



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	Library
Department	Library
Program Unit	Information Literacy
Reporting for Academic Year	2012-2013
Department Chair	Liz Ginno
Date Submitted	5/30/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

This past academic year, the library faculty members have continued to work toward our goals in expanding, revising, and assessing curriculum, content, and instruction for the LIBY credit courses (LIBY 1210 and LIBY 1551), assessing course offerings and the effects of block enrollment, completing tenure-track searches, working toward improving technology for instructional sessions, and continuing faculty professional development.

B. Five-year Review Planning Goals Progress

1. We have continued developing online content in the forms of tutorials, assignments, and assessments for the LIBY credit courses. More detail about developing assessments of the Information Literacy (IL) program can be found in the next section, "Summary of Assessment Results."
2. We are working on IL curricula and materials for transfer, returning, & graduate students through collaborations with faculty from other departments. One example is the embedding of engaged reading, writing practice, and information literacy in science courses (Biology, Chemistry, and Physics) as part of a PEIL grant for 2012-2013.
3. We have created a curricular map for our IL courses and are continuing to expand mapping of IL in the disciplines and majors through collaborations with faculty from other departments. One example is the ongoing embedding of information literacy throughout the core curriculum of the M.A. TESOL program, a collaboration of the Coordinator of that program and a library faculty member. This program is now in its third year and a re-envisioning of the process for fall 2013 is underway.
4. We have created a rubric to evaluate reflective essays in multiple sections of the LIBY 1210 and 1551 courses, focusing on LIBY 1210 currently as we teach more sections of LIBY 1210, and are working on identifying other areas for further rubric development.
5. This year was the first year of block enrollment for entering first-year undergraduates and it significantly impacted the number of IL sections needed to accommodate the overenrolled first-year class. Specifics can be seen in the "Statistics" section of this report. While the increased number of needed sections severely strained the department, as we do not receive money for FTES, and resulted in

higher usage of lecturers, we were also able to reach more first-year students than in other years when they could self-select into the LIBY 1210 course.

6. Our tenure-track searches for STEM/Web and Online/Outreach librarians were successfully completed in 2012 and a Business/Economics librarian search was successfully completed in 2013. We have three new library faculty members and anticipate the arrival of a business/economics librarian in September 2013. A search for a Social Sciences/Assessment librarian was approved for 2013-2014.

7. We acquired 40 laptops to use during instructional sessions. With improvements in the campus wireless network, we hope that these will become even more useful for instructional sessions.

8. Faculty members continue to attend and present at conferences in order to enhance their professional development. The administration continues to be supportive in terms of time given for development activities, although financial funding varies from year to year. Library faculty is also continuing their research and publication work.

C. Program Changes and Needs

Although we have made good progress towards reaching our goals set forth in the 5 year plan, especially in terms of revising and improving assessment as detailed in the following section, the library faculty faces a number of challenges. Lack of time and funding are concerns, especially as we do not receive funds for our FTES. However, we continue to work to improve learning for our students, which we believe shows in our teaching, courses, and overall program.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Information literate students:

1. Determine the Extent of Information Needed
2. Access the Needed Information
3. Evaluate Information and Its Sources Critically
4. Use Information Effectively to Accomplish a Specific Purpose
5. Access and Use Information Ethically and Legally and Understand that there are ethical, legal, and socio-economic issues surrounding information and information technology

B. Program Student Learning Outcome(s) Assessed

This year, we decided to focus on our SLO: Access the Needed Information

C. Summary of Assessment Process

We revised our SLOs to map them to the American Association of Colleges and Universities (AAC&U) rubric for information literacy as can be seen in 2A and mapped them to the CSUEB ILOs (Please see Appendix A). We have also reviewed the pre/post test to determine its mapping to these five SLOs. In addition, we have created an assignment that assesses formative and summative learning in regards to all five SLOs through reflective writing (Please see Appendix B). We will begin using this assessment assignment in addition to the pre/post test next year to continue the evaluation of our SLOs.

