

**ELIHU BURRITT LIBRARY ANNUAL REPORT
2015-16**

I. Past Year Activity

A. Progress in Meeting Annual Goals. List the goals that you set for your unit last year and briefly describe your unit's progress in meeting each goal. Include any impediments encountered in achieving the stated goals and objectives. Present data concerning the level of activity.

Measureable Goals

- 1. Students enrolled in one selected ENG110 and HIS162 class will be provided with an embedded, dedicated librarian to each class in order to improve their information literacy proficiencies during the spring 2015 semester. This program will continue in the fall of 2015 and the goal is to increase the amount of classes that have an embedded librarian compared to last year. 5 more embedded librarian classes for the English 110/105 courses are scheduled for the fall of 2015**

In FY2016, the embedded librarian program continued after a successful pilot during the spring 2015 semester. The program included a student self-assessment that allowed students to explore their IL experiences and successes. Full details of the program and the assessment tools used can be found within the 2015-2016 Information Literacy Assessment Report (see Appendix AA).

- 2. Students will be provided more quiet space in selected areas of the stacks to allow them to progress in their studies and research activities**

During FY2016, the library building went through many changes. Work on consolidating materials on Stack 6 has been completed. This space was ultimately needed to house government documents and the CCSU theses and dissertations so that we could remove 8 ranges from Stack 3 to be repurposed for the new Media Services space in the library. Some additional student space on Stack 3 is currently being created by removal of 5 ranges of shelving.

Ultimately, the hope is that once the library removes its print government documents, removes journal content available in digital archives that have perpetual access, and invests further in digital archives of journal content, the

library will be able to clear additional stack space. This will expand student space in other areas of the library while the 3rd floor is used for classroom space.

- 3. Students will meet course textbook reading assignment requirements, and therefore progress in studies and be able to graduate with less debt with the aid of expensive print textbooks placed on reserve for their benefit.**

In the previous fiscal year the library placed two orders for textbooks, one for textbooks associated with classes offered in fall 2015 and another order for textbooks associated with classes offered in spring 2016. The textbook titles that were purchased during the pilot of the Course Reserve Textbook Project have had an 84% circulation rate. The newer textbooks have a 44% circulation rate, largely because they have only been accessible for a short time in comparison to the textbooks that were purchased during the pilot.

Given that each textbook serves multiple students, it is difficult to assess any specific cost or time savings associated with the project or individual but given the impressive circulation rate of these materials, it suggests that students are using the materials regularly and are coming to rely on access to copies of their course textbooks through the Burritt Library.

- 4. The library's website will reduce "extraneous cognitive load" on students by improving website usability. This will allow students to focus on the research process.**

The library website's responsive redesign using a CSS/HTML/javascript framework with a "cleaner" design to accommodate a variety of devices and screen sizes was built, prototyped, and tested by Digital Resources Librarian Sharon Clapp in the summer of 2015 with a rollout into the production environment at the beginning of the fall semester 2015.

This redesign yielded positive results, with a modest positive increase in users (118,151 from July 1, 2015 to June 29, 2016 vs. 113,919 from July 1, 2014 to June 29, 2015). The number of sessions that came from mobile devices increased 26% in that same time period.

Additional Goals

- 5. The library director and staff will work with the Provost and Facilities to plan for a new Learning Commons on the 2nd floor of the library**

Extensive changes to the library footprint this year entailed a close collaboration between the Library Director, Provost, and Facilities. The

installation of classrooms on the 3rd floor of the Burritt Library during the renovation of academic buildings has provided a new opportunity to explore and update plans for a Learning Commons. Moving forward, plans for a Learning Commons on the 3rd floor will be developed. Discussions between Library Director Carl Antonucci, Provost Dr. Carl Lovitt, Chief Information Officer, Lynn Bonesio-Peterson and James Grupp have already begun as part of this effort.

- 6. During the next year the director and library staff will meet to go over the Library Strategic Plan to make sure each goal and objective was addressed and to make any necessary adjustments.**

Preparations for a new strategic plan to-date have included a review of the current strategic plan and an evaluation of which unfinished goals and objectives should be incorporated into the next strategic plan. This process also included discussions about handling areas in which we have limited control such as the case of library space and budgetary constraints.

