVALENT STUDENT CREDIT UNITS GENERATED BY COLLEGE AND DISCIPLINE
Fall 2002, 2003, 2004, 2005 and 2006

		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
		FTES	%DIST	FTES	%DIST	FTES	%DIST	FTES	%DIST	FTES	%DIST
College of Science	BIOL	348.7	3.2	393.5	3.7	398.5	3.8	361.5	3.5	388.5	3.7
	CHEM	175.6	1.6	194.6	1.8	225.7	2.1	229.0	2.2	245.3	2.3
	CS	623.3	5.7	458.1	4.3	337.5	3.2	236.0	2.3	189.5	1.8
	ENGR	19.1	0.2	20.7	0.2	21.5	0.2	25.9	0.3	34.3	0.3
	GEOL	65.3	0.6	32.5	0.3	42.1	0.4	55.3	0.5	86.5	0.8
	HSC	70.3	0.6	76.4	0.7	91.7	0.9	81.7	0.8	125.2	1.2
	MATH	627.1	5.7	605.5	5.6	590.4	5.6	555.0	5.4	578.9	5.5
	NURS	164.1	1.5	163.1	1.5	149.1	1.4	177.3	1.7	236.6	2.2
	PHYS	116.5	1.1	106.9	1.0	95.9	0.9	91.2	0.9	112.4	1.1
	PSYC	390.9	3.6	414.1	3.8	438.2	4.1	449.3	4.4	406.1	3.8
	SCI	34.1	0.3	34.4	0.3	33.6	0.3	22.1	0.2	31.2	0.3
	STAT	232.7	2.1	229.8	2.1	245.2	2.3	246.9	2.4	239.1	2.3
	COLLEGE TOTAL	2,867.6	26.2	2,729.5	25.4	2,669.3	25.1	2,531.1	24.8	2,673.7	25.2
University-wide	ENSC	1.6	0.0								
	GS	53.6	0.5	49.4	0.5	57.6	0.5	64.2	0.6	96.1	0.9
	LIBY	15.5	0.1	14.4	0.1	38.4	0.4	26.5	0.3	31.3	0.3
	MM	16.7	0.2	15.8	0.1	15.7	0.1	15.9	0.2	15.4	0.1
		COLLEGE TOTAL	87.4	0.8	79.6	0.7	111.7	1.1	106.7	1.0	142.8
CSU HAYWARD TOTAL		10953.3	100.0	10764.4	100.0	10622.2	100.0	10205.9	100.0	10596.3	100.0

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)
TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.
TERM FTES: Student Credit Units/15.
FTES generated is assigned to the department of record for the course subject area.
Document: Cal State East Bay Fact Book
Institutional Research and Assessment (26JUL07)

Academic Program Review SFR Table - Tabulate
California State University, East Bay
SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS
Fall 2002 through Fall 2006

10:06 Tuesday, July 3, 2007

LIBY	term_ftes					term_ftef					term_sfr				
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Lower	15.47	14.40	38.40	26.53	31.33	0.00	0.00	0.00	9.98	8.94	0	0	0	2.66	3.51
Upper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate	15.47	14.40	38.40	26.53	31.33	0.00	0.00	0.00	9.98	8.94	0	0	0	2.66	3.51
Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lecturer	15.47	14.40	38.40	26.53	31.33	0.00	0.00	0.00	9.98	8.94	0	0	0	2.66	3.51
Tenure/Track	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	15.47	14.40	38.40	26.53	31.33	0.00	0.00	0.00	9.98	8.94	0	0	0	2.66	3.51

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio (SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book

Institutional Research and Assessment (03JUL07) jz

**University Employees for Library
California State University, East Bay
IPEDS FACULTY PROFILE AS OF NOVEMBER 1st
Fall 2002, 2003, 2004, 2005 and 2006**

16:32 Wednesday, August 8, 2007

Library		Headcount				
		Lecturer				
		Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
STATUS	ETHNICITY					
Full Time	White	11	12	11	11	12
	Other				1	1
	GENDER					
	Female	8	7	6	7	8
	Male	3	5	5	5	5
	SUB-TOTAL	11	12	11	12	13
Part Time	ETHNICITY					
	White	2				
	Other					
	GENDER					
	Female	1				
	Male	1				
	SUB-TOTAL	2				
DEPARTMENT TOTAL		13	12	11	12	13

Information Literacy Learning Outcomes
For Lower Division General Education
GE Area G3
(Library 1210)

Information literacy is an intellectual framework encompassing a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."¹ It forms the basis for lifelong learning and is common to all disciplines, all learning environments, and all levels of education. At the lower division level, it enables learners to explore basic resources and research techniques, and begin assuming greater control over their own learning. The following attributes of an information literate student at the Lower Division level have been adapted from the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education* (2000). Available at: www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

The information literate student:

1. **defines and articulates** the need for information
2. **determines** the nature and extent of the information needed
3. **identifies** a variety of types and formats of potential sources for information
4. **constructs and implements** effective search strategies
5. **accesses** needed information effectively and efficiently
6. **retrieves** information online and in person using a variety of methods
7. **evaluates and refines** search strategies as necessary
8. **articulates and applies** criteria for evaluating both the information and its sources
9. **determines** whether the initial query should be revised
10. **uses** information effectively to accomplish a specific purpose and **communicates** the results of research effectively to others
11. **understands** that there are ethical, legal and socio-economic issues surrounding information and information technology
12. **acknowledges** the use of information sources through standard citation and attribution practices

¹ American Library Association. *Presidential Committee on Information Literacy. Final Report.*(Chicago: American Library Association, 1989.)

