

## **WSU Five-Year Program Review Self-Study**

**Department/Program:** Teaching & Information Services, Stewart Library

**Semester Submitted:** Fall 2019

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## Introductory Statement

The Stewart Library has undergone some significant changes in the past five years that have had an impact on teaching and learning. Most notably, an extensive building renovation from summer 2016 to fall 2017, the appointment of a library dean in fall 2017, and the resulting organizational changes throughout the library -- the most recent being the formation of the Department of Teaching and Information Services (TIS), which was approved by Weber State University's (WSU) Faculty Senate in October 2019.

The TIS department of the Stewart Library serves the students, staff, and faculty of WSU. Our main purpose is to promote student learning of information literacy skills and practices, which form the basis for lifelong learning and are common to all academic disciplines, professions, learning environments, and levels of education. We do this through formal instruction as part of the WSU curriculum, general and subject-specific instruction sessions for WSU faculty and staff, and through personalized consultations. In addition to these activities, it is important to note that we also provide what might be termed "standard" library information services, such as research assistance in support of teaching and learning, which are couched under the heading of teaching for purposes such as tenure; however, while these services are both important to our constituents and central to our purpose, this report focuses more heavily on for-credit instruction.

We are in the midst of revising and broadening the scope of our program and exploring options for students to meet the General Education Information Literacy Requirement. At this time, we are particularly interested in examining which curricular models are most effective to ensure student learning, best integrate with other disciplines, and ensure that students are able to transfer what they learn to courses in other areas.

This review focuses on teaching and learning, and highlights several of the Association of College & Research Libraries' (ACRL) Higher Education Performance Indicators in this area, including:

1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

1.6 The library contributes to student recruitment, retention, time to degree, and academic success.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.

3.4 Library personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

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## Standard A: Mission Overview

The TIS department promotes student learning of information literacy skills and practices, an essential component of academic success and lifelong learning. We do this through formal instruction as part of the WSU curriculum, general and subject-specific instruction sessions for WSU faculty and staff, and through personalized consultations.

The information literacy skills that TIS instills in students provide students with the ability to achieve great things both within their education and upon completion of their education. A study by James Madison University (JMU) researcher Jason Sokoloff<sup>1</sup> (2012, p. 10), in which former JMU business school graduates were surveyed, found “participants almost unanimously identified ways in which research and information directly related to their job responsibilities, mentioning the importance of research to inform decisions and recommendations.” Survey participants also emphasized the importance of “the ability to think critically and creatively about information” (Sokoloff, 2012, p. 11). Information literacy provides an avenue through which students can find that “next step” success.

This focus on information literacy directly supports the Stewart Library’s mission to advance the teaching, research, and community service mission of WSU through the development of collections, personalized assistance in the use of library and information resources, and instruction on research strategies and tools.

Specifically, both the Stewart Library as a whole, and TIS in particular, support the three core themes of the WSU Mission: Access, Learning, and Community. The access theme emphasizes the need to provide programs and degrees that respond to students’ needs both in college and upon graduation. While the TIS department does not provide any degree offerings, it does provide essential information literacy knowledge (locating, evaluating, and the ethical use of materials) through courses that form the basis of all scholarship, regardless of the degree attained by the student.

The main focus of the department aligns directly with the learning theme by empowering learners and fostering independent, critical thinking through high-impact and personalized educational experiences. Classes and instructional sessions within TIS teach students how to engage with research materials in a way that is relevant to their academic needs. The department supports students by providing the foundation upon which scholarly communication is built and strives to create lifelong learners with a strong desire to seek out knowledge.

The services the TIS department provides are also strongly aligned with the Community component of the WSU mission. Both the library building and the services within it, including getting personal help at the reference desk, using library materials, computers, and tools, and the unique offerings of both Special Collections and Archives, are open to the public. Furthermore, faculty within the TIS department are currently undertaking a collaboration with K-12 educators to embed information literacy skills within the Concurrent Enrollment course curriculum. We recognize the importance of providing these skills early in a student’s education. In an effort to deepen the connection to community -- both local and global -- many information literacy courses emphasize social justice research as a means to strengthen students’ connection to the world around them.

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<sup>1</sup> Sokoloff, J. (2012). Information literacy in the workplace: Employer expectations. *Journal of Business & Finance Librarianship*, 17(1), 1-17. doi:10.1080/08963568.2011.603989.

## Standard B: Curriculum

Information literacy is a general education requirement at Weber State University. Students may complete this requirement by registering for and successfully completing either the competency exam or one of the courses listed below with a grade of C (73%) or above. All Library Science (LIBS) courses and the exam are aligned with the Association of College & Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*<sup>2</sup>. These national standards were adopted by the ACRL Board in 2016 to replace the *Information Literacy Competency Standards for Higher Education*. New learning outcomes aligned with the Frameworks were implemented starting in 2017 (see Standard C).

### Courses Offered

The for-credit instruction component of our program includes all courses taught by the library that meet WSU's information literacy general education requirement. Ideally, these are taken in students' freshman or sophomore year before they begin doing more sophisticated research in their majors/upper division courses. These courses take students through the entire research process from start to finish, and introduce students to the overall concept of information literacy and the scholarly communication process. The classes are taught in several formats, including in the classroom face-to-face and online; all employ the Canvas online learning platform to some degree, from basic organization to full online integration.

#### **LIBS 1704 - Information Navigator**

Credits: (1)

Typically taught:

- Fall [Full Semester, 1st Block, 2nd Block, Online]
- Spring [Full Semester, 1st Block, 2nd Block, Online]
- Summer [Full Semester, 1st Block, 2nd Block, Online]

Students completing this course will be able to use an academic library and the Internet to successfully identify, access, evaluate and use information resources to support academic success and lifelong learning.

#### **LIBS 2504 - Information Resources in History**

Credits: (1)

Typically taught:

- Spring [Full Semester, Online]

Intended for students interested in history, this one credit hour course will assist them in developing information literacy and basic research skills to support life-long learning. Students will develop skills in identifying, locating, retrieving, documenting and critically evaluating both electronic and print resources that are appropriate for undergraduate research, with an emphasis on resources in history. *(Note that LIBS 2504 is no longer being taught and will soon be removed from our course offerings)*

#### **LIBS 2604 - Information Resources in Education**

Credits: (1)

Typically taught:

- Fall [1st Block, 2nd Block, Online]
- Spring [1st Block, 2nd Block, Online]
- Summer [1st Block, Online]

Intended for students interested in education, this one-credit hour course will assist in developing information literacy and academic research skills, and an understanding of academic integrity issues unique to the field of education. Students will develop skills in identifying, locating, retrieving, documenting, and critically evaluating both electronic and print resources that are appropriate for undergraduate research, with an emphasis in education and related disciplines. Cross-Listed with EDUC 2604.

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<sup>2</sup> Association of College & Research Libraries (2016). *Framework for Information Literacy for Higher Education*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

### **LIBS 2704 - Information Resources in the Business Disciplines**

Credits: (1)

Typically taught:

- Fall [1st Block, 2nd Block, Online]
- Spring [1st Block, 2nd Block, Online]

Information Resources in the Business Disciplines is a one credit hour course that will assist students in developing information literacy and basic research skills to support life-long learning. Students will develop skills in identifying, locating, retrieving, documenting, and critically evaluating both electronic and print resources that are appropriate for undergraduate research, with an emphasis in the business disciplines. Cross listed with BSAD 2704.

### **LIBS 2804 - Information Resources in the Social Sciences**

Credits: (1)

Typically taught:

- Fall [Full Semester]
- Spring [Full Semester]

Intended for students interested in the social sciences, this one credit hour course will assist them in developing information literacy and basic research skills to support life-long learning. Students will develop skills in identifying, locating, retrieving, documenting and critically evaluating both electronic and print resources that are appropriate for undergraduate research, with an emphasis on resources in the social sciences.

### **LIBS 2904 - Information Resources in the Health Professions**

Credits: (1)

Typically taught:

- Fall [Full Semester, Online]
- Spring [Full Semester, Online]
- Summer [Full Semester, Online]

Intended for students interested in the health professions, this one-credit hour course will assist in developing information literacy and research skills. Students completing this course will be able to use an academic library and the Internet to successfully identify, access, evaluate and use information resources to support academic and clinical success and lifelong learning. Emphasis is placed on resources in the health sciences. Cross-listed as HTHS 2904.

### **Competency Exam**

#### **LIBS 1504 - Information Literacy Competency Exam**

Credits: (1)

Typically taught:

- Fall [Full Semester Online, 1st Block, 2nd Block]
- Spring [Full Semester Online, 1st Block, 2nd Block]
- Summer [Full Semester Online, 1st Block, 2nd Block]

This exam verifies a student's information literacy competency. Review materials are available for students to study for this exam at [libguides.weber.edu/LIBS1504](http://libguides.weber.edu/LIBS1504). The exam must be completed during the block/semester registered, and may be retaken one time within the same block/semester. The grade for this course is credit/no credit. For more information, call (801) 626-7068 or email [infolit@weber.edu](mailto:infolit@weber.edu).

### **Other Instruction**

In addition to credit-bearing courses, the instruction program reaches students in nearly all majors through general and subject-specific instruction, and through individual and group research consultations. General instruction consists of sessions taught for First Year Experience courses (UNIV 1105) and English Composition (ENG 2010, ENG 1010). At this level, our goals are to develop awareness of services and resources available through the Stewart Library, reduce anxiety toward academic libraries and college-level research, and introduce some of the tools commonly used in college-level research, such as the library catalog,

multidisciplinary databases, Google Scholar, and the library's default discovery tool, *OneSearch*. These sessions may also cover introductory concepts necessary for academic research, such as formulating a topic that is adequately focused to assignment parameters, differentiating between various types of publications, and using information ethically and legally. As a result of these basic sessions, students should feel comfortable approaching library staff for assistance, be able to locate key service points such as the circulation and reference desks, be able to conduct simple searches using the tools introduced in these sessions, and have the foundational knowledge necessary to begin academic research.

These general instruction sessions are particularly important because library anxiety is a documented issue among college students (Mellon, 1886<sup>3</sup>; Jiao, Onwuegbuzie, & Lichtenstein, 1996<sup>4</sup>; Onwuegbuzie, 1997<sup>5</sup>; Jiao & Onwuegbuzie, 1997<sup>6</sup>). Students with library anxiety suffer from lack of familiarity with the library, leading to the feeling that they aren't competent when it comes to using the library but their peers are, coupled with the feeling that they too should be competent and shame that they are not, and capped by the idea that asking questions will reveal their ignorance. These students actively avoid the library, and deprive themselves not only of all the resources available within the library, but the myriad avenues to assistance to which they are entitled. For these students, the general instruction sessions' introduction to various tools is far less valuable than the introduction to the concept that they are not alone in being a library novice, and that they are neither expected to be experts, nor precluded from the benefits of the library for that perceived lack. What's more, by easing students' anxiety and opening those avenues of assistance, libraries can and do improve student persistence and retention. Illustrating and explaining this relationship has proved somewhat problematic over the years, and there is obviously more to it than general instruction sessions. Nevertheless, the relationship between libraries and retention persists: the more students use library services, the more likely they are to graduate (Mezick, 2007<sup>7</sup>; Bell, 2008<sup>8</sup>; Hagel, Horn, Owen, & Currie, 2012<sup>9</sup>; Murray, Ireland, & Hackathorn, 2016<sup>10</sup>).

Subject-specific instruction consists of sessions taught for courses in all departments in each of WSU's colleges (Arts & Humanities, Education, Health Professions, Engineering, Applied Science and Technology, Science, Social & Behavioral Science, Business & Economics, and Computing). These sessions are typically arranged at the request of, and in collaboration with, the faculty teaching the course, and are designed to address the specific needs of students in that course. We believe, as do the faculty we collaborate with, that one of the most effective ways to learn research skills is by tying them to specific, immediate, and discipline-specific needs. At this level, our goals are to help students learn information literacy concepts within the context of their coursework and build upon introductory concepts taught in general sessions. This includes increasing awareness of discipline-specific resources, using more advanced tools and facets in the databases, and understanding research conventions within the discipline. As a result of these basic sessions, students should become more familiar with the literature and tools in their specific field, understand and apply the formatting and documentation conventions within the discipline, utilize library services to request materials not available through Stewart Library, and be able to execute more complex searches (especially in upper division courses) to complete research-based assignments.

Other types of instruction provided include basic orientations (e.g., library tours), storytelling for students enrolled in WSU Charter Academy, and individual research consultations with students, faculty, staff, and community members. Consultations are typically scheduled by appointment and take place via phone, email, or online chat. Examples include consultations with BIS students working on capstone projects, master's students working on master's theses, or faculty doing research.

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<sup>3</sup> Mellon, C. A. (1986). Library anxiety: A grounded theory and its development. *College & Research Libraries*, 47(2), 160-165.

<sup>4</sup> Jiao, Q. G., Onwuegbuzie, A. J., & Lichtenstein, A. A. (1996). Library anxiety: Characteristics of 'at-risk' college students. *Library & Information Science Research*, 18(2), 151-163.

<sup>5</sup> Onwuegbuzie, A. J. (1997). Writing a research proposal: The role of library anxiety, statistics anxiety, and composition anxiety. *Library & Information Science Research*, 19(1), 5-33.

<sup>6</sup> Jiao, Q. G., & Onwuegbuzie, A. J. (1997). Antecedents of library anxiety. *The Library Quarterly*, 67(4), 372-389.

<sup>7</sup> Mezick, E. M. (2007). Return on investment: Libraries and student retention. *The Journal of Academic Librarianship*, 33(5), 561-566.

<sup>8</sup> Bell, S. (2008). Keeping them enrolled: How academic libraries contribute to student retention. *Library Issues*, 29(1), 1-4.

<sup>9</sup> Hagel, P., Horn, A., Owen, S., & Currie, M. (2012). 'How can we help?' The contribution of university libraries to student retention. *Australian Academic & Research Libraries*, 43(3), 214-230.

<sup>10</sup> Murray, A., Ireland, A., & Hackathorn, J. (2016). The value of academic libraries: Library services as a predictor of student retention. *College & Research Libraries*, 77(5), 631-642.