The strategic planning process will include all library staff and be led by a planning committee that is representative of all library departments.

- 7. Work on creating individual subject specific collection development policies will start during FY2016. We hope to have 5 collection development plans completed and available on the library website by June 2016.**

Drafts of collection development policies for 2 specific collections, Course Reserve Textbook Collection and Reference Collection, were created and are currently being updated and will be submitted for approval to the Library Director in the coming months. Changes in library space and budget made it difficult to take this project further but the Acquisitions Librarian will be making this a priority during the fall semester.

- 8. Learning outcomes will be established for the one-shot information literacy sessions provided by our reference and instruction librarians. Learning outcomes will also be established for other instructional components of the information literacy provided by the library instructional faculty members by the fall 2015 semester commencement.**

Learning outcomes were established in FY 2016 for LSC 150 and listed in the 2015-2016 Information Literacy Assessment report (see Appendix AA). Learning outcomes include measures for proficiency in evaluating resources, accessing information, and ability to apply information appropriately.

- 9. Continue to produce online information literacy tutorials that will be available to students and faculty via Blackboard and the library's website. These tutorials will include an online assessment and will also be developed for students that take the FYE classes.**

Various information literacy tutorials were created and are being integrated into the new FYE program that will begin in fall 2016. Further information is included in the 2015-2016 Information Literacy Assessment Report (Appendix AA).

B. Progress with Strategic Planning. If applicable, summarize progress with your unit's strategic plan and any changes in the plan. Please attach a copy of the plan as an appendix.

The Burritt Library's current strategic plan was to cover the years of 2012-2015. With so many changes within Central Connecticut State University, various objectives within our strategic plan were not met largely because of staff changes, budget reductions, changes in university priorities, and various updates/changes to our understanding of our role within the CCSU community. Overall our current plan does continue encompassing our primary objectives toward our mission of making the Burritt Library a place not just for the housing of library materials but as a place of knowledge creation and collaboration these objectives will be updated to reflect the current climate within the State of Connecticut and connected with the overarching goals present in CCSU's Strategic Plan.

Some initial discussions about a new strategic plan have taken place already this fiscal year. These include reviewing the current strategic plan and outlining ways in which we can make our next strategic plan and its objectives more dynamic and measurable. Conversations with library staff, students, faculty, and other CCSU community stakeholders will take place during the strategic planning process. A SWOT analysis for the library will be forthcoming in the coming year to start the strategic planning process.

C. Administrative Changes. Summarize any significant changes in budgetary, staffing, and infrastructure conditions in your unit in the past year.

- 1. Budget:** The library once again received a flat budget for FY2016 with no increase in funding added at the beginning of the fiscal year. This continues to be problematic for the library given the continued rising costs of electronic and print resources. The prices of electronic resources continue to rise and it is tougher to provide the same library resources with no budget increases. The library had to cut some resources in order to balance the budget.

We were fortunate and grateful to receive some one time funding late in the fiscal year to purchase perpetual access to electronic reference sources, electronic journal backfiles as well as textbooks that were put on reserve.

One time purchase approvals:

\$6,000 for computers to replace terminals

\$5,000 for textbook reserve project

\$50,000 for reference eBooks

\$50,000 for Science Direct (journal backfiles)

We are currently anticipating the following for our budget for FY2017 (flat budget) and the anticipated inflation for electronic resources:

Expected FY2017 Budget (LIBR01/700000): \$1,781,927

- OE: \$125,000
- Databases/Streaming: \$492,410.68
- Books/Media/DVD's/Scores: \$50,000
- Periodicals: \$1,240,556.80

Estimated Total Expenditures: \$1,907,967.48

Anticipated FY 2017 Deficit: \$126,040.48

2. Staffing :

- Sarah Lawson, Staff Librarian, was hired under an emergency appointment – contract effective January 22, 2016
- Richard Churchill, Government Documents Librarian, retired effective January 1, 2016
- Donna Wallach, Library Technician, retired effective June 30, 2016
- Edward Iglesias left employment at CCSU, November 2015

3. Infrastructure

- The HVAC and lighting project was completed on the 4th floor in October, 2015. Administrative Services and Acquisitions and Serials then returned to their

original offices, and ISAR and Special Collections moved up to 4 in the area temporarily vacated by the Confucius Institute.