Advanced Information Literacy Outcomes for GE Areas

- B4** - A 4-unit upper division course in the sciences (life or physical science) that includes numeracy, quantitative analysis, information literacy, and critical thinking skills.
- D4** - A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills.

Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

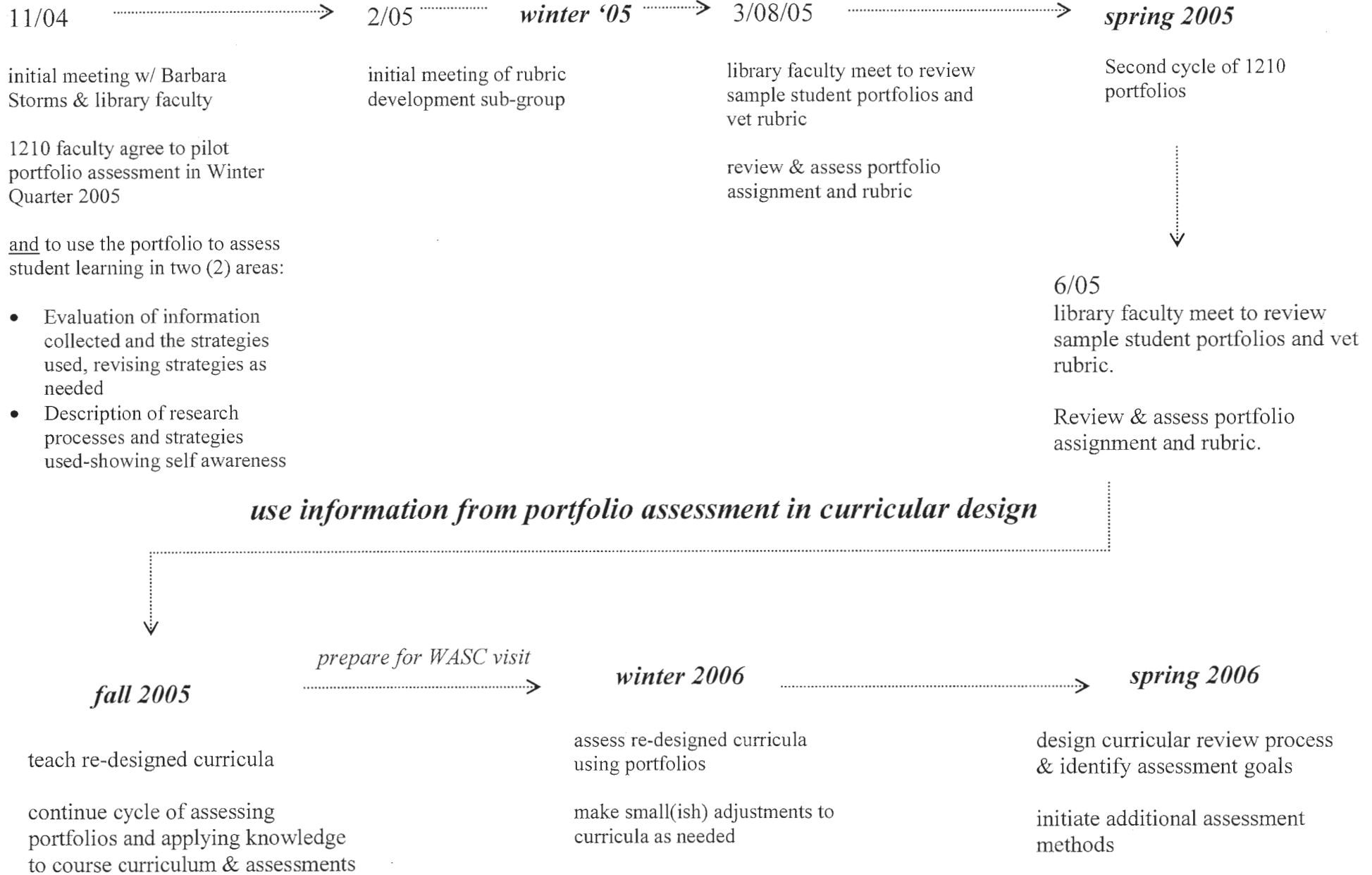
Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. **identify** the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. **develop** in-depth knowledge of the literature from the above information producers in their area of research,
3. **evaluate** the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. **analyze** the implications of research and publishing patterns in their area of research,
5. **formulate and reformulate** research inquiries based on the objectives above and,
6. **demonstrate** their ability to perform the above objectives when they communicate the results of their inquiry to others.