## Challenges

We have identified several issues with our instruction program that we are currently addressing. The demand for our courses is high, as indicated by large waitlists (see Table 2, below), and it has been difficult for a small department to meet these demands. Consistently full classes prevent many students from taking the course at the optimal time, which is their freshman or sophomore year, before they begin more sophisticated research in their disciplines. This bottleneck was the impetus for one of the goals stated in the library's 2019 strategic planning report: provide additional paths for students to meet the general education information literacy requirement earlier in their coursework sequence. We have piloted several projects to accomplish this goal. In addition, feedback from students indicates that they feel this course is "unconnected" -- that is, students sometimes feel the LIBS course content is arbitrary, and they are unable to see the connection and relevance to real-life needs or to the content and demands of other courses. To address these issues, we have implemented several initiatives.

### Increased capacity:

- We hired a total of five additional adjuncts between May 2018 and October 2019 to teach online courses. The initial two provided an additional 80 seats in Spring 2019, 156 seats in Summer of 2019, and 150 seats in Fall of 2019. Additional adjuncts will begin teaching in Spring and Summer of 2020.
- In addition to hiring more adjunct faculty, online courses have increased capacity. Many faculty members have increased their online course capacity by 5 to 10 students.
- We have increased our minimum capacity for all face-to-face courses. Through data analysis, we realized that 1 to 5 students typically withdraw from classes every semester. To account for withdrawals and to maximize space usage in the classroom, we changed our capacity from 30 to 35. This has ensured that classroom spaces are fully utilized each semester.
- To track unmet demand, TIS added waitlists to courses beginning in Fall 2017. Waitlist capacity was increased to 100 per class in Fall 2018 in order to get a full picture of the number of students who wanted, but were unable, to take the class; the number peaked in Spring 2019 at over 1,000 students. The increase in course capacity was implemented for Fall 2019, and the waitlist dropped to just over 300 students; both waitlist monitoring and efforts to increase capacity continue.

### Hidden sections:

- In order to prevent delayed graduation, we began reserving hidden block sections for graduating seniors in 2018. These are typically offered during the second block of the semester to accommodate students who are scheduled to graduate but have not yet met the requirement. These have consistently filled each semester, satisfying our goal to accommodate all students in this situation each semester.

### Concurrent Enrollment:

Concurrent Enrollment (CE) allows high school students to earn college credit while completing required high school credit, so a single CE class can give a student credit toward both high school graduation as well as university general education. Students may be able to take enough concurrent credits to satisfy general education requirements at any public college or university in Utah, all before finishing high school, by fulfilling the courses required for a Letter of Completion.

- An integrated ENG 2010/LIBS 1704 class was offered to high school concurrent enrollment students, providing a better learning experience for students as they learn research and writing skills in tandem. We piloted four sections of this course at high schools in Farmington, Davis, Layton, and Syracuse, UT, in Spring 2019 (total of 92 students) These were co-enrolled courses taught by English instructors and school library media specialists. A small group of faculty are working on a standardized course template integrating the content to be used in these sections of the course offered in Spring 2020 (more than 50 sections). These courses will allow CE students to complete their certificates of completion and enable them to complete the requirement earlier in their coursework. It is anticipated that increasing CE options will also reduce the waitlists for students who need to get into the course. Because these



courses are integrated courses, the signature assignments required by all general education courses are English papers, which students are required to complete for the ENGL portion of the course, with information literacy outcomes incorporated into the rubric.

#### Integration of ENGL 2010 and LIBS 1704:

- Another pilot project in Spring 2019 was the development of three integrated WSU LIBS/ENGL sections co-taught by TIS and English faculty. Information literacy and English composition contribute to one another both intellectually and conceptually, so it makes sense for them to be taught together. Typical assignments completed in an English composition course incorporate information literacy to a great degree, and “few students [see] any clear distinction between research and writing; they [see] them as aspects of a single activity, concurrent and integrated” (Fister, 1992, p. 167)<sup>11</sup>. Feedback from the pilot study revealed that in all three paired classes, students saw a significant advantage to taking the courses together. Some of their reasons included its being a more efficient use of time, the benefit of different perspectives from multiple instructors, being able to immediately apply the technical skills they were learning (information literacy) to the creative skills they were practicing (English), the complementary nature of the two skill sets and the capacity of that interplay to improve students’ writing skills, and the added context each course provided to the other. Integrating these two courses also addresses the feeling of disconnection that students expressed when the course was taught in isolation, and helps students see the application of information literacy to other courses. The integrated course pilot project is being expanded, and five sections are scheduled for Spring 2020.

#### Variety in course offerings:

- TIS instructors have made it a priority to offer variety in terms of times and locations, to help meet the needs of students who need face to face instruction but may not be able to come to campus at traditional times. For example, courses are being offered on a regular basis in afternoons and evenings, and at the Davis campus. Additionally, a four-week intensive pilot workshop course was offered on Saturdays in Summer 2019. This workshop course enabled students who were not able to make it to another course during weekdays, due to family or work schedules, to complete the requirement in four weeks. LIBS 1704, the most popular course option to meet the requirement, is offered every single semester in a variety of formats, including face-to-face, hybrid, and online.

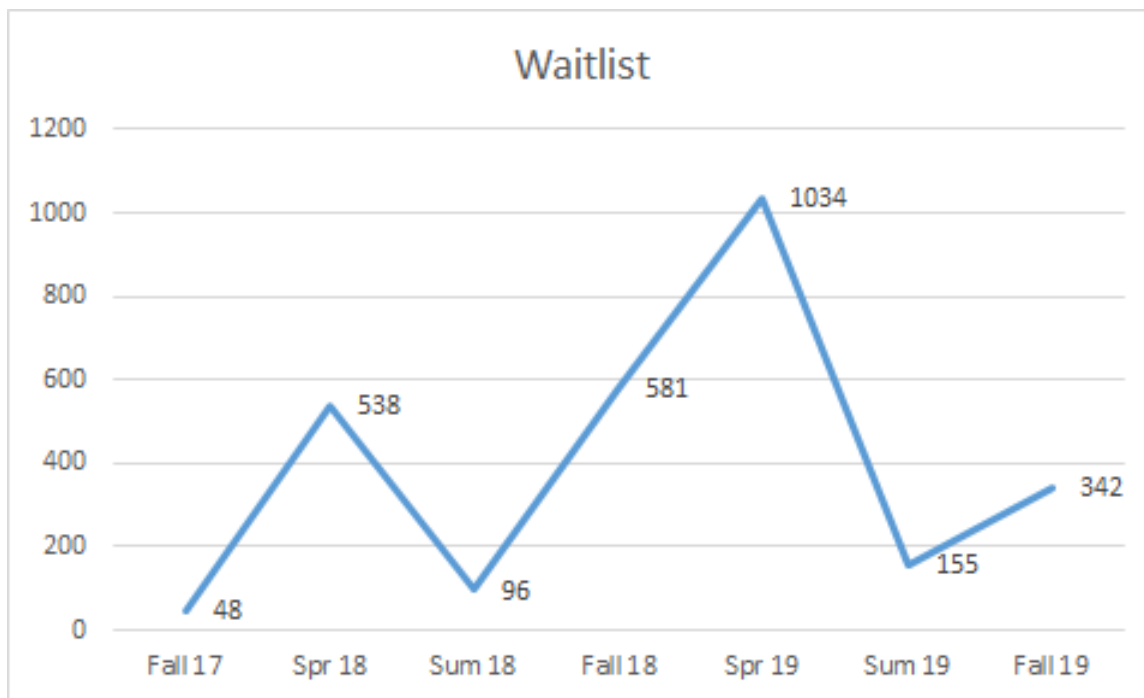
Tables 1-5 below provide a look at how these initiatives have impacted course capacity and waitlists. Overall, we have been able to increase course capacity, and with the exception of a spike in Spring 2019, are slowly decreasing the number of students on the waitlist.

Table 1: LIBS course capacity figures, Spring 2014-Fall 2019

	SPR 14	SUM 14	FALL 14	SPR 15	SUM 15	FALL 15	SPR 16	SUM 16	FALL 16	SPR 17	SUM 17	FALL 17	SPR 18	SUM 18	FALL 18	SPR 19	SUM 19	FALL 19
<b>Exam + Courses</b>	1535	1230	1625	1586	1270	1586	1670	1140	1480	1400	1105	1555	1770	1047	1844	1902	1380	2170
<b>LIBS courses</b>	735	735	825	786	470	786	870	340	680	600	305	755	870	597	1044	1102	780	1370
<b>Exam</b>	800	495	800	800	800	800	800	800	800	800	800	800	900	450	800	800	600	800
													*LIBS began administering exam in SPR 18					

<sup>11</sup> Fister, B. (1992). The research process of undergraduate students. *Journal of Academic Librarianship*, 18(3), 163–169.

Table 2: Waitlist figures, Spring 2018-Summer 2019\*



\*Waitlist was not implemented in Summer 2017. Waitlists were not implemented for LIBS courses until Fall 2017.

Table 3: LIBS course capacity during summer semesters, 2014-2019

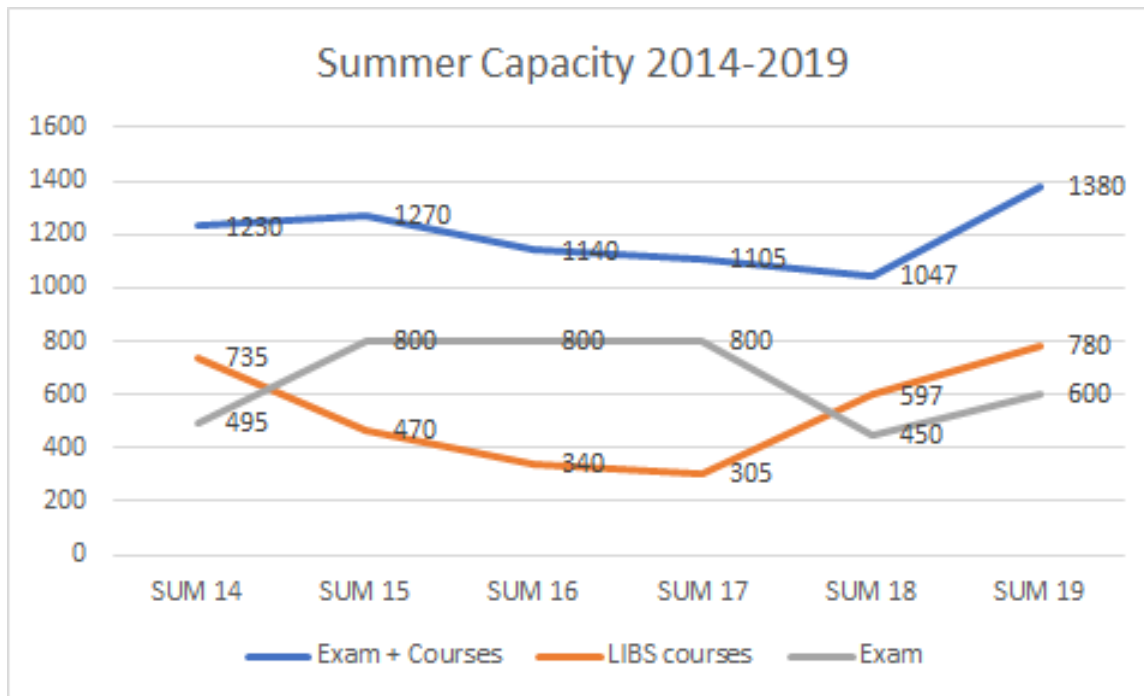


Table 4: LIBS course capacity during fall semesters, 2014-2019

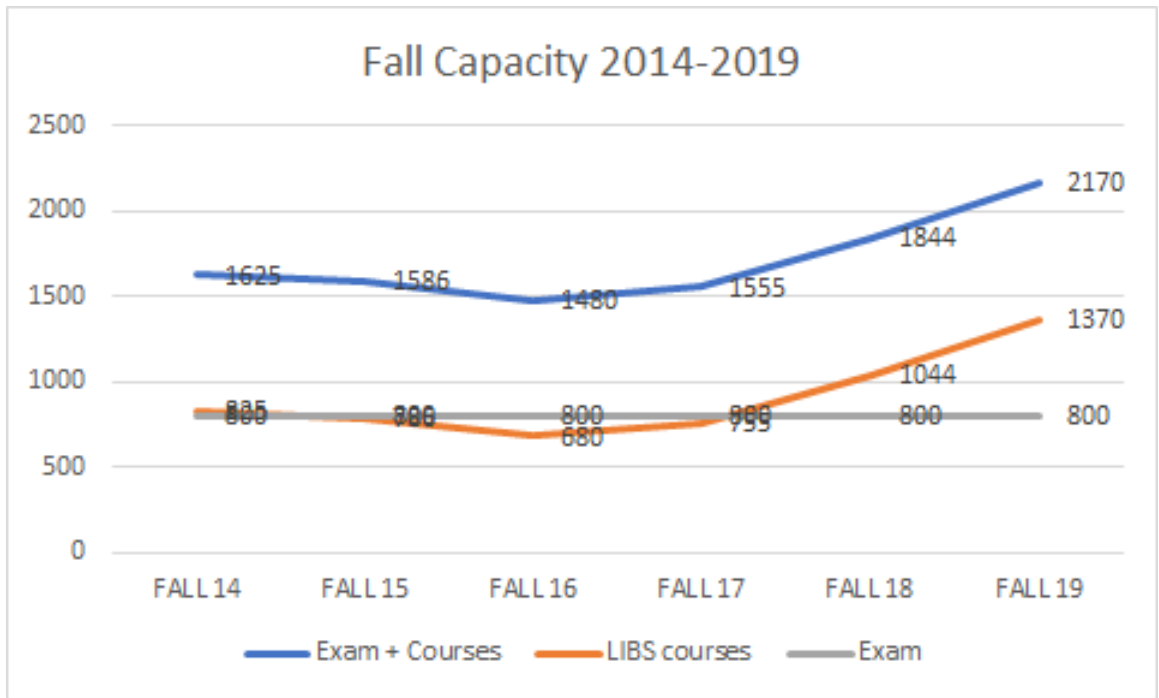
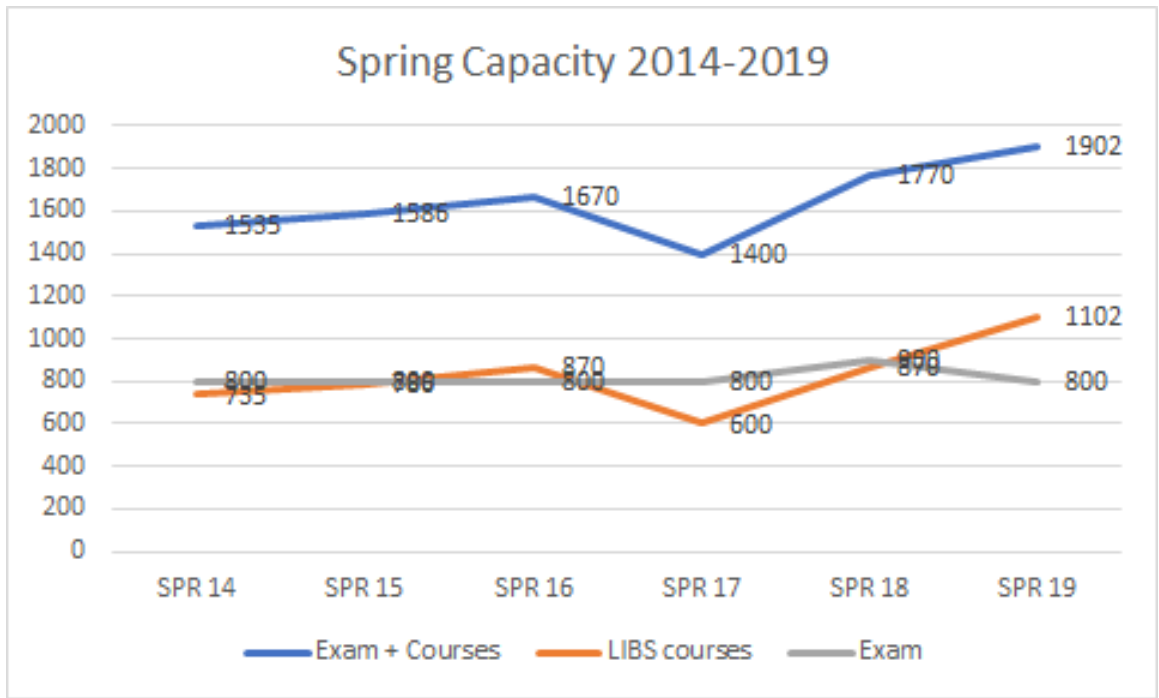


