Library Instruction Committee Annual Report
Calendar Year 2014

**Charge:** Develop, promote and support effective teaching practices in library instruction; conduct formal assessment of library instruction; recommend actions to Library Management based on instruction assessment results.

**Current Members:** Stephanie Fair (N), Heather Fitzgerald (Chair) (B), Olivia Reinauer (P), Bethany Wright (B), Joy Yaeger (C)

**Former Members:** Abbie Basile (C), Heather Blicher (N), Mary Anne Glanzer (P), Missi Moore (B) (These members were part of the Committee at the beginning of the calendar year, but have since rotated off.)

**Executive Summary:**

During calendar year 2014, the Library Instruction Committee’s guiding document for carrying out our charge was the Library Instruction Assessment Action Plan, also referred to as the “Closing the Loop” document. Three of the six actions (Action 1, Action 2, and Action 6) were achieved this year. The “Closing the Loop” document will be updated each calendar year to include ongoing actions and identify new actions to further support our charge. An annual report will be released in December highlighting the Committee’s achievements during the calendar year and plans for the next year.

**Actions Achieved:**

- **(Action 1)** Created a menu of potential library instruction learning outcomes for SDV, ENG 111, ENG 112, and CST 100. Based on the results of the General Education Assessment Plan, the 2013 library instruction assessment data, and feedback at the May 2014 Learning Institute, standardized learning outcomes were formed for library instruction for SDV, ENG 111/112 and CST 100 courses. These learning outcomes primarily focused on two standards from the information literacy rubric: critical evaluation of sources and ethical use of information. Due to the general focus of SDV courses, access to information was also included as a standard.

  **Learning outcomes for SDV library instruction**

  - Student can access course-specific information using library resources. *(Access to Information)*
  - Student can identify credible resources for course-specific information. *(Critical Evaluation of Sources and Ethical Use of Information)*

  **Learning outcomes for ENG 111/112 and CST 100 library instruction**

  - Student can critically analyze sources to locate appropriate information for assignments. *(Critical evaluation of sources)*
  - Student can list a resource to assist with citation formatting. *(Ethical Use of Information)*
(Action 2) All library instructors encouraged faculty to choose critical evaluation of sources and ethical use of information as learning outcomes for library instruction sessions. According to the results of the General Education Assessment Plan, the areas of information literacy that students struggled most with were critical evaluation of sources and ethical use of information. At a librarian’s meeting on August 20th, 2014, all campuses were represented and all teaching librarians agreed on standardized learning outcomes (listed in Action 1) to guide library instruction for SDV, ENG 111/112 and CST 100 courses beginning with the 2014 Fall semester. These standardized outcomes promoted buy-in from faculty about the importance of information literacy standards. In October of 2014, the Library Instruction Committee received word that the implementation of standardized learning outcomes was going well at each campus.

(Action 6) Completed an Annual Report
The Committee agreed to produce an annual report each December. This report will reveal the broader goals and impact of the library’s instructional program by highlighting both the achievements of the calendar year and proposed actions for the next year.

Additional Achievements:

- Developed an improved assessment tool to gather data on student learning of regarding critical evaluation of sources.
The General Education Assessment Plan, 2013 library instruction assessment data, and feedback at the May 2014 Learning Institute revealed deficiencies in students’ critical evaluation skills. The library will conduct a new assessment during the Spring 2015 semester where each library instructor will assess two ENG and two SDV courses using a pre and post class survey. Assessment data will be analyzed by the Committee during the Summer semester and changes will be implemented in the Fall. Assessment results will be recorded in a report.

- Recruited new members
In October, three new members (Stephanie Fair- Norfolk, Olivia Reinauer-Portsmouth, and Joy Yaeger-Chesapeake) joined the Committee, allowing coordinators to rotate off.

- Determined a regular schedule of meetings
The Library Instruction Committee will meet the second Monday of every month from 9-11am at Norfolk Library (unless otherwise mentioned).

Plans for 2015:
The Committee agreed at the December 2014 meeting that along with continuing on the assessment cycle, active learning will be the focus of 2015. Referring to the “Closing the Loop” document, actions 3, 4, and 5 will guide Committee work during the next year. Early in 2015, the “Closing the Loop” document will be revised to better reflect current goals and establish a timeline for implementation. Below is a list of proposed tasks for 2015:

- Continuation of the assessment cycle
- Creation of a collaborative “effective teaching” repository (current Action 3)
- Use of active learning activities in all library instruction sessions (current Action 4)
- Implementation of classroom assessment techniques (CATs) and self-reporting of data (current Action 5)
- Online tutorials covering various aspects of information literacy (new task)
(These online tutorials may be embedded into online classes and/or used as active learning activities.)