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians' *Information Literacy Standards*, (Canberra, 2001) and from *Learning for Life: Information Literacy Framework & Syllabus* published by the Queensland University of Technology Library (Brisbane, 2001)

Portfolio Assessment Project Timeline 2004 - 06





CALIFORNIA STATE
UNIVERSITY
EAST BAY

Office of the Provost and Vice President, Academic Affairs

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Date: May 14, 2008

Michael K. Mahoney

From: Michael Mahoney, Provost and Vice President, Academic Affairs

To: Myoung-ja Kwon, University Librarian

Subject: MOU Meeting – Information Literacy

On April 29, 2008, I met with Myoung-ja Kwon, University Librarian; Kyzyl Fenno-Smith, Education/Instruction Librarian; Jay Tontz, CAPR representative; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for Information Literacy and to develop an MOU as required by CAPR 9.

University Library faculty offer two Information Literacy courses: LIBY 1210 (2 units) (for first time freshmen) and LIBY 1551 (2 units) (for transfer students). These courses are offered so students can meet the information literacy requirement of our General Education package. Although Information Literacy is a system-wide requirement, we are one of only two CSU campuses that require a separate course to meet the requirement.

In addition to the courses, Library faculty members assist departments to meet information literacy requirements in their degree programs and with the information literacy part of the Upper Division Science and Social Science G.E. requirement. Supporting faculty in the departments, especially part-time faculty, requires a lot of work because they may not have familiarity with the resources available in the Library. The CAPR review, however, focused on only the two credit courses LIBY 1210 and 1551.

LIBY 1210 and 1551 generate FTES but no directed additional funding for the Library. The projected growth in first time freshmen will mean that additional sections of these two courses will need to be offered. However, this will be difficult because the Library faculty is a stable group. The current model is not scalable. Thus, the Library may need to turn to part-time lecturers to meet the increased need.

Every Librarian is involved in the Information Literacy Program, even in the summer. Spending much time and energy teaching information literacy takes away from the time that could be devoted to working with departments on co-curricular information projects.

The Library faculty members teach 30 sections per year of Information Literacy courses. LIBY 1210 is a linked cluster course that gets students connected early to the Library and helps with the retention of first time freshmen.

The outside reviewer suggested that we look at different staffing models such as using part-time faculty but this is difficult since there is no FTE funding stream that goes directly to the Library. The outside reviewer also suggested putting some sections online. The Library has experimented with two trial online sections. The results were positive with about the same grades and drop out rate as the on ground sections. Teaching online does not save time but it is a help with scheduling. Online sections provide flexibility for students, especially transfer students, and for the faculty.

Understandings

The CAPR review of Information Literacy (2007-08 CAPR 15) made four recommendations: 1) Explore alternative staffing for courses, 2) Continue the use of assessment and the publication of SLOs, 3) Continue to develop online resources and course options, and 4) Continue collaboration with General Education, Cluster, and English faculty.

The results of the MOU meeting are as follow:

1. First time freshmen enrollment is expected to grow which will increase the number of GE Clusters resulting in the need for more sections of LIBY 1210. With the number of library faculty remaining fairly stable, the Library may have to turn to part-time faculty. Since the FTE from the LIBY 1210 and LIBY 1551 does not return to the Library in a direct manner, a budget procedure for funding part-time faculty and a workload analysis for regular faculty should be developed between the Library and the Provost's Office.
2. The Information Literacy program has done a commendable job of assessment utilizing pre- and post-test data and direct measures of student learning including experimenting with portfolio assessment. The Information Literacy program is encouraged to continue its assessment efforts as a means of improving student achievement.
3. The recently completed Academic Plan included the development of an Online Campus. Although the focus of the Online Campus is on upper division degree completion and graduate programs, we are expecting growth in online courses at all levels. As noted above, online and hybrid information literacy courses increase flexibility for faculty and students. Thus, the Library is encouraged to offer more sections of LIBY 1210 and LIBY 1551 online. The Library can work with the Online Campus to achieve this. The Library is also encouraged to continue its development of online information resources.
4. Information Literacy is an important part of our nationally recognized freshmen learning communities program. Library faculty members are encouraged to continue to work with the General Education Program, the Clusters, and the

English Department to ensure the proper integration and development of information literacy for our native and transfer students.

AVP Carl Bellone and I sincerely appreciate the important work that the Library and librarian faculty members do with information literacy and the positive impact it has on our students. We'd also like to thank the CAPR members for their time and useful report.

cc: Kyzyl Fenno-Smith
Hank Reichman
Aline Soules
Jay Tontz
Carl Bellone