Table 5: LIBS course capacity during spring semesters, 2014-2019



## Standard C: Student Learning Outcomes & Assessment

### Measurable Learning Outcomes

The learning outcomes and indicators of learning (see Table 6) are adapted from the ACRL's *Framework for Information Literacy for Higher Education*, and were adopted in Fall 2017.

Table 6: Learning Outcomes and Indicators of Learning

<p><b>Outcome 1: Research as an Exploratory Process</b></p> <p>The research process involves using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.</p>	<p>Indicator 1.1 Understand information needs and formulate focused research questions or thesis statements based on scope of the project</p> <p>Indicator 1.2 Use and refine different search techniques appropriately, matching information needs and search strategies to appropriate search tools</p> <p>Indicator 1.3 Understand that the research process is often iterative and non-linear</p>
<p><b>Outcome 2: Scholarship as Communication</b></p> <p>Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.</p>	<p>Indicator 2.1 Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication</p> <p>Indicator 2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue</p> <p>Indicator 2.3 Recognize the value of information literacy outside the academic setting</p>
<p><b>Outcome 3: Critically Evaluate Information</b></p> <p>It is important to evaluate the quality of all information based on its context.</p>	<p>Indicator 3.1 Define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources</p> <p>Indicator 3.2 Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated</p>
<p><b>Outcome 4: Ethical Use of Information</b></p> <p>Legal and ethical standards are important to the dissemination, retention, and study of information sources.</p>	<p>Indicator 4.1 Avoid plagiarism by identifying the different types and by giving credit to the original ideas of others through proper attribution and citation</p> <p>Indicator 4.2 Articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain</p>

## General Education

TIS instructors have been involved in supporting, improving, and/or revitalizing the General Education program at WSU since its inception. All instructors are incorporating signature assignments (see Appendix F) into their LIBS courses, and continue to demonstrate innovative pedagogy in their courses through a variety of methods, including extensive collaborative activities, visual literacy, and digital fluency assignments. Since signature assignments are required for all general education courses and offer a way to accommodate a variety of teaching and learning styles, they are being considered as the basis for assessment of LIBS courses (see below). The following curriculum grid (Table 7) is used by the library to document where the outcomes mentioned above are covered, including which outcomes are covered in our general and subject-specific instruction sessions. The TIS learning outcomes align very closely with the General Education Learning Outcomes established by WSU for all general education courses (see Appendix G). While all courses cover each of the four outcomes, the discipline-specific course options teach the material in a manner that reflects how research is conducted in those disciplines.

Table 7: Curriculum Grid

<b>INSTRUCTION TYPE</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
<p>For-Credit Courses (LIBS 1704, LIBS/EDUC 2604, LIBS/BSAD 2704, LIBS 2804, LIBS/HTHS 2904)</p> <p>(Note that LIBS 2504 is no longer being taught and will soon be removed from our course offerings)</p>	<p>X</p> <p>2604, 2704, 2804, 2904 require discipline-specific topics and use discipline-specific search tools</p> <p>2904 employs PICO questions (Patient, Intervention, Comparison, Outcome) rather than traditional research question/thesis statement</p>	<p>X</p> <p>2604 emphasizes types sources used in classroom settings</p> <p>2804 emphasizes interpretation of articles reporting primary, empirical-based research</p> <p>2904 emphasizes evidence-based practice, types of research specific to health disciplines</p>	<p>X</p> <p>2904 emphasizes forms of bias removal through examination of biostatistics and research design techniques</p>	<p>X</p> <p>2604, 2804, 2904 focus on American Psychological Association formatting, which is used in these disciplines</p> <p>2604 highlights ethics issues from a both teacher/classroom and student perspective</p>
<p>Competency Exam (LIBS 1504)</p>	X	X	X	X
<p>General Instruction (ENG 1010, ENG 2010, UNIV 1105)</p>	<p>Most general sessions focus on 1.1, 1.2</p>	<p>Most general sessions focus on 2.1</p>	<p>Most general sessions focus on 3.1</p>	<p>Most general sessions focus on 4.1</p>
<p>Subject-Specific Sessions</p>	varies	varies	varies	varies
<p>Other/Individual Research Consultation</p>	varies	varies	varies	varies

## Five Year Assessment Summary

The library's assessment efforts have been in a steady evolution over the past five years with the removal of the computer literacy requirement from general education, the transition of outcomes and courses to ACRL's *Framework for Information Literacy for Higher Education*, and the implementation of signature assignments as part of the general education revitalization process. With the transition to the *Framework*, our curriculum shifted from a skills-based, library/web navigation focus to one that engages students in information literacy as a social practice, which combines skills and abilities with habits of mind, and emphasizes more challenging, situated, and sophisticated concepts that amplify discipline-specific and professional information and research practices. Several factors have prompted us to reexamine how we assess student learning. These include a) the contextual focus of the curriculum and the shift to develop both cognitive and affective abilities of our students, b) the recent changes in WSU general education requirements requiring courses to incorporate the General Education Learning Outcomes (GELOs) (See Appendix G) and signature assignments, and c) WSU's digital literacy initiatives.

For several years, we have used multiple choice pre/post instruments as our primary learning assessment method for our for-credit courses. While this was an easy way to collect data, it is difficult to discern whether a positive change from pre- to post-test is due to learning, or due to other factors, such as natural maturation, the idea that students do better on the post-test simply because they already took the pre-test, the tendency for some instructors to teach to the post-test, the fact that some students are better test-takers, and that in general, those who remain in a course all semester are more successful or persistent. In some cases, the pre-test scores were so low that there was nowhere to go but up, and in others, students had such high scores in the course at the end of the term that they weren't concerned with their performance on the post-test, or didn't take it at all. Finally, the multiple-choice pre- post-test instrument does not fully address the differences in our subject-specific course offerings, nor does it capture changes in affective processes. For these reasons, we wish to incorporate more qualitative and reflective assessment measures to capture more meaningful information than the pre/post-test instrument, and feel that the signature assignments already being used in our courses can provide this information. These assignments are summative in nature, cover all learning outcomes, and are varied in that they reflect the teaching styles of individual instructors.

For general and subject-specific instruction sessions, we have not done any formal assessment for several years, and have not collected any informal assessment done by individual instructors. The library General Education Coordinator is currently experimenting with a brief online exit survey for UNIV 1105 and ENGL classes that asks for feedback on the session, which is similar to paper forms we distributed to all single-session classes years ago. While it doesn't provide any specific data on student learning, it does provide information on student perceptions of their learning and could be used for any individual session (Table 8).

Table 8: Exit Ticket response data.

Exit Survey Responses to Date		General Library Instruction Session Course			Did you find this library session helpful/useful?	
Collection Period	Responses	UNIV 1105	ENGL 1010	ENGL 2010	Yes	No
Aug 2018 - May 2019	464	73%	8%	19%	450 (97%)	14 (3%)
Jun - Oct 2019	253	66%	23%	11%	251 (99.2%)	2 (0.8%)
Total to date	717	69.5%	15.5%	15%	701 (98.1%)	16 (1.9%)

## Student Success Rates

Table 9, below, illustrates success rates for students satisfying the general education information literacy requirement (earning a 72.5% (C grade) or higher on a LIBS course or the competency exam). The library began administering the revised test-out exam in Spring 2018 (previously WEB 1504, but is now LIBS 1504). The exam was revised from a 35-point multiple choice half-credit exam based on the former *Information Literacy Competency Standards for Higher Education* to a more rigorous 100 point one-credit exam (equivalent to taking the class) based on the ACRL *Frameworks* that includes both multiple choice and essay questions, which ask students to give examples of information literacy in real life, identify instances of plagiarism, and format citations. These are more authentic measures of information literacy competency. As expected, pass rates are much lower for the revised exam, bringing the total student success rate down, but both in-person and online course success has gone up on average since 2015. The competency exam assumes that students already have the skills taught in LIBS 1704, and they are provided with a copy of the textbook, which is open access, to review the material before they commit to taking the test. Student success for in-person courses consistently trends slightly higher than online classes (3.3% on average). However, when we look at the subject-specific course success rates, the inverse is true for several courses at various times over the last five years. This anomaly is likely due to differences in teaching styles, grading, assignments, student population, and so on.

Table 9: Student success rates, academic years 2015-2019

Course Description	AY 15		AY 16		AY 17		AY 18		AY 19	
	Success	N	Success	N	Success	N	Success	N	Success	N
Over all										
Total	77.45%	3716	74.60%	3791	73.50%	3347	70.08%	3710	64.38%	4169
All online courses	82.70%	1415	80.40%	1551	84.83%	1272	88.65%	1366	86.82%	2268
All in person courses	85.12%	457	86.19%	449	87.80%	295	90.98%	488	89.83%	472
Online 1504	71.43%	21	75.00%	32	76.47%	34	29.04%	761	15.51%	1334
WSU 1504	72.30%	1823	66.52%	1759	53.44%	1746	66.12%	1095	n/o	--
Concurrent Enrollment	n/o	--	n/o	--	n/o	--	n/o	--	88.42%	95
By Course	AY 15		AY 16		AY 17		AY 18		AY 19	
Integrated 1704*	n/o	--	n/o	--	n/o	--	n/o	n/o	76.79%	56
Online 1504	71.43%	21	75.00%	32	76.47%	34	29.04%	761	15.52%	1334
Online 1704**	83.02%	1207	83.29%	1191	85.32%	1110	89.51%	1163	87.57%	1843
In person 1704	87.37%	285	86.27%	306	91.43%	175	95.49%	266	91.37%	394
Online 2504	73.08%	26	85.71%	28	81.48%	54	n/o	--	n/o	--
In person 2504	n/o	--	n/o	--	n/o	--	68.75%	16	80.00%	25
Online 2604+	78.79%	33	73.55%	121	73.61%	72	78.95%	114	78.79%	66

In person 2604+	n/o	--	n/o	--	80.77%	26	--	--	n/o	--
Online 2704+	n/o	--	90.67%	75	87.18%	78	80.00%	20	86.84%	114
In person 2704+	86.92%	107	85.71%	56	n/o	--	97.14%	105	n/o	--
In person 2804	64.10%	39	93.55%	31	n/o	--	75.00%	24	83.33%	54
Online 2904+	80.88%	136	69.16%	107	85.29%	68	92.75%	69	73.39%	92
WSU 2904+	84.62%	26	88.46%	52	80.56%	36	72.73%	55	71.05%	38

\*Subset of \*\*  
n/o = not offered  
+ = cross listed

## Assessment of Graduating Students

One issue that we would like to explore is students' information literacy skill levels at the end of their programs. There is a disparity in students' exposure to IL in different disciplines. Some majors embed LIBS instruction into their curriculum so that students are exposed to IL concepts in a variety of contexts, while other majors provide very little exposure. We currently have no way to assess this, but would like to work with colleges to get a sense of where students are upon graduation.

## Evidence of Effective Instruction

### A. Pre-Post Test

The TIS department makes every effort to collect meaningful data for the assessment of teaching effectiveness. Due to changes to the curriculum over the last several years (specifically re-writing the textbook and learning outcomes -- and by extension, course content -- to align with the *ACRL Framework for Information Literacy for Higher Education*) the data is incomplete, but we have included 2 years of data from our current measure of effectiveness, which we call the "Pre-Post Test" (see Table 10). This is a twenty-question multiple choice test that students take once at the beginning of the course, and again at the close of the course. We measure the difference between scores and gauge how well we are doing over all.

Table 10: Pre-Post Test data, 2018-2019

Semester	Total Sections	Total enrollment (all sections)	Total Pass (C/73% or better)	Total Fail	Total W or UW	Average Pre-Test Score	Average Post-Test Score
SP18	27	820	740	39	46	53.53	65.34
SU18	13	590	487	55	48	54.41	67.35
FA18	20	765	704	40	25	55.20	65.32
SP19	15	531	485	34	15	55.93	70.51
SU19	3	264	232	24	10	61.95	73.77
FA19*	9	373	--	--	--	62.79	83.81

\*Only partial post-test data is available for Fall 2019 at this time.