This past academic year we continued to use our pre/post test in sections of LIBY 1210 and LIBY 1551 in order to assess, via multiple-choice questions, all five of our student learning outcomes across sections. As can be seen from the tables below, overall, there is improvement in student understanding of information literacy after completing the course. We will continue to look for ways to improve collecting of test responses, especially in the online LIBY 1551 courses, in order to collect more robust data reflective of student learning.

D. Summary of Assessment Results

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	60.8%	57.7%	No responses	58.6%
Post-test	65.8%	63.8%	72%	59.5%
% Change	+5%	+6.1%	N/A	+0.9%

Table 1. Pre/Post test results for LIBY 1210 and LIBY 1551 courses in Fall 2012 and Winter 2013. Both show positive change. No responses were collected in Fall 2012, possibly due to technical problems with the online survey tool; however, Winter 2013 shows positive change in percentage of correct answers.

This year, we decided to focus on our SLO: Access the Needed Information and the results from the pre/post test focusing on the questions which map to this SLO can be seen in the tables below.

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	59.6%	54.5%	No responses	52.1%
Post-test	62.6%	60.4%	70%	53.3%
% Change	+3%	+5.9%	N/A	+1.2%

Table 2. Pre/post test results for questions related to SLO: Access the Needed Information

3. STATISTICAL DATA (about 1 page)

Statistics

The table below includes the Academic Performance Review Statistics relevant to the Information Literacy Program. The Information Literacy Program includes two lower division courses (LIBY 1210 and LIBY 1551); therefore, we have not included statistics on student demographics of majors and student level of majors since they are not applicable.

University-Wide: LIBY					
Item	Fall Quarter				
	2008	2009	2010	2011	2012
	Fall Quarter				
	2008	2009	2010	2011	2012
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	13	13	10	9	11
2. Part-Time	0	0	0	1	0
3a. Total Tenure Track	13	13	10	10	11
3b. % Tenure Track	86.7%	81.3%	71.4%	71.4%	61.1%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	2	3	4	4	7
6a. Total Non-Tenure Track	2	3	4	4	7
6b. % Non-Tenure Track	13.3%	18.8%	28.6%	28.6%	38.9%
7. Grand Total All Faculty	15	16	14	14	18
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	0.8	1.1	0.9	0.8	0.5
9. Lecturer FTEF	0.4	0.4	0.9	0.5	1.9
10. Total Instructional FTEF	1.2	1.5	1.9	1.3	2.4
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	23.5	30.0	20.3	19.3	14.5
11b. % of FTES Taught by Tenure/Track	68.8%	73.0%	56.1%	54.9%	22.5%
12a. FTES Taught by Lecturer	10.7	11.1	15.9	15.9	50.0
12b. % of FTES Taught by Lecturer	31.3%	27.0%	43.9%	45.1%	77.5%
13. Total FTES taught	34.1	41.1	36.1	35.2	64.5
14. Total SCU taught	512.0	616.0	542.0	528.0	968.0
D. Student Faculty Ratios					
1. Tenured/Track	29.4	28.0	21.7	24.1	27.3
2. Lecturer	26.7	27.6	17.0	29.7	26.7
3. SFR By Level (All Faculty)	28.5	27.9	19.3	26.3	26.8
4. Lower Division	28.5	27.9	19.3	26.3	26.8
5. Upper Division	.	.	.	.	.
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	9.0	13.0	12.0	13.0	18.0
2. Average Section Size	27.4	20.1	20.8	19.2	26.9
3. Average Section Size for LD	27.4	20.1	20.8	19.2	26.9
4. Average Section Size for UD	0	0	0	0	0
5. Average Section Size for GD	0	0	0	0	0

6. LD Section taught by Tenured/Track	8	14	10	10	4
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	5	5	8	7	14
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	0	0	0	0	0

Table 3. Statistics from Academic Planning and Review.

