Library Instruction Committee Meeting Minutes

Tuesday, May 20, 2014 9:30-11:30 am
(Norfolk Campus Library)

In attendance: Abbie Basile (C), Mary Ann Glanzer (P), Heather Fitzgerald-Chair (VB), Missi Moore (VB), Steve Litherland (AVP)

Minutes by Heather Fitzgerald, Committee Chair

Agenda:
- Committee Charge- Steve
- Fall 2014 Assessment ENG 111 and SDV- Heather
- Brainstorming of future tasks- All

Minutes:

Charge
- Steve re-affirmed that the charge of the Library Instruction Committee (hereafter the Committee) is to assess student learning and provide documentation to measure Information Literacy competencies as identified by the College and appropriate rubrics
- The Committee and its ad hoc work groups provide supporting documentation for various reports on academic library services (including, but not limited to requests from the AVP, the College, and SACS)
- Assessment is in a cycle, continuing Matthew Pierce’s work:
  - Spring- Assess student learning
  - Summer- Analyze data, create action plan to improve learning
  - Fall- Implement action plan, enact decisions to increase learning

Fall 2014 Assessment
- All SDV and ENG 111 instructions sessions will be assessed using a pre and post test method
- The Committee determined the learning outcomes for SDV and ENG 111 instruction (using the Information Literacy rubric’s verbiage)

SDV 100/101/108
- SDV instruction (even though it may occur at the end of time at TCC), includes a broad overview of library services and resources available to students
- Library instruction promotes a wide-array of library resources, teaches basic search techniques for accessing credible information, and supports incorporation of research to complete assignments, in particular the SDV career paper.
- Conduct in-class pre and post tests to assess student understanding of topics as guided by learning outcomes (see draft below)

- Learning Outcomes:
  - Determine the nature and extent of information needed
  - Access information effectively and efficiently
• Use information effectively to accomplish a specific purpose

**ENG 111**
- ENG 111 instruction includes in-depth information on searching library databases, evaluating sources, and avoiding plagiarism through proper synthesis of information and source citation
- Conduct in-class pre and post tests to assess student understanding of topics as guided by learning outcomes *(see draft below)*

• Learning Outcomes:
  - Determine the nature and extent of information needed
  - Evaluate information and its sources critically
  - Access and use information ethically and legally

**Topics for future Committee meetings**
- Active learning techniques and incorporation in classes
- Interactive menu for faculty to customize an instruction session
  - Pre-determined learning outcomes, but professor can customize instruction based on the needs of a class ie. ENF may need more instruction on when to cite
  - This menu would also give faculty an idea as what we teach for a basic ENG 111 or SDV class
  - Modelled after JMU’s Connect for Success?
- Opportunities to reach students who cannot make it to the classroom
  - Online module through Blackboard?
  - Self-paced tutorials?
  - Embedded librarianship?
- Topic added 5/30-Library Instruction outlines- are all campuses teaching same general topics/resources for SDV, ENG 111?
- Topic added 5/30-Language of standards v. outcomes v. actions
  - Rubric is Standard- Outcome is what student should be able to do
  - For example:
    - SDV-Standard: Determine the nature and extent of information needed
    - Outcome: Student distinguishes between a scholarly resource and general Internet
    - ENG 111-Standard: Access and use information ethically and legally
    - Outcome: Student understands when to cite a source and why

**Next Meetings**
- Friday, June 13th 1PM JUL L206
  - Review SDV outlines and decide on Standard and Outcome to assess
- Monday, July 14th 9AM Chesapeake Library
  - Continuation from June meeting to determine SDV/ENG Assessment question(s)
- Tuesday, August 12th 1:45 PM JUL L209 (With Steve and Librarians)
  - To present/ gain feedback on Fall assessment measures
Possible Pre-Test for SDV classes (DRAFT as of 10:30 am 5/30/2014)

1) Regarding researching, which of the following statement(s) are TRUE?
   A) Anyone’s website can show up in Google results
   B) Library databases offer peer-reviewed articles
   C) Library databases and Google are the same thing
   D) A and B
   E) All of the Above

2) When writing a paper, when should you cite a source?

________________________________________________________________________

3) When preparing to write a paper, which resource below is the best choice for credible career information?
   A) Option A  
   B) Option B

Option A

[Image of a licensed electrician working]

There are many roles that are performed by a licensed electrician, all of which are vital to the upkeep of not just residential areas but industry and commerce as well. Among the common duties for licensed electricians are rewiring an area of a building or the entire building, installing new wiring and replacing or installing electrical fixtures. With their vast skill set, they should be able to solve any problem related to the electrical system in a building. Electricians also often provide advice on other issues that might need to be fixed that are affecting a property’s electricity or safety, such as fire hazards.

The jobs that a professional electrician can do vary from the small to the large, with perhaps the largest being the rewiring of an entire building. During this task the electrician removes all of the wiring that is present in a property, then replaces it with new wiring that conforms to all
**Electricians**

What Electricians Do

Electricians install and maintain electrical power, communications, lighting, and control systems in homes, businesses, and factories.

**Duties**

Electricians typically do the following:

- Read blueprints or technical diagrams
- Install and maintain wiring, control, and lighting systems
- Inspect electrical components, such as transformers and circuit breakers
- Identify electrical problems with a variety of testing devices
- Repair or replace wiring, equipment, or fixtures using hand tools and power tools
- Follow state and local building regulations based on the National Electric Code
- Direct and train workers to install, maintain, or repair electrical wiring or equipment
Possible Post-Test for SDV classes

1) How can information results be limited in Library databases?
   A) By date
   B) By Full-text
   C) By peer-reviewed, scholarly
   D) All of the Above
   E) There are no ways to limit amount of information returned

2) You included a paraphrased quote in your paper. Why should you cite the source of this information?
   ________________________________________________________________

3) When preparing to write a paper, which resource below is the best choice for finding credible career information?
   A) Option A
   B) Option B

Option A

Tidewater Community College Libraries
From here, go anywhere.

TCC Home  Library Home  Hours  Library Catalog

Choose Search Type

Keywords Anywhere
Title begins with...
Title Keywords
Author (last name first)
Author Keywords
Subject (LC) begins with...
Subject Keywords
Subject (Genre) begins with...

Enter Search Term(s)

civil engineering

Go