Although this data combination is better than no data at all, we are aware that it lacks nuance and strength in terms of validity. With this in mind, the department has been considering new ways of assessing how well students meet learning outcomes. The method we plan to implement in the near future will use signature assignments and score them according to a rubric built to measure our learning outcomes, similar to the way the General Education Improvement and Assessment Committee (GEIAC) uses signature assignments to measure the GELOs. The current schedule will have TIS faculty designing a rubric in Spring 2020 and taking Summer 2020 to code signature assignment samples from Fall 2019 and Spring 2020.

#### B. Aggregate Student Evaluation Data

We have also included five years of aggregate student evaluation data for LIBS 1704 and our subject-specific courses (LIBS 2504, LIBS 2604, LIBS 2704, LIBS 2804, and LIBS 2904; see Tables 11-25). Over all, the mean response for each question fell between 1 and 2. Only two questions received a mean response over 2: the subject-specific responses to “The course/instructor addressed or accommodated various learning styles” (2.01) and “Overall, this was an effective course” (2.10), both of which still fall in the positive “agree” response range. Note that the numeric values for Tables 11-25 are as follows: Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, Strongly Disagree = 5.

Table 11: Course evaluation question: The course syllabus explained course policies, expectations, and objectives.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.46	1.61	1.56	1.56	1.52	1.46	1.53	1.38	1.45	1.44	1.55	1.56	1.49	1.44
SUBJ	1.44	1.22	1.37	1.42	--	1.52	1.71	1.64	1.55	1.91	1.67	1.54	1.60	2.00
1704	Range = 1.38-1.61						Mean = 1.50							
SUBJ	Range = 1.22-2.00						Mean = 1.58							

Table 12: Course evaluation question: Course study materials were clear and well organized.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.64	1.77	1.68	1.64	1.75	1.53	1.70	1.55	1.60	1.61	1.72	1.74	1.63	1.53
SUBJ	1.56	1.76	1.59	1.68		1.92	1.88	1.64	1.72	1.90	1.89	1.96	1.67	2.00
1704	Range = 1.53-1.77						Mean = 1.64							
SUBJ	Range = 1.56-2.00						Mean = 1.78							

Table 13: Course evaluation question: Assignment instructions were easy to understand.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.83	1.85	1.78	1.82	1.91	1.64	1.69	1.69	1.62	1.65	1.91	1.81	1.78	1.78
SUBJ	1.65	1.59	1.65	1.79		2.20	1.87	1.73	1.62	2.20	2.00	2.01	2.18	2.40
1704	Range = 1.62-1.91						Mean = 1.77							
SUBJ	Range = 1.59-2.40						Mean = 1.91							

Table 14: Course evaluation question: Exam/quiz questions adequately represented the study content.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.68	1.73	1.69	1.69	1.68	1.60	1.64	1.63	1.59	1.58	1.73	1.60	1.65	1.58
SUBJ	1.47	1.74	1.44	1.81		1.84	1.78	1.68	1.58	1.90	2.11	1.66	1.58	1.80
1704	Range = 1.58-1.73						Mean = 1.53							
SUBJ	Range = 1.44-2.11						Mean = 1.72							

Table 15: Course evaluation question: My work was graded according to criteria provided by the instructor.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.61	1.72	1.59	1.65	1.52	1.58	1.52	1.32	1.35	1.48	1.74	1.55	1.45	1.49
SUBJ	1.47	1.61	1.37	1.71		1.44	1.60	1.68	1.54	1.67	1.78	1.66	1.51	1.60
1704	Range = 1.32-1.74						Mean = 1.44							
SUBJ	Range = 1.37-1.71						Mean = 1.59							

Table 16: Course evaluation question: The course/instructor addressed or accommodated various learning styles.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.96	2.04	1.92	2.00	1.95	1.94	1.96	1.71	1.85	1.86	1.94	1.90	1.83	1.85
SUBJ	1.89	2.08	1.67	2.02		2.01	2.17	1.27	1.99	2.24	1.89	1.96	2.17	2.80
1704	Range = 1.71-2.04							Mean = 1.91						
SUBJ	Range =1.27-2.80							Mean = 2.01						

Table 17: Course evaluation question: The instructor treated me with courtesy and respect.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.62	1.50	1.49	1.58	1.54	1.50	1.48	1.33	1.39	1.39	1.50	1.48	1.40	1.42
SUBJ	1.41	1.54	1.38	1.44		1.55	1.50	1.14	1.42	1.52	1.33	1.54	1.51	1.40
1704	Range = 1.33-1.62							Mean = 1.47						
SUBJ	Range =1.14-1.55							Mean = 1.43						

Table 18: Course evaluation question: The instructor was available for assistance.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.56	1.57	1.60	1.55	1.46	1.60	1.68	1.35	1.47	1.50	1.53	1.65	1.54	1.55
SUBJ	1.38	1.57	1.37	1.55		1.56	1.60	1.18	1.23	1.64	1.44	1.59	1.62	1.40
1704	Range = 1.35-1.68							Mean = 1.54						
SUBJ	Range =1.35-1.68							Mean = 1.47						

Table 19: Course evaluation question: The instructor was willing to work with me on problems, questions, or concerns.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.59	1.55	1.62	1.68	1.54	1.61	1.62	1.36	1.48	1.50	1.54	1.61	1.53	1.54
SUBJ	1.37	1.48	1.45	1.57		1.58	1.50	1.23	1.25	1.70	1.22	1.65	1.57	2.00
1704	Range = 1.36-1.68							Mean = 1.56						
SUBJ	Range = 1.22-2.00							Mean = 1.51						

Table 20: Course evaluation question: The instructor gave me clear and instructive feedback.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.64	1.62	1.58	1.66	1.60	1.59	1.62	1.29	1.50	1.54	1.61	1.66	1.54	1.54
SUBJ	1.57	1.71	1.52	1.63		1.63	1.49	1.14	1.47	1.68	1.56	1.69	1.75	1.20
1704	Range = 1.29-1.66							Mean = 1.57						
SUBJ	Range = 1.14-1.75							Mean = 1.54						

Table 21: Course evaluation question: The instructor kept me well informed on upcoming due dates.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.55	1.60	1.52	1.45	1.46	1.55	1.62	1.27	1.54	1.53	1.61	1.58	1.65	1.44
SUBJ	1.34	1.66	1.40	1.49		1.59	1.76	1.27	1.61	1.91	1.67	1.67	1.57	1.20
1704	Range = 1.27-1.65							Mean = 1.53						
SUBJ	Range = 1.20-1.91							Mean = 1.55						

Table 22: Course evaluation question: The instructor provided timely feedback to my questions.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.53	1.70	1.68	1.62	1.49	1.56	1.74	1.44	1.52	1.53	1.66	1.75	1.60	1.58
SUBJ	1.34	1.58	1.43	1.57		1.61	1.67	1.18	1.36	1.84	1.67	1.82	1.62	1.20
1704	Range = 1.49-1.74						Mean = 1.60							
SUBJ	Range = 1.18-1.84						Mean = 1.53							

Table 23: Course evaluation question: The instructor scored and returned assignments promptly.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.56	1.68	1.70	1.61	1.58	1.61	1.73	1.68	1.53	1.67	1.72	1.80	1.54	1.52
SUBJ	1.69	1.72	1.62	1.61		1.88	1.82	1.68	1.59	2.05	2.44	2.15	1.86	1.40
1704	Range = 1.52-1.80						Mean = 1.64							
SUBJ	Range = 1.40-2.44						Mean = 1.81							

Table 24: Course evaluation question: Overall, this was an effective instructor.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.67	1.65	1.64	1.67	1.67	1.57	1.66	1.36	1.52	1.52	1.65	1.68	1.56	1.50
SUBJ	1.55	1.71	1.50	1.63		1.71	1.76	1.15	1.51	1.94	1.78	1.90	1.73	1.80
1704	Range = 1.36-1.68						Mean = 1.59							
SUBJ	Range = 1.15-1.94						Mean = 1.67							

Table 25: Course evaluation question: Overall, this was an effective course.

	SPR '15	SUM '15	FALL '15	SPR '16	SUM '16	FALL '16	SPR '17	SUM '17	FALL '17	SPR '18	SUM '18	FALL '18	SPR '19	SUM '19
1704	1.95	1.97	1.99	2.01	1.87	1.98	2.09	1.82	1.94	1.88	2.03	2.15	1.99	2.01
SUBJ	1.89	1.81	1.68	2.16		1.85	2.10	2.14	2.06	2.35	2.11	2.12	2.19	2.80
1704	Range = 1.82-2.15							Mean = 1.98						
SUBJ	Range = 1.68-2.80							Mean = 2.10						

### C. Aggregate Student Comments

Student comments to two of the open-ended questions on the end-of-course student evaluation were analyzed to ascertain what students felt was the most important thing learned in the course, and their suggestions for improvement. Student comments from all LIBS courses taught from Spring 2015-Spring 2019 (n=4044) were examined.

When asked to state the most important thing learned in this course, the following themes illustrated what students perceived was most important:

- How to do research (n=649)
- How to cite sources (n=627)
- Library search tools (includes finding books and articles and using databases and the catalog) (n=321)
- Finding credible sources (n=163)
- Evaluating information quality (n=133)
- Copyright (n=122)
- Searching (formulating research questions/thesis statements, creating search statements, using Boolean operators) (n=101)
- Finding scholarly material (n=83)
- Plagiarism & ethical use of information (n=77)
- Nothing was learned (n=45)

When asked to state one thing that would improve the course, the following themes were mentioned in the responses:

- Course was fine as is/no improvements suggested (n=355)
- Don't make it required (n=87)
- Feedback/grading (provide more feedback, grade faster, grade more leniently) (n=47)
- Need clearer instructions (n=45)
- More interaction/interactivity (between students, between teacher/students, in class, via discussion), engaging (lectures, readings, assignments, discussion) (n=45)
- Provide more examples (n=44)
- Wish for more time (to complete assignments, projects, spent on specific topics) (n=36)
- More discussion opportunities (n=30)
- Combine with English (or some other class) in some way (n=24)
- Less work/too much work for one credit (n=19)
- Less busywork (n=14)

**Standard D: Academic Advising**

While TIS does have a staff member who handles all student advising (ensuring that students are able to get into the best classes, providing overrides to get students into full sections, etc.), this is not central to what our program does, and is not germane to the focus of this review.

## **Standard E: Faculty**

### **Programmatic/Departmental Teaching Standards**

The department does not have a formal teaching standard for faculty, but there are some expectations that library faculty should meet, as well as some language that is expected to be included on each faculty member's syllabus. Since all of the courses we teach are General Education Courses, department faculty (both regular and adjunct) are expected to align their course outcomes with both the TIS Department Learning Outcomes and the General Education Learning Outcomes. Library faculty are also expected to use a variety of teaching techniques in a diversity of settings (online, hybrid, face-to-face) that reflect best practices recommended within both the library and teaching professions. Faculty are also encouraged to include high impact education experiences in their teaching.

### **Faculty Demographic Information**

At present, TIS has eleven full-time faculty to meet instructional demands. All are tenure-track (3 professors, 2 associate professors, 6 assistant professors), and all hold Masters Degrees in Library Science (MLS or MLIS). In addition, several hold doctoral degrees, additional masters degrees, and/or specialty training in areas specific to their collection management responsibilities:

- Shaun Adamson, Ph.D. (education)
- Nicole Beatty, M.A. (history of art), M.A. (African studies)
- Jason Francis, certified by the Medical Library Association as a Level 2 PubMed Trainer, and Community Health Information Specialist
- Ed Hahn, Certificate of Completion from the Association for Library Collections & Technical Services for Fundamentals of Collection Development and Management
- Wendy Holliday, Ph.D. (history)
- Wade Kotter, Ph.D. (anthropology), M.A. (ancient history and archaeology)
- Sarah Langsdon, M.A. (history)
- Jamie Weeks, Postgraduate Certificate of Advanced Studies (archival administration), Graduate Academic Certificate (advanced management in academic libraries and information agencies)

TIS also utilizes adjunct faculty to teach the LIBS 1704 course on a semester-by-semester basis. Teaching assignments are determined by the TIS Department Chair, in consultation with the dean.

Appendix B contains a complete profile of TIS faculty, staff, and adjuncts, including names, gender, background, rank, degrees, etc.

### **Diversity of Faculty**

The current faculty includes four males, seven females, and, in regard to racial/ethnic diversity, is 91 percent white (9 percent Hispanic). With such a small department, it is difficult to draw conclusions from the demographic composition. Opportunities to increase the diversity of faculty are always welcomed when we interview for new positions, and the department is committed to the diversity of both faculty and the student body.

### **Recent Faculty Scholarship**

Full time faculty are expected to participate in scholarly activities, both for professional development and tenure purposes. Stewart Library faculty are heavily involved in research and scholarship. The following information represents just the last five years of their scholarly activity.



- Adamson, S., Kispert, M., Francis, J., Hernandez, E., Huxhold, W., Richards, M., & Meiser, D.** (2019). *LIBS1704: Information Navigator*. Ogden, UT: Weber State University.
- Adamson, S., & Francis, J.** (2019, May 6). Using screencasting to capture metacognitive processes in Health Sciences information literacy instruction. Poster Presentation at Medical Librarian "Elevate" Annual Conference. Chicago, IL.
- Beatty, N. A., & Hernandez, E., Jr.** (2019). Socially responsible pedagogy: Critical information literacy and art. *Reference Services Review*, Vol. ahead-of-print No. ahead-of-print. doi:10.1108/RSR-02-2019-0012
- Beatty, N.A., & Hernandez, E., Jr.** (2019, October). *Workshop on socially responsible pedagogy: Critical information literacy and social justice imagery*. Presented at the Weber State University Diversity Conference, Ogden, UT.
- Beatty, N.A., & Hernandez, E., Jr.** (2018, July). *Socially responsible pedagogy: Critical information literacy through social justice imagery*. Presented to Library Instruction West, Grand Junction, CO.
- Beatty, N.A.** (2017, February). *Hate crimes and libraries*. Presented at the Diversity Forum to the Art Libraries Society of North America, New Orleans, LA.
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## **Ongoing Review and Professional Development**

Faculty within TIS typically pursue both review by peers and professional development individually. For example, while there is no formal mechanism for ongoing review of teaching, faculty members can ask peers for an informal review or feedback on ideas for teaching, and can ask for a formal review of their teaching at any time. That said, Faculty Annual Reviews do include an overview of teaching activities and the opportunity to set goals for improvement, and the third-year review for tenure, final review for tenure, and post-tenure review each include a formal review of teaching by peers within the department.