Statistics for IL courses offered in Fall 2012, Winter 2013, and Spring 2013 Quarters

	LIBY 1210	LIBY 1551
Fall 2012	16	2
Winter 2013	17	2
Spring 2013	18	3
Totals	51	7

Table 4. Total number of sections taught in Fall, Winter, and Spring Quarters.

	LIBY 1210	LIBY 1551
Fall 2012	4	0
Winter 2013	5	0
Spring 2013	8	1
Totals	17	1

Table 5. Number of sections taught by tenure/tenure-track library faculty. Note: Some faculty had assigned time/release time for grants and other campus activities, which resulted in fewer sections being taught by tenure/tenure-track faculty.

	LIBY 1210	LIBY 1551
Fall 2012	12	2
Winter 2013	12	2
Spring 2013	10	2
Totals	34	6

Table 6. Number of sections taught by adjuncts.

	LIBY 1210	LIBY 1551
Fall 2012	435	50
Winter 2013	460	60
Spring 2013	506	94
Totals	1401	204

Table 7. Total number of students enrolled in Fall, Winter, and Spring Quarters.

Appendix A

Curriculum Map: LIBY 1210/1551 and CSUEB ILOs

Institutional Learning Outcomes	LIBY 1210 / 1551 Student Learning Objectives
<p><u>Thinking and Reasoning</u> <i>Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</i></p>	<p><u>SLO 1:</u> Determine the Extent of Information Needed (Figure out what information is needed for assignment, able to scope research question, and identify possible information sources) <u>SLO 2:</u> Access the Needed Information (Figure out your searching strategy, use sources such as databases, library catalog, and open web effectively to find information relevant to your assignment) <u>SLO 3:</u> Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information)</p>
<p><u>Communication</u> <i>Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</i></p>	<p><u>SLO 4:</u> Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a way that is appropriate for assignment)</p>
<p><u>Diversity</u> <i>Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</i></p>	<p><u>SLO 3:</u> Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information) <u>SLO 5:</u> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information) [Information Literacy broadens one’s understanding of the voices and viewpoints represented in research on any topic. Consideration of bias and context is critical. Ethical, legal, and socio-economic issues surrounding information and information technology connect to issues of equity and social justice.]</p>
<p><u>Collaboration</u> <i>Work collaboratively and respectfully as members and leaders of diverse teams and communities.</i></p>	<p><u>SLO 4:</u> Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a way that is appropriate for assignment) <u>SLO 5:</u> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands</p>

	ethical, legal, and socio-economic issues surrounding use of information)
<u>Sustainability</u> <i>Act responsibly and sustainably at local, national, and global levels.</i>	<u>SLO 5:</u> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information) [Sustainability is addressed in discussions of “open access” and other initiatives that preserve and sustain information for long-term use. Ethical use of information also includes concern for sustainability in terms of digital access vs printing large numbers of pages.
<u>Specialized Education</u> <i>Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study</i>	<u>SLO 1-5:</u> The concepts and skills developed in LIBY 1210 and LIBY 1551 apply to lifelong learning AND to discipline specific endeavors.

Appendix B

Assignments for CAPR Assessments of Student Learning Outcomes (SLOs)

Reflection on Learning

Objectives: To reflect on your learning in this class via the work you completed. These reflections will consist of formative and summative assessment.