Likewise, professional development is often achieved through conference attendance, webinars from the Association of College & Research Libraries (ACRL) and American Library Association (ALA) and other professional organizations for those in the library profession. Many of the TIS faculty also take advantage of short courses, presentations, and other educational opportunities geared toward their subject specialty, discovery tools we offer through the library, or additional interests. Examples include a) a webinar from ACRL on the new edition of APA style citations (7th edition, released October 1, 2019), b) an 8-month certification course offered by Open Textbook Network for librarians interested in starting their own local OER program, and c) an online training session on search tools from EBSCOhost.

The library has a budget to support faculty in their pursuit of professional development, and the dean is vocal in her support of faculty who request a review of their teaching.

## **Mentoring Activities**

While no formal mentoring process exists, the atmosphere in the department is such that mentoring occurs frequently in an informal setting. Course materials are shared with incoming faculty, both tenure-track and adjunct. TIS faculty take immense pride in what they teach and share both course successes - and unsuccessful activities - with those who are new to the department and with each other. Several faculty have co-taught courses together, bringing real-life exposure to the concept of “scholarly conversation” for students, and sharing diverse pedagogies in the classroom.

Each week, the department holds a meeting in which all TIS faculty and staff have the opportunity to share best practices and come to a consensus on important department issues. These meetings further instill a sense of collaboration within the department.

## Standard F: Program Support

### Adequacy of Staff

The TIS Department currently has two staff members, an Information Literacy (IL) Exam Coordinator and a Reference & Government Documents Coordinator. In addition to administering the exam, the IL Exam Coordinator is handling tasks related to getting students into needed classes, administering overrides, and classroom scheduling. This can be very time consuming at certain times during the semester and we are exploring other options for handling these duties, especially classroom scheduling. Hiring a part-time administrative or office assistant would be very helpful in reducing some of the load on the IL Exam Coordinator and Reference Coordinator.

### Adequacy of Administrative Support

We currently do not have a dedicated administrative assistant but we do receive ad hoc administrative support from the library's administrative assistant, office assistant, and the student assistant in the Library Administration Office. We also receive ad hoc technical support from staff in the Library Systems Department.

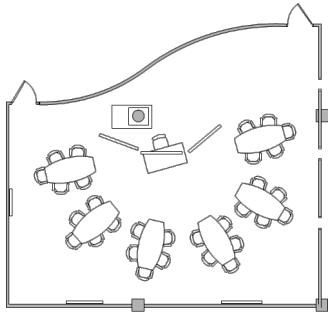
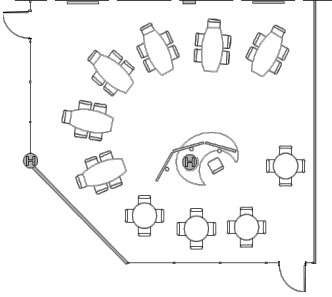
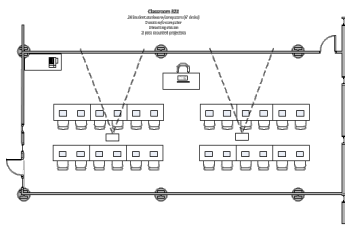


### Adequacy of Facilities and Equipment

The library currently has four electronic classrooms, seating between 24 and 30 students at computers, with extra seating for overflow. Two of the classrooms are designed for collaborative work with round tables that seat 6, and two are lecture style classrooms that are set in rows. We have recently increased our base teaching load from 30 to 35, so face to face sections are booked in classrooms that have extra seating to accommodate students with either their own laptops or laptops checked out from circulation.

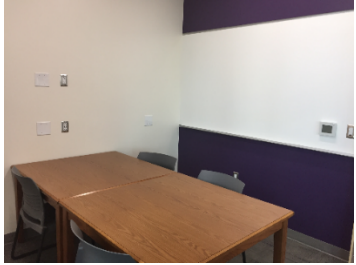

There are a number of conference, seminar, and group study spaces on the second and third floor of the library. These are dedicated to students for collaborative study and can be reserved online up to 14 days in advance. Media viewing rooms, for viewing or group viewing of video materials held in library reserve, are located on the first floor. Room information is summarized in Table 26, below.

Table 26: Library classrooms, student study spaces, and media viewing rooms.

ROOM	PURPOSE	FEATURES	CONFIGURATION
109	Classroom	<ul style="list-style-type: none"> <li>24 stations/laptops (Windows 10)</li> <li>Teaching console (Windows 10)</li> <li>laser printer</li> <li>BYOD ready</li> <li>Touch screen annotation</li> <li>Twin HD projection</li> <li>Microsoft suite</li> <li>4 round tables (20 seats)</li> </ul>	<p>Classroom 109      24 Student workstations (laptops) (10" and 12" monitors)      20 seats with computer (24" 32" 42" mixed tables)      1 teaching console      2 HD projection walls (not reserved) (projecting against floor walls)</p>

211	Classroom	<ul style="list-style-type: none"> <li>• 30 stations/laptops (Windows 10)</li> <li>• Teaching console (Windows 10)</li> <li>• BYOD ready</li> <li>• Touch screen annotation</li> <li>• Laser Printer</li> <li>• 5 x 60" HD displays</li> <li>• Microsoft suite</li> </ul>	
246	Classroom	<ul style="list-style-type: none"> <li>• 30 stations/laptops (Windows 10)</li> <li>• Teaching console (Windows 10)</li> <li>• Laser printer</li> <li>• BYOD ready</li> <li>• Touch screen annotation</li> <li>• 5 x 65" HD LED displays</li> <li>• Microsoft suite</li> <li>• 4 round tables (16 seats)</li> </ul>	
322	Classroom	<ul style="list-style-type: none"> <li>• 24 stations/laptops (Windows 10)</li> <li>• Teaching console (Windows 10)</li> <li>• laser printer</li> <li>• BYOD Ready</li> <li>• Twin HD projection</li> <li>• Microsoft suite</li> </ul>	
250, 333	Conference Rooms	<ul style="list-style-type: none"> <li>• 6-12 Occupants</li> <li>• HD Display</li> <li>• HDMI, VGA</li> <li>• Tabletop Power</li> <li>• Whiteboard Wall</li> <li>• Wireless Network</li> </ul>	
202, 203	Seminar Rooms	<ul style="list-style-type: none"> <li>• 4-8 Occupants</li> <li>• HD Display</li> <li>• HDMI, VGA</li> <li>• Tabletop Power</li> <li>• Whiteboard Wall</li> <li>• Wireless Network</li> </ul>	



204-209, 241-244	Group Study Rooms	<ul style="list-style-type: none"> <li>• 2-5 Occupants</li> <li>• HD Display*</li> <li>• HDMI, VGA*</li> <li>• Tabletop Power</li> <li>• Whiteboard Wall</li> <li>• Wireless Network</li> </ul> <p>*Not all study rooms are equipped</p>	
104-108	Media Viewing Rooms	<ul style="list-style-type: none"> <li>• 1 to 4 Occupants</li> <li>• Video display</li> <li>• VCR/DVD/BR equipment</li> <li>• Whiteboard</li> </ul>	

## **Standard G: Relationships with External Communities**

TIS department faculty are involved in a number of community outreach projects. These projects come about mainly through the ongoing committee work undertaken by members of the faculty.

Through their work on the Diversity Conference Planning Committee, Ernesto Hernandez Jr. and Diana Meiser worked with both WSU administration and Ogden City law enforcement representatives on the planning of the 2019 Diversity Conference. The topic of the conference was “Equal Justice Under the Law? Stories of Race, Class, Gender, and Status.” The conference offered the opportunity for faculty at the university to engage with law enforcement staff as well as those involved in the juvenile justice system.

In addition to the conference planning work, Ernesto Hernandez and Nicole Beatty presented at the conference. Their presentation, “Socially Responsible Pedagogy: Critical information Literacy and Art,” provided information on incorporating social justice topics into the framework of class. Through the use of socially responsible pedagogy, students engage more with topics that affect both their community and society as a whole.

Currently, a number of TIS department faculty are involved with teaching a joint ENGL 2010/LIBS 1704 class to a student cohort called the Wildcat Scholars. Wildcat Scholars are a group of students who are typically first generation and need some remedial coursework upon entering Weber State University. These students spend their first year in college taking three classes as a cohort. This program emphasizes community-engaged learning. Both faculty and staff in the program create opportunities for community outreach within the program. The goal is to provide students with the necessary skills and support network to succeed at Weber State. The students can then go back out into their community and provide and support and mentorship to those around them.

Miranda Kispert works with the science faculty each year to help local junior high and high school students participating in the Ritchie Science and Engineering Fair, a national-level competition, and gives a presentation at their orientation to teach them how to access and evaluate sources to support their research.

Both Jamie Weeks and Sarah Langsdon participate frequently and heavily in projects of historical significance in the community, including the Spike 150 event and celebration earlier this year. Sarah also gives regular historical talks in downtown Ogden venues about the region’s history, including its people, legends, and specific places or events of significance.

Many of the other TIS faculty also participate in the community in other ways, large and small, and we feel this engagement is a benefit to the community and the library at large.

## **Standard H: Program Summary**

N/A

This year is the first year the library is participating in a program review.

## Appendix A: Student and Faculty Statistical Summary

There was a significant jump in SCH and Student FTE seen in Table 27, which was most likely a result of several initiatives. First, the library assumed responsibility for the 1504 exam in Summer 18; this used to be under WEB 1504. Second, we began our concurrent enrollment pilot classes in Spring 2019 (4 sections). Third, we hired 3 adjuncts in 2018 who began teaching in Spring 2019, which increased the number of seats in LIBS 1704. (Note: Data was provided by the WSU Office of Institutional Effectiveness.)

Table 27: Student and faculty statistical summary.

Library Instruction	2014-15	2015-16	2016-17	2017-18	2018-19*
<b>Student Credit Hours Total<sup>1</sup></b>	1,732	1,781	1,388	1,682	4,084
<b>Student FTE Total<sup>2</sup></b>	57.73	59.37	46.27	56.07	136.13
<b>Student Majors<sup>3</sup></b>					
<b>Program Graduates<sup>4</sup></b>					
<b>Student Demographic Profile<sup>5</sup></b>					
Female					
Male					
<b>Faculty FTE Total<sup>6</sup></b>	11.1	10.18	10.74	10.31	n/a
Adjunct FTE	1.42	1.63	1.25	1.28	n/a
Contract FTE	9.68	8.55	9.49	9.03	n/a
<b>Student/Faculty Ratio<sup>7</sup></b>	5.20	5.83	4.31	5.44	n/a

\*Data for 2018-19 are preliminary findings and subject to change.

<sup>1</sup> **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

<sup>2</sup> **Student FTE Total** is the Student Credit Hours Total divided by 30. All LIBS classes are 1 credit hour.

<sup>3</sup> **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

<sup>4</sup> **Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

<sup>5</sup> **Student Demographic Profile** is data retrieved from the Banner system.

<sup>6</sup> **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

<sup>7</sup> **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

## Appendix B: Profile of Faculty and Staff

TIS faculty and staff have widely ranging areas of expertise, and have a similarly wide range of professional experiences. The following tables list demographic details for TIS full-time faculty (Table 28), adjunct faculty (Table 29), and staff (Table 30).

Table 28: Full time faculty

Full Time Faculty Name	Gender	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise in Addition to Information Literacy
Shaun R. Adamson	Female	Professor	Tenured	Ph.D.	WSU: 19 Total: 22	Education
Nicole Beatty	Female	Associate Professor	Tenured	MLS, MA, MA	WSU: 9 Total: 9	Arts & Humanities
Jason Francis	Male	Assistant Professor	Tenure-Track	MLS	WSU: 7 Total: 7	Health Professions
Ernesto Hernandez, Jr.	Male	Assistant Professor	Tenure-Track	MLIS	WSU: 2.5 Total: 8	Foreign Languages
Ed Hahn	Male	Associate Professor	Tenured	MLIS	WSU: 14 Total: 14	Business & Economics
Wendy Holliday	Female	Professor	Tenured	Ph.D.	WSU: 1 Total: 30	History
Miranda Orvis Kispert	Female	Assistant Professor	Tenure-Track	MLIS	WSU: 2.5 Total: 6.5	Sciences
Wade Kotter	Male	Professor	Tenured	MA, Ph.D.	WSU: 25 Total: 33	Social Sciences & Music
Sarah Langsdon	Female	Assistant Professor	Tenure-Track	MLIS, MA	WSU: 3 Total: 3	History (Special Collections)
Diana Meiser	Female	Assistant Professor	Tenure-Track	MLS	WSU: 1 Total: 1	Engineering, Applied Sciences, & Technology
Jamie J. Weeks	Female	Assistant Professor	Tenure-Track	MLS	WSU: 8 Total: 8	History (Archives)

Table 29: Adjunct faculty

Adjunct Faculty Name	Gender	Highest Degree	Years of Teaching	Areas of Expertise in Addition to Information Literacy
Richard Eissinger	Male	MLIS, MS	WSU: 11 Total: 25	Biology and Medical Sciences
Brian Peters	Male	MLIS, MS	WSU: 6 Total: 6	English and Journalism
Tayce Robinson	Male	MLS	WSU: 1 Total: 6	Patron Services
Lis Pankl	Female	Ph.D.	WSU: 1 Total: 17	Geography, English, Higher Education Administration
Keith Slade	Male	MLIS	WSU: 15 Total: 22	History, Humanities
Wayne Huxhold (also see Staff, below)	Male	MLS	WSU: 2 Total: 2	Government Documents, Native American Language & Culture

Table 30: Staff

Staff Name	Gender	Job Title	Years of Employment
Wayne Huxhold	Male	Reference Coordinator & Government Documents Coordinator	3
<p><b>Areas of Responsibility:</b>            Government Documents Coordinator: Collection development, and promotion.            Reference Coordinator: Coordinates library reference services including staffing schedule, learning commons, peer mentoring, and statistics and assessment.</p>			
Marie Richards	Female	Information Literacy Exam Coordinator	12
<p><b>Areas of Responsibility:</b>            Coordinates and oversees the administration of the LIBS 1504 Information Literacy Competency Exam. Serves as LIBS course and Information Literacy general education requirement advisor, and liaison to general studies and college advisors. Schedules library classrooms.</p>			

## Appendix C: Financial Analysis Summary

Table 31 provides information on all library operating funds that come from the University's appropriated fund account.

*Table 31: Library operating funds*

<b>Library Instruction</b>					
<b>Funding</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Appropriated Fund</b>	924,277	851,592	745,504	867,926	1,046,676
<b>Other:</b>					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
<b>Total</b>	<b>\$924,277</b>	<b>\$851,592</b>	<b>\$745,504</b>	<b>\$867,926</b>	<b>\$1,046,676</b>

Table 32 is a breakout of faculty salaries and adjunct wages from those appropriated funds. The bump in salaries from 17-18 to 18-19 is due to the reclassification of a few staff positions to faculty positions. A new faculty member was also hired in the 18-19 fiscal year.

*Table 32: Faculty salaries & adjunct wages.*

<b>Library Instruction</b>					
<b>Funding</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Faculty Salaries</b>	670,324	610,620	530,587	607,857	712,635
<b>Adjunct Wages</b>				500	940
<b>Benefits</b>	253,953	240,971	214,918	259,570	333,100
<b>Total</b>	<b>924,277</b>	<b>851,592</b>	<b>745,504</b>	<b>867,926</b>	<b>1,046,676</b>

Faculty in the TIS department perform both administration and instruction duties. Faculty estimate that approximately 85% of their time is spent on instructional activities, with the remaining 15% designated for administration. Table 33 is 85% of the faculty salaries and benefits which reflects the amount spent on instruction.

*Table 33: Estimated faculty & adjunct pay for instruction activities.*

<b>Library Instruction</b>					
<b>Funding</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Faculty Salaries</b>	569,778	519,027	450,999	516,678	605,740
<b>Adjunct Wages</b>				500	940
<b>Benefits</b>	215,860	204,825	182,680	220,635	283,135
<b>Total</b>	<b>785,638</b>	<b>723,852</b>	<b>633,679</b>	<b>737,813</b>	<b>889,815</b>

It should be noted that because the Continuing Education pays for the bulk of adjunct pay, we are unable to provide a definite amount paid to adjunct faculty each year. The Provost's Office does not split out and add what Continuing Education pays for in the budget for a program review.

## **Appendix D: Site Visit Team**

Professor Melissa Bowles-Terry, Head of Educational Initiatives  
Lied Library, University of Nevada Las Vegas

Kacy Lundstrom, Head of Learning & Engagement Services  
Merrill-Cazier Library, Utah State University

Dr. Richard Price, Associate Professor  
Department of Political Science and Philosophy, Weber State University

Dr. Louise Moulding, Program Director, Master of Education Professor  
Department of Teacher Education, Weber State University



## **Appendix E: Evidence of Learning Documentation**

All library courses went through the General Education Renewal process in 2018. Below are copies of Evidence of Learning Documentation for 1704, 2604, 2704, 2804, and 2904.

Evidence of Learning: General Education, Information Literacy

Course: LIBS 1704

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>A: Identify Information Needs:</b> Use the research process; construct a research question with a manageable focus; differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.)</p>	<p>Pre- and post-tests were administered to all LIBS 1704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=205 Spring 2017: n=170 Summer 2017: n=170 Fall 2017: 256</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard A: Average scores for all post-test questions aligned to Standard A for sections taught in</p> <p>Summer 2016: 79%</p> <p>Spring 2017: 81%</p> <p>Summer 2017: 80%</p> <p>Fall 2017: 81%</p>	<p><b>Learning goal for Standard A was successfully met.</b></p>	<p>Standard A: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>
<p><b>B: Find Information Effectively:</b> Demonstrate how information is organized; use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.</p>	<p>Pre- and post-tests were administered to all LIBS 1704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=205 Spring 2017: n=170 Summer 2017: n=170 Fall 2017: 256</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard B: Average scores for all post-test questions aligned to Standard B for sections taught in</p> <p>Summer 2016: 72%</p> <p>Spring 2017: 61%</p> <p>Summer 2017: 73%</p> <p>Fall 2017: 64%</p>	<p><b>Learning goal for Standard B was not met 3 out of 4 semesters.</b></p>	<p>Standard B is typically the lowest score on the pre- and post-test in all LIBS courses. One explanation for this is the fact that many students lack previous training in finding information effectively. Students typically rely heavily on Google to perform superficial searches; this point is realized in our anecdotal survey of students in composition courses who visit the library for one-hour instruction sessions. This category is also very library-specific; information covered here is most likely not covered in other courses, whereas other categories (e.g., identifying information required to complete a paper, citing information correctly, etc.) may be incorporated on some level into other courses where research is required. It is also the broadest outcome category, and it is possible that students are doing well in some areas but not others. For example, book finding tools tend to be emphasized less in other courses, as the typical research assignment more often requires periodical literature. Students are probably less familiar with book finding tools.</p>

Evidence of Learning: General Education, Information Literacy

Course: LIBS 1704

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>C: Critically Evaluate Information:</b> Identify and apply evaluation criteria to assess the quality of information retrieved.</p>	<p>Pre- and post-tests were administered to all LIBS 1704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=205 Spring 2017: n=170 Summer 2017: n=170 Fall 2017: 256</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard C: Average scores for all post-test questions aligned to Standard C for sections taught in</p> <p>Summer 2016: 79%</p> <p>Spring 2017: 83%</p> <p>Summer 2017: 83%</p> <p>Fall 2017: 87%</p>	<p><b>Learning goal for Standard C was successfully met.</b></p>	<p>Standard C: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>
<p><b>D: Use Information Ethically:</b> Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.</p>	<p>Pre- and post-tests were administered to all LIBS 1704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=205 Spring 2017: n=170 Summer 2017: n=170 Fall 2017: 256</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard D: Average scores for all post-test questions aligned to Standard D for sections taught in</p> <p>Summer 2016: 89%</p> <p>Spring 2017: 90%</p> <p>Summer 2017: 90%</p> <p>Fall 2017: 89%</p>	<p><b>Learning goal for Standard D was successfully met.</b></p>	<p>Standard D: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>

Evidence of Learning: General Education, Information Literacy

Course: LIBS/EDUC 2604

Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Students will...</p> <p><b>A: Identify Information Needs:</b> Use the research process; construct a research question with a manageable focus; differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.)</p>	<p>Pre- and post-tests were administered to all LIBS/EDUC 2604 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=27 Fall 2016 n=32 Spring 2017: n=44 Summer 2017: n=21</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard A: Average scores for all post-test questions aligned to Standard A for sections taught in</p> <p>Summer 2016: 75%</p> <p>Fall 2016: 81%</p> <p>Spring 2017: 76%</p> <p>Summer 2017: 82%</p>	<p><b>Learning goal for Standard A was successfully met.</b></p>	<p>Standard A: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>
<p><b>B: Find Information Effectively:</b> Demonstrate how information is organized; use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.</p>	<p>Pre- and post-tests were administered to all LIBS/EDUC 2604 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=27 Fall 2016 n=32 Spring 2017: n=44 Summer 2017: n=21</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard B: Average scores for all post-test questions aligned to Standard B for sections taught in</p> <p>Summer 2016: 75%</p> <p>Fall 2016: 60%</p> <p>Spring 2017: 53%</p> <p>Summer 2017: 75%</p>	<p><b>Learning goal for Standard B was not met 2 out of 4 semesters.</b></p>	<p>Standard B is typically the lowest score on the pre- and post-test in all LIBS courses. One explanation for this is the fact that many students lack previous training in finding information effectively. Students typically rely heavily on Google to perform superficial searches; this point is realized in our anecdotal survey of students in composition courses who visit the library for one-hour instruction sessions. This category is also very library-specific; information covered here is most likely not covered in other courses, whereas other categories (e.g., identifying information required to complete a paper, citing information correctly, etc.) may be incorporated on some level into other courses where research is required. It is also the broadest outcome category, and it is possible that students are doing well in some areas but not others. For example, book finding tools tend to be emphasized less in other courses, as the typical research assignment more often requires periodical literature. Students are probably less familiar with book finding tools.</p>

## Evidence of Learning: General Education, Information Literacy

## Course: LIBS/EDUC 2604

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>C: Critically Evaluate Information:</b> Identify and apply evaluation criteria to assess the quality of information retrieved.</p>	<p>Pre- and post-tests were administered to all LIBS/EDUC 2604 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=27 Fall 2016 n=32 Spring 2017: n=44 Summer 2017: n=21</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard C: Average scores for all post-test questions aligned to Standard C for sections taught in</p> <p>Summer 2016: 69%</p> <p>Fall 2016: 94%</p> <p>Spring 2017: 91%</p> <p>Summer 2017: 85%</p>	<p><b>Learning goal for Standard C was successfully met in three out of four semesters.</b></p>	<p>Standard C: Students typically do well on this outcome, and their poor performance in Summer of 2016 was surprising, particularly in light of the fact that this concept was embedded in two other assignments prior to the post test, and students did fairly well on the assignments. I believe this was an outlier.</p> <p>No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>
<p><b>D: Use Information Ethically:</b> Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.</p>	<p>Pre- and post-tests were administered to all LIBS/EDUC 2604 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Summer 2016: n=27 Fall 2016 n=32 Spring 2017: n=44 Summer 2017: n=21</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard D: Average scores for all post-test questions aligned to Standard D for sections taught in</p> <p>Summer 2016: 87%</p> <p>Fall 2016: 93%</p> <p>Spring 2017: 91%</p> <p>Summer 2017: 96%</p>	<p><b>Learning goal for Standard D was successfully met.</b></p>	<p>Standard D: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>

Evidence of Learning: General Education, Information Literacy

Course: LIBS/HTHS 2904

Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Students will...</p> <p><b>A: Identify Information Needs:</b> Use the research process; construct a research question with a manageable focus; differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.)</p>	<p>Pre- and post-tests were administered to all LIBS/HTHS 2904 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=45 Spring 2017: n=58 Summer 2017: n=25 Fall 2017: n=52</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard A: Average scores for all post-test questions aligned to Standard A for sections taught in</p> <p>Fall 2016: 86% Spring 2017: 87% Summer 2017: 71% Fall 2017: 85%</p>	<p><b>Learning goal for Standard A was successfully met 3 out of 4 semesters.</b></p>	<p>Standard A: No plans for change warranted at this time as three of the four semesters scored above the threshold. It was surprising that the Summer 2017 semester failed to meet the threshold based on the amount of time spent on instructions and associated assignments related to this specific outcome in the course. Because three out of four semesters met the goal, I consider the Summer 2017 semester to be an outlier. The main action will be to continue monitoring student performance.</p>
<p><b>B: Find Information Effectively:</b> Demonstrate how information is organized; use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.</p>	<p>Pre- and post-tests were administered to all LIBS/HTHS 2904 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=45 Spring 2017: n=58 Summer 2017: n=25 Fall 2017: n=52</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard B: Average scores for all post-test questions aligned to Standard B for sections taught in</p> <p>Fall 2016: 63% Spring 2017: 52% Summer 2017: 77% Fall 2017: 72%</p>	<p><b>Learning goal for Standard B was not met 3 out of 4 semesters.</b></p>	<p>Standard B is typically the lowest score on the pre- and post-test in all LIBS courses. There are multiple reasons for the lower scores reflected with this outcome. One reason is the reliance on Google to perform searches utilizing Natural Language techniques rather than the required Boolean Logic searching associated with library resources. Another reason is unfamiliarity with library resources and the varied searching protocols that vary based on the selected resource. Students have some experience with some tools in other courses but learn, the hard way, that not every resource functions in the same manner and more time is required to effectively navigate relevant library resources. This is clearly the learning outcome that covers the most materials in the course, books through the library catalog, articles in the article databases, and web resources. I have seen data that supports the notion that students excel in parts of this outcome but struggle in other areas, such as the library catalog, which influences the overall scores. Finally, I have implemented changes in my courses to focus on the search process. Students now must create screencasts of their search process which allows me to offer direct feedback as I can now see the teaching moments from their work. This has put a renewed focus on this outcome in the course.</p>

Evidence of Learning: General Education, Information Literacy

Course: LIBS/HTHS 2904

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>C: Critically Evaluate Information:</b> Identify and apply evaluation criteria to assess the quality of information retrieved.</p>	<p>Pre- and post-tests were administered to all LIBS/HTHS 2904 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=45</p> <p>Spring 2017: n=58</p> <p>Summer 2017: n=25</p> <p>Fall 2017: n=52</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard C: Average scores for all post-test questions aligned to Standard C for sections taught in</p> <p>Fall 2016: 97%</p> <p>Spring 2017: 90%</p> <p>Summer 2017: 87%</p> <p>Fall 2017: 97%</p>	<p><b>Learning goal for Standard C was successfully met in all four semesters.</b></p>	<p>Standard C: No plans for change warranted at this time as all four semesters scored above the threshold. The main action will be to continue monitoring student performance.</p>
<p><b>D: Use Information Ethically:</b> Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.</p>	<p>Pre- and post-tests were administered to all LIBS/HTHS 2904 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=45</p> <p>Spring 2017: n=58</p> <p>Summer 2017: n=25</p> <p>Fall 2017: n=52</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard D: Average scores for all post-test questions aligned to Standard D for sections taught in</p> <p>Fall 2016: 94%</p> <p>Spring 2017: 91%</p> <p>Summer 2017: 93%</p> <p>Fall 2017: 96%</p>	<p><b>Learning goal for Standard D was successfully met in all four semesters.</b></p>	<p>Standard D: No plans for change warranted at this time as all four semesters scored above the threshold. The main action will be to continue monitoring student performance.</p>