Reflection Rubric (Maps to AAC& U Information Literacy Rubric)

Learning Outcome	Grade A	Grade B	Grade C	Grade D-F
Determine the Extent of Information Needed (Figure out what information is needed for assignment, able to scope research question, and identify possible information sources)	Clearly discusses how you determined what information was needed, how you created a research question/figured out key concepts of an assignment, and how you identified possible sources of information	Discusses scope of information needed, research question/key concepts of assignment, and identified sources.	Partially discusses scope of information needed, research question/key concepts of assignment, and identified sources.	Lacks examples and details of scope of information needed, research question/key concepts of assignment, and identified sources.
Examples demonstrating how you plan an effective strategy	“What kind of information do I need?” “I devise a search strategy by ...” “I can tell that my research technique is effective because ...”			
Access the Needed Information (Figure out your searching strategy, use sources such as databases, library catalog, and open web effectively to find information relevant to	Clearly discusses accessing information through effective search strategies and can explain why your sources of information were relevant for each example.	Discusses accessing information using variety of search techniques and can refine search. Explains in some detail why sources were used.	Partially discusses accessing information using variety of search techniques and can refine search. Explains in some detail why sources were used.	Lacks examples and details of how you accessed information, information accessed lacked relevance and quality.

your assignment)				
Examples to demonstrate your skills in using resources such as journal databases and the library catalog	<p>“For Assignment 3 I looked for a journal article by using...”</p> <p>“When I am beginning research for a topic, I go to _____ sources.”</p> <p>“I notice that my research technique needs strengthening because ...”</p> <p>“I have changed the way I research by...”</p> <p>“Assignment __ is an example of a successful search strategy which demonstrates...”</p> <p>“Based on my practice in using advanced search options, in Assignment __, my searching would have given me better results if I had _____.”</p>			
Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information)	Clearly discusses evaluation of sources found, including relevance, biases and the context of information in terms of use for the examples of work.	Discusses some evaluation of sources and assumptions/biases and context of information.	Partially discusses evaluation of sources.	Lacks examples and details of evaluation of sources.
Examples to demonstrate how you evaluate both what you find and how you found it	<p>“I now understand that searching on Google instead of Academic Search Premier did not locate good, scholarly articles. I can tell because the authors were not named, there were no references, and the formats were web pages and not articles.”</p> <p>“When I evaluate an information source, I look for the following...”</p> <p>“My ability to evaluate information is effective because...”</p> <p>“_____ information sources can be difficult to evaluate because ...”</p> <p>“I look for the following information about a source: ...”</p>			
Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a	Clearly discusses how you synthesized the information you found to complete your assignments in examples of work.	Discusses how you used information to complete assignments.	Partially discusses how you used information to complete your assignments.	Lacks examples and details of evaluation of sources.

way that is appropriate for assignment)				
Examples to demonstrate how you use information well	<p>“Of the twelve books I found for my Research Project, I selected only the two that were from university presses for my Annotated Resource List, because...”</p> <p>“When we discussed effective web techniques, I learned that I could apply them when...”</p>			
Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information)	Clearly discusses ethical, legal, and socio-economic issues surrounding use of information, as appropriate to assignments. Correctly cites, paraphrases, and quotes information as needed for assignments.	Discusses understanding of issues surrounding use of information, as appropriate to assignments. Correctly cites, paraphrases, and quotes information.	Partially discusses issues surrounding information use and demonstrates ability to properly cite, paraphrase, and quote most information.	Lacks examples and details of understanding issues surrounding information use and proper information citation, paraphrasing, and quoting.
Examples to demonstrate your knowledge of information ethics	<p>“I had difficulty in the Research Project because I needed to cite a chapter in a book, but I did not include the name of the editor of the main book. I know now that I needed to include ... in the citation.”</p> <p>“In Assignment _____, when I read the article on censorship, I determined...”</p> <p>“During the lesson on open access, I learned that...”</p>			

Your Self-Evaluation essays are the best opportunity you have to describe and comment on your own research and evaluation techniques.

Phrases of no value in your Self-Evaluation Essays:

“Now that I know everything about research...”

“Having taken this course I will have no difficulties ever in finding information...”

“My professor is a really wonderful human being...”

“This library course is the most enlightening experience I can possibly imagine.”

“This library course is the most unbearably horrific experience I can possibly imagine.”

“Everyone should take this course...”

“No-one should take this course...”