Evidence of Learning: General Education, Information Literacy  
 Course: LIBS/BSAD 2704

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>A: Identify Information Needs:</b> Use the research process; construct a research question with a manageable focus; differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.)</p>	<p>Pre- and post-tests were administered to all LIBS/BSAD 22704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=68                      Fall 2017 n=52                      Spring 2018: n=48</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard A:                      Average scores for all post-test questions aligned to Standard A for sections taught in</p> <p>Fall 2016: 84%</p> <p>Fall 2017: 67%</p> <p>Spring 2018: 68%</p>	<p><b>Learning goal for Standard A was successfully met for two of the past three semesters.</b></p>	<p>Standard A:                      The scores for Standard A dropped over the past two semesters. There were some course modifications made. Don't see a specific need for action, but will continue to monitor student performance in this area.</p>
<p><b>B: Find Information Effectively:</b> Demonstrate how information is organized; use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.</p>	<p>Pre- and post-tests were administered to all LIBS/BSAD 22704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=68                      Fall 2017 n=52                      Spring 2018: n=48</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard B:                      Average scores for all post-test questions aligned to Standard B for sections taught in</p> <p>Fall 2016: 64%</p> <p>Fall 2017: 47%</p> <p>Spring 2018: 45%</p>	<p><b>Learning goal for Standard B was not met for the past 3 semesters.</b></p>	<p>Standard B is typically the lowest score on the pre- and post-test in all LIBS courses. There are several possible explanations for these low scores. These include that students are used to searching on Google, while these questions force students to use library specific resources. For example the students are required to find books through the library, something that may not be required in other classes. Clearly more work needs to be done in this area. Continued monitoring of student performance along with possible changes in course content will be done to help improve student scores in this area.</p>



**Evidence of Learning: General Education, Information Literacy**  
**Course: LIBS/BSAD 2704**

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>C: Critically Evaluate Information:</b> Identify and apply evaluation criteria to assess the quality of information retrieved.</p>	<p>Pre- and post-tests were administered to all LIBS/BSAD 22704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=68 Fall 2017 n=52 Spring 2018: n=48</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard C: Average scores for all post-test questions aligned to Standard C for sections taught in</p> <p>Fall 2016: 91%</p> <p>Fall 2017: 88%</p> <p>Spring 2018: 87%</p>	<p><b>Learning goal for Standard C was successfully met.</b></p>	<p>Standard C: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>
<p><b>D: Use Information Ethically:</b> Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.</p>	<p>Pre- and post-tests were administered to all LIBS/BSAD 22704 sections. Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Fall 2016: n=68 Fall 2017 n=52 Spring 2018: n=48</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard D: Average scores for all post-test questions aligned to Standard D for sections taught in</p> <p>Fall 2016: 86%</p> <p>Fall 2017: 87%</p> <p>Spring 2018: 84%</p>	<p><b>Learning goal for Standard D was successfully met.</b></p>	<p>Standard D: No plans for change warranted at this time. The main action will be to continue monitoring student performance.</p>

Evidence of Learning: General Education, Information Literacy  
Course: LIBS 2804: Information Resources in the Social Sciences

Measurable Learning Outcome  Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>A: Identify Information Needs: Use the research process; construct a research question with a manageable focus; differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.)</p>	<p>Pre- and post-tests were administered to all LIBS 2804 sections (LIBS 2804 is only offered in Spring and Fall semesters, except for Fall 2016 when Dr. Wade Kotter, the only faculty member who teaches this course, was on Sabbatical). Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Spring 2016: n=13 Fall 2016 – not offered Spring 2017: n=13 Fall 2017: n=20</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard A: Average scores for all post-test questions aligned to Standard A for sections taught in</p> <p>Spring 2016: 72%</p> <p>Fall 2016: not offered</p> <p>Spring 2017: 77%</p> <p>Fall 2017: 80%</p>	<p>Learning goal for Standard A was successfully met in 2 out of 3 semesters; however, it's very important to note that the difference between the average of 72% for Spring 2016 and the 73% threshold is very likely to be statistically insignificant due to the small sample size.</p>	<p>Standard A: The improvement between Spring 2016 and Fall 2017 is likely due to implementation of a new small group assignment focusing on differentiating between different types and formats of information. Refinements to this group assignments and related materials will be implemented in upcoming semesters. The effectiveness of these changes on improvements in student learning will be evaluated using various appropriate methods.</p>
<p>B: Find Information Effectively: Demonstrate how information is organized; use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.</p>	<p>Pre- and post-tests were administered to all LIBS 2804 sections (LIBS 2804 is only offered in Spring and Fall semesters, except for Fall 2016 when Dr. Wade Kotter, the only faculty member who teaches this course, was on Sabbatical). Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Spring 2016: n=13 Fall 2016 – not offered Spring 2017: n=13 Fall 2017: n=20</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard B: Average scores for all post-test questions aligned to Standard B for sections taught in</p> <p>Spring 2016: 64%</p> <p>Fall 2016: not offered</p> <p>Spring 2017: 52%</p> <p>Fall 2017: 59%</p>	<p>Learning goal for Standard B was not met in any semester</p>	<p>Standard B is typically the lowest score on the pre- and post-test in all LIBS courses. Unfortunately, this trend appears to be exacerbated in LIBS 2804 where it is obvious that most students feel they already are already effective searchers and it is a struggle to get them to move beyond simple natural language searching. A review of the results for the 5 questions aligned with this Standard indicates that students are struggling with advanced techniques that are of great importance for effective research in the social sciences and which are more strongly emphasized in this course than more basic techniques. New strategies appropriate for improving student learning in this area will be explored and applied in upcoming semesters, with a focus on group work and other strategies supported by current research in information literacy instruction. The effectiveness of these changes on improvements in student learning will be evaluated using various appropriate methods.</p>

Evidence of Learning: General Education, Information Literacy  
Course: LIBS 2804: Information Resources in the Social Sciences

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>C: Critically Evaluate Information: Identify and apply evaluation criteria to assess the quality of information retrieved.</p>	<p>Pre- and post-tests were administered to all LIBS 2804 sections (LIBS 2804 is only offered in Spring and Fall semesters, except for Fall 2016 when Dr. Wade Kotter, the only faculty member who teaches this course, was on Sabbatical). Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Spring 2016: n=13 Fall 2016 – not offered Spring 2017: n=13 Fall 2017: n=20</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard C: Average scores for all post-test questions aligned to Standard C for sections taught in</p> <p>Spring 2016: 69%</p> <p>Fall 2016: not offered</p> <p>Spring 2017: 75%</p> <p>Fall 2017: 84%</p>	<p>Learning goal for Standard C was successfully met in 2 out of 3 semesters.</p>	<p>Standard C: Several changes in the LIBS 2804 curriculum were implemented in the area of evaluating information between Spring 2016 and Fall 2017, including the addition of small group work. One area of focus for the future will be helping students better understand the difference between primary and secondary sources and the relevance of this distinction to research in the social sciences. The effectiveness of these changes on improvements in student learning will be evaluated using various appropriate methods.</p>
<p>D: Use Information Ethically: Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.</p>	<p>Pre- and post-tests were administered to all LIBS 2804 sections (LIBS 2804 is only offered in Spring and Fall semesters, except for Fall 2016 when Dr. Wade Kotter, the only faculty member who teaches this course, was on Sabbatical). Both pre- and post-tests include 20 questions with 5 questions aligned to each outcome.</p> <p>Measurements were derived from end of course post-tests.</p> <p>Spring 2016: n=13 Fall 2016 – not offered Spring 2017: n=13 Fall 2017: n=20</p>	<p>Students will pass with 73 percent level.</p>	<p>For Standard D: Average scores for all post-test questions aligned to Standard D for sections taught in</p> <p>Spring 2016: 86%</p> <p>Fall 2016: not offered</p> <p>Spring 2017: 89%</p> <p>Fall 2017: 83%</p>	<p>Learning goal for Standard D was successfully met in all 3 semesters.</p>	<p>Standard D: No plans for change are warranted at this time. The main action will be to continue monitoring student learning using various appropriate methods and to explore possible improvements in this area based on ongoing research in information literacy instruction.</p>

## Appendix F: Sample Signature Assignments

### SAMPLE 1: GROUP POSTER PRESENTATION

Use the PowerPoint templates in Canvas to create your poster. You can choose portrait orientation (tall) or landscape orientation (wide), and they are already set to the right size. (You may use Adobe, etc., if you want to, but check the Library's oversize printing page at <https://library.weber.edu/utl/oversized-scanning-and-printing> to make sure it's a format they can print, and it should be 36x56 inches.)

#### 1. Help us understand your group's topic:

- Remember your audience hasn't been doing the same research that you have -- teach THEM what YOU have been learning about your topic during the assignments and activities we've done
- Use paragraphs or bullet points, but write clearly -- help each other and focus on quality
- Describe the question you've been researching
- Include your group's conclusion on your research question -- or lack of consensus about a conclusion
- Include attributions (in-text citations) for all information in the text of your poster to give credit to the sources you got it from
- You can use your group's assignments as a starting point – check your group's Google Doc

#### 2. Connect your topic to the Big Question:

- “Does information literacy education impact social justice issues?”
- Explain what makes your topic a social justice issue
- Explain how it could be better if more people had information literacy skills

#### 3. Make it interesting:

- Include charts, images, infographics, etc., that help explain your topic -- Be creative
- Choose images and graphic data that is sized and formatted for a large poster (i.e., not thumbnail photos)
- Use PDF, JPG, or TIFF file formats that are optimized for printing
- Include links for all images: either in captions, or in the list of references with Figure 1, Figure 2, etc.

#### 4. Include a complete list of references:

- This can be in smaller font, as long as I can read it
- It doesn't have to be double-spaced or have a hanging indent
- Use bullet points if you don't format your references with a hanging indent

#### 5. Use a minimum of 5 sources:

- Do not count images/infographics
- The 5 sources can be things you find during our class searches, but they do not have to be

#### 6. Submit and print your poster:

- One person in your group must upload and submit the poster in Canvas (the Signature Assignment: Poster Project assignment)
- One person in your group must use their @mail.weber.edu WSU email and email the poster to me and [digitalcollections@weber.edu](mailto:digitalcollections@weber.edu)
- YOU MUST EMAIL IT BY 9:00AM ON THE DUE DATE TO ENSURE IT IS PRINTED ON TIME
- Be sure to include your name in the email -- this is how they will know not to charge you for the printing.
- Pick your poster up in LI121 (Digital Collections) before class on presentation day

**Notes:**

- Synthesize the information you collected -- help your audience understand the story you're telling, and remember they don't know what you know
- Connect your topic to our Big Question. Teach your audience about your topic and its connection to social justice through the lens of information literacy education
- Your grade will reflect the quality of the final project, not just its completion -- show me your effort – help each other and focus on quality, not just quantity
- You will not have to "present" this to the class. We will all put up our posters and share them on the last day of class.

<b>Signature Assignment Evaluation Rubric: Poster Project Criteria</b>	<b>Points</b>
<p><b>Content</b> Poster clearly and coherently addresses the research question, making clear connections for the viewer, describing the topic, and drawing conclusions.</p>	30.0 pts
<p><b>Big Question</b> Poster clearly and coherently connects the Big Question to the research topic, describing the relationship between social justice and the research topic, and the impact of information literacy on that relationship.</p>	15.0 pts
<p><b>Supplemental Data &amp; Attractiveness</b> Supplemental information is provided in the form of images, infographics, etc., enhancing the clarity and attractiveness of the poster.</p>	15.0 pts
<p><b>Attribution</b> Each source or image is properly attributed to its creator by use of in-text citations or image captions, in a consistent style (Choose either MLA or APA, NOT both).</p>	15.0 pts
<p><b>Citations</b> There is a properly formatted works cited or list of references section with a complete and correct citation for each source or image, in a consistent style (Choose either MLA or APA, NOT both).</p>	30.0 pts
<p><b>5 Sources</b> At least 5 sources are incorporated into the poster (articles, books, websites, etc.), not including images &amp; infographics.</p>	15.0 pts
<p><b>Peer Evaluation</b> Complete and submit the Self- and Peer Evaluation Form.</p>	30.0 pts

## SAMPLE 2: ANNOTATED BIBLIOGRAPHY

**SIGNATURE ASSIGNMENT: [90 points]**  
**DEADLINE: Due IN CLASS on Tuesday, December 3, 2019**  
**Late Papers Will Not Be Accepted!**

### THE BIG QUESTION:

How does information literacy improve our ability to find high quality information resources useful for understanding and responding to a specific social problem or social justice issue?

### SIGNATURE ASSIGNMENT

You will prepare an annotated bibliography consisting of SIX high quality information sources (books, articles, web resources, etc.) on a specific social problem or social justice issue of your choice and approved by the instructor, accompanied by a reflective essay detailing how the information literacy concepts and skills you learned in this class helped you find, evaluate and document the sources included in your annotated bibliography.

### OBJECTIVE

The objective of this Signature Assignment is to enable students to practice and demonstrate successful use of information literacy concepts and skills to find high quality information related to the specific social problem or social just issue.

### REQUIREMENTS

Completion of this assignment requires you to:

1. Select an appropriate research topic dealing with a specific Social Problem or Social Justice Issue
2. Identify a specific audience for your annotated bibliography
3. Gather background information on your topic
4. Develop and appropriate search statement
5. Find information sources relevant to your topic and appropriate for your audience
6. Critically evaluate the information resources found
7. Select the SIX most relevant and highest resources
8. Write descriptive and evaluative annotations for each for these SIX resources
9. Prepare an annotated bibliography listing these SIX selected resources
10. Write a reflective essay detailing how the information literacy concepts and skills you learned in class helped you find, evaluate and document the sources included in your annotated bibliography

You are expected to use a **word-processor** for this project. Writing and computer assistance is available in the Writing Center located in Elizabeth Hall, Room 210.

### CONTENT:

#### 1. COVER PAGE:

You **MUST** include the following information on your cover page:

1. **Name:** [your name]
2. **Date:** [date submitted]
3. **Class:** LIBS 1704, Fall 2019
4. **Instructor:** Dr. Kotter
5. **Title:** [a title reflecting your topic]

## 2. ANNOTATED BIBLIOGRAPHY:

This section of the assignment **MUST** include **SIX complete annotated citations** grouped in the **following categories**:

1. **Books: (ONE book is required;** list the books in alphabetic order by first author's last name, first editor's last name, or title of book if no author or editor)
2. **Articles (THREE articles are required;** list the books in alphabetic order by first author's last name or title of article if no author or editor)
3. **Web Resources (TWO web resources are required;** list the books in alphabetical order by first author's last name or title of web page if no author; remember that an organization can also be considered an author) Each annotated

citation **MUST** include:

1. A complete bibliographic citation formatted according to the rules for **Reference Lists** described on pp. 180-224 of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) or the rules for **Works Cited** lists on pp. 20-53 and pp. 102-116 in the *MLA Handbook* (8<sup>th</sup> ed.) [Both are available in the library]. **Pay special attention to the rules for indentation, capitalization, italicization and punctuation.**
2. A descriptive and evaluative **annotation**, meaning a **short (50-100 word) paragraph that briefly describes and evaluates the resource**. Note that phrases like "this is a great resource" are **NOT** appropriate for your annotations. Your annotations should **briefly describe the resource, discuss how the resource is related to your topic, and critically evaluate the resource in terms of the criteria discussed in class.**

## 3. REFLECTIVE ESSAY

You **Reflective Essay** must be 2 to 4 word-processed, double-spaced pages in length. Use of a large type face and/or wide margins is **not** an acceptable way to increase the number of pages in your essay. Your essay **MUST** address **EACH** of the following **FOUR** questions:

1. How did learning that **Research is an Exploratory Process (Outcome 1)** help you to be successful in finding, evaluating and documenting the sources included in your annotated bibliography. You must address at least **ONE** of the following indicators for this outcome:

<sup>35</sup>/<sub>17</sub> **Indicator 1.1:** Understand information needs and formulate focused research questions or thesis statements based on scope of the project

<sup>35</sup>/<sub>17</sub> **Indicator 1.2:** Use and refine different search techniques appropriately, matching information needs and search strategies to appropriate search tools

<sup>35</sup>/<sub>17</sub> **Indicator 1.3:** Understand that the research process is often iterative and non-linear

2. How did learning that **Scholarship is form of Communication (Outcome 2)** help you to be successful in finding, evaluating and documenting the sources included in your annotated bibliography? You must address at least **ONE** of the following indicators for this outcome:

<sup>35</sup>/<sub>17</sub> **Indicator 2.1:** Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication

<sup>35</sup>/<sub>17</sub> **Indicator 2.2:** Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue

<sup>35</sup>/<sub>17</sub> **Indicator 2.3:** Recognize the value of information literacy outside the academic setting

3. How did learning to **Critically Evaluate Information (Outcome 3)** help you to be successful in finding, evaluating and documenting the sources included in your annotated bibliography? You must address at least **ONE** of the following indicators for this outcome:

<sup>35</sup><sub>17</sub> **Indicator 3.1:** Define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources

<sup>35</sup><sub>17</sub> **Indicator 3.2:** Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated

4. How did learning about **Ethical Use of Information (Outcome 4)** help you to be successful in finding, evaluating and documenting the sources included in your annotated bibliography? You must address at least **ONE** of the following indicators for this outcome:

<sup>35</sup><sub>17</sub> **Indicator 4.1:** Avoid plagiarism by identifying the different types of information sources and by giving credit to the original ideas of others through proper attribution and citation using the *Publication Manual of the American Psychological Association*, the *MLA Handbook*, or another instructor approved style manual

<sup>35</sup><sub>17</sub> **Indicator 4.2:** Articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain

#### **GRADING CRITERIA: General:**

1. Cover Page 2

2. Grammar and Spelling 4

#### **Annotated Bibliography:**

3. Complete Annotated Citation for **ONE** Book 6

4. Complete Annotations Citations for **THREE** Articles (6 points each) 18

5. Complete Annotated Citations for **TWO** Web Resources (6 points each) 12

6. Format of Citations (**must** match APA or other instructor approved style) 12

7. Quality of Annotations (**must** include description, relationship to topic, and evaluation) 12

#### **Reflective Essay:**

8. Discussion of Outcome 1 6

9. Discussion of Outcome 2 6

10. Discussion of Outcome 3 6

11. Discussion of Outcome 4 6

Total: 90



## Sample Annotated Bibliography

### Books:

Gutek, B. A. (2005). *Sex and the workplace: The impact of sexual behavior and harassment on women, men and organizations*. San Francisco, CA: Jossey-Bass.

Explores the relationship between characteristics of the workplace and frequency of sexual harassment. Includes insightful recommendations for management and an extensive bibliography. Dr. Gutek is Professor of Psychology, Business Administration, and Executive Management at the Claremont Graduate Schools.

### Articles:

Eliminating sexism in the workplace. (2001, October 22). *U.S. News & World Report*, 110, 1132-1137.

Examines efforts by companies to eliminate sexism in the workplace. Effectively argues that the main incentive for these efforts is the increased probability of lawsuits by disgruntled employees.

Hite, L. M. (2007). Hispanic women managers and professionals: Reflections on life and work. *Gender, Work and Organization*, 14(1), 20-36. doi:10.1111/j.1468-0432.2007.00330.x

Examines data from interviews with Hispanic women managers, focusing on their life and work experiences, and how those experiences influenced their career possibilities. Provides a useful framework for how Hispanic women managers view their career possibilities. Dr. Hite is Professor of Business Administration at Indiana University-Purdue University Fort Wayne.

Pull down the pinups; Raze the glass ceiling. (2004, March 18). *New York Times*, p. A1. Retrieved from <http://www.nytimes.com>

Reports on the increased attention being given to the problem of sexual harassment, especially women managers being harassed by men who work for them. Discusses several recent court cases and provides several insightful suggestions on the next steps that should be taken.

### Web Resources:

DiversityInc. (2007). *The ten top companies for executive women*. Retrieved from <http://www.diversityinc.com/public/367.cfm>

Based on a survey of executive women, this article identifies the ten companies that provide the best atmosphere for executive women. Full details of the survey results are available from DiversityInc, a respected consulting firm.

**IMPORTANT: This is only a sample. In order to save paper, the annotations given above DO NOT include all of the required information and the number of resources listed is less than the SIX required for the annotated bibliography section of your signature project.**

## SAMPLE 3: FINAL EXAM

### Signature Assignment/Final Exam

There is a **10-sentence minimum for each question**. You may quote sections from the course materials, with **proper attribution** of course (however, quotes will NOT count as part of your 10-sentence minimum) this should be **your thoughts** about each question.

Points breakdown for the exam: [Signature Assign Final Rubric.pdf](#)

Now that you have completed the course and worked with the same research topic throughout, please answer the following questions:

#### Question 1

8 pts

In Module 1, we discussed intellectual honesty and read about fair use and the public domain in chapter 6 of your readings.

Discuss **how fair use differs from the public domain**.

Think about how you access and utilize information every day. How will you **ensure that you are using information ethically** based on fair use and the public domain in the future?

**Provide at least two examples.**

#### Question 2

8 pts

In Module 2 you created a research question OR thesis statement. Often when you take on a research project, once you locate the information available, you will go back and rebuild your thesis statement to reflect new thoughts or ideas that have come to light.

Now that you have spent time researching, **what new information did you find** that may have changed your views or your research direction?

How would you **revise your research question/thesis statement** to better reflect the information you found?

**Provide at least two examples** and discuss how you can ensure that your question/statement is not too focused or too broad and how you will implement these techniques in future research projects.

#### Question 3

8 pts

How would you **revise and improve the search statements** (not the same thing as a research statement in the previous question) you created in Module 3 to include more relevant information while still focusing on your topic? What **search techniques** did you find the most useful?

**Discuss the differences** between **Boolean Operators, Truncation, Quotations, and Parenthesis**.

**Discuss how** you will use these searching techniques in future research projects.

#### Question 4

8 pts

In this course, you found a **book, two articles and a web page** relevant to your research question/thesis statement. As covered in chapter 2 of your readings, there are many different kinds of information.

Discuss **how the formats assigned assisted with your research**.

**Provide two examples of "Kinds of Information"** that were not assigned and explain how they would have benefited your research and why.

#### Question 5

8 pts

Module 4 discussed how to apply evaluation techniques such as accuracy, currency, objectivity and the use of sources. How will you **use these evaluation techniques** to determine if information you receive daily is credible? **Provide at least two examples.**

In Module 5 you were asked to create citations. Compare the **difference between MLA and APA** citations and discuss what each type is used for and **why**.

**FINALLY, review these statements from the first chapter of the course textbook:**

*"It is important to note that the research process is not simply a series of steps that you follow in a particular order. Searching for information is often non-linear and iterative, and the components illustrated in this process may be repeated or reordered, depending on your research needs and the results you retrieve."*

and

*"However, it is important to remember that a lot of the things you do outside of college also use some or all of the components of the research process."*

Now that you have reflected on the course and addressed how you may use this information in and outside of other classes, please provide a well-developed answer, addressing BOTH of the following questions:

Do you **agree that the research process** is more than just a series of steps to be followed in order?

**AND**

Do you think you use **some or all of the components** of the research process outside of college work, and why?

## SAMPLE 5: SYNTHESIS & COMPARATIVE REFLECTION PAPER

### SYNTHESIS & COMPARATIVE REFLECTION (25 pts)

#### Final Project Overview

In this class, we have been exploring how being information literate can help us answer important life questions, whether they be personal, work-related, or for school. Our big question this semester allowed you to create your own topic or to focus on a topic that most students have thought about on some level, and that is the value of college: *Is college really worth it?*

The signature assignment for this course incorporates all of the outcomes for this course. Its purpose is to work through the research process: to define the information need, find, summarize, evaluate, and appropriately cite and attribute information from various sources to demonstrate the ultimate purpose of information literacy: to synthesize information and, ultimately, to add your voice to the scholarly conversation in a particular area.

You have worked through this process throughout the semester:

- You did some initial reading on the topic, classified several sources, and did some surface level evaluation, which you discussed with your peers. (Initial Thoughts Discussion)
- Based on your initial readings and your own knowledge/experience, you formulated a focused research question or thesis statement that that explored some aspect of this question (e.g., trade schools vs. college, student debt, the value of college expressed in monetary terms vs. the college “experience”...). (Beginning Your Research Assignment)
- You obtained several additional sources and summarized and established their relevance to your topic (Find a Book Screencast, Find Articles Screencast assignments).
- You evaluated the quality of these sources and created citations (Evaluate/Cite Your Book, Evaluate/Cite Your Articles assignments).

This last portion will have you compare the initial readings and the sources you found and give your overall impression of these sources. Write a 2-3 page essay (12-pt font, 1 inch margins, double-spaced) that explains which source(s) was/were the “best” and why. While the instructor will read and grade this essay, it should be written to inform or help someone who is considering a college education decide which path to take, focusing on the emphasis you chose in your specific question/thesis.

What did you find out about the worth of attending college if you stuck with the initial topic? If you were actually writing a paper on the worth of a college education, what information do you feel was missing here, or that you should explore more before you could form an educated opinion?

Use the following questions to guide you in this process. This should be written in essay format- do not simply provide a numbered list with each question answered. You are welcome to quote sections from the course materials or the sources you read- just be sure to use proper attribution!

1. How did these sources differ? (Include discussion of both the initial readings/video and the two you found.)
2. Which source(s) gave the most information? Which is the best source(s) and why?
3. Did the sources agree or were they different? Did they all come to the same conclusions?
4. Did the sources consider the same factors or did they focus on different parts of the issue?
5. What were some of the pros and cons of these sources? Were they easy to find? Did they answer the question? Were they easy or difficult to understand? Did you feel that some sources were more suitable for a specific purpose, such as for scholarly work or a current events report? Explain.

## SAMPLE 6: GROUP PRESENTATION

### LIBS 1704

#### Signature Assignment: Group Presentation (50 pts)

**The Big Question:** How does information literacy impact awareness to social justice issues?

Create a 5-10 minute group presentation on your research question/image, based on the information you found in your other assignments.

The components of the presentation:

- introduce the audience to your research question and image. (5 pts)
- make sure you tell the story about your image and/or research question and say how this research ties into the big question (see above). (10 pts)
- integrate the 4 sources found in class into your presentation. You will use them to back up your argument within your narrative or use them to provide counterargument in the narrative. Use 1 website, 1 book, and two articles (10 points)
- you will need to do in-text citations either in MLA or in APA for quotes, paraphrases, or summaries of your sources. (5 pts)
- include a works citer or reference list in either *MLA* or *APA* format at the end of your presentation. Use the *PowerPoints* on *Canvas* or the course readings to help you cite the information. (5 pts)
- provide a conclusion that includes what you learned from researching your image and research question and why your audience should be aware of your image and research topic.
- presentations can be in any format, PowerPoint, Prezi, YouTube Video, Jing (as long as you include the components, you have complete creative freedom over the format).
- be present to support your classmates during their presentations. (5 pts)

**What to hand in:**

- upload your presentation to *Canvas*.
- complete the form evaluating your group members, based on their collaboration and effort in the group. I am the only one who will see this so be honest! Due by 11:59 PM, on *Canvas*. (10 pts)

**Please note: Not attending or participating in the group presentation results in an automatic zero.**

## **Appendix G: Weber State University General Education Learning Outcomes (GELOs)**

### **GELO 1: Content Knowledge**

This outcome addresses students' understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in R470 and further refined by Core and Breadth area committees.

### **GELO 2: Intellectual Tools**

This outcome focuses on students' use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively. [Students will provide evidence of their ability to construct knowledge, evaluate claims, solve problems, and/or communicate effectively.]

### **GELO 3: Responsibility to Self and Others**

This outcome highlights students' relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being. [Students will provide evidence of their ability to relate course content to issues of responsibility in the context of a signature assignment requiring them to bring to bear course content to broader issues connected to the Big Question.]

### **GELO 4: Connected & Applied Learning**

This outcome emphasizes how students' learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems. [Students will demonstrate the integration and application of course content via a signature assignment that promotes meaningful use of the course content.]