- Six new computers were added to the 4th floor in May, 2016, replacing old terminals
- The HVAC and lighting project was completed on the 2nd floor in May, 2016. Special Collections returned to their original location while ISAR returned to a new location in 210.
- New ceilings and lighting installation began on the 3rd floor in June, 2016. No current plans to complete the HVAC work are in place.
- The library experienced a catastrophic pipe burst on February 14, 2016 impacting mainly the first and second floors. The cabinetry that housed the rare books in special collections, as well as the first floor saw significant damage. A satellite location for Access Services and Reference was set up in the Student Center from which it operated for approximately two weeks.
- Construction began on Starbucks in Mid-May of 2016.
- A teleconferencing room and (future) computer lab were added to the 4th floor in fall/winter of 2015.

D. Special Initiatives. Describe changes in current initiatives, any new initiatives, or initiatives beyond the normal scope of your unit's activities. Present evidence of their impact or effectiveness.

- Burritt Library's Reference and Instruction Librarians created and participated an **embedded partnership with various First-Year Composition classes** throughout FY2016. Further information on this program is included in the Information Literacy Assessment Report 2015-2016 (Appendix AA).
- **ITBD and Library Partnership:**
 1. Members of the Elihu Burritt Library staff partnered with the ITBD and TRiO programs in the fall of 2015 through the "Be an Innovator" course. Coordinated by ITBD/TRiO, "Be an Innovator" was created for CCSU students and faculty as well as New Britain High School students and offered participants insight into emerging technologies such as 3D printing, open source software & hardware, coding, and entrepreneurship through hands-on, project-based learning. Instructional/Reference Librarians Martha Kruey, Briana McGuckin, and Susan Slaga-Metivier created and delivered the information literacy / research portion of the course. ISAR Librarians, Sharon Clapp and Steven Bernstein, developed and taught an open source software/hardware/coding-

related section using an open-source computing platform known as the Raspberry Pi.

2. Carl Antonucci, Sharon Clapp and Martha Kruey were key contributors in the submission of an IMLS-based SPARKS! grant for a collaborate partnership led by the ITBD and Library to increase the scope of the “Be an Innovator” program.
 3. Carl Antonucci, Sharon Clapp, Martha Kruey and Briana McGuckin were active contributors in the submission of an IMLS-based STEM-related grant for a partnership led by the ITBD and Library to extend the collaborative promotion of research in the STEM fields to children and their families in the surrounding areas by working with such broader community educational resources as the New Britain Public Library and the New Britain Industrial Museum.
 4. In July 2015, Digital Resources Librarian Sharon Clapp coordinated with the ITBD Program to involve TRiO participants in an open-source software coding camp for young people at the United Nations.
- **Course Reserves Textbook Project:** In the summer of 2015, the library expanded its course reserves textbook project. The program targeted classes based on the number of sections for a particular course and cost of the textbook. Requests for particular course textbooks were recorded throughout the year and will be considered as future additions to the collection as funds become available. A collection development policy has been created and will soon be shared on the library website. The addition of 25 new textbooks for the fall classes was made possible by one time and end of year funding.

The library has purchased a total of 114 textbooks throughout this project.

- **iPad Lending Project:** The iPad lending project is in its final stages, with the cooperation of our campus IT Department. Digital Resources Librarian, Sharon Clapp, and Head of Access Services, Kim Farrington, began partnering with IT when it became clear that the need for network logons and Mac OSX/Configurator would require IT permissions and support. The goal of the partnership was to ensure a productive and positive experience for the students who borrow the iPads. Library staff felt it would be good to have the iPads pre-loaded with more than just the standard apps. They collaborated with the Student Disability Services on campus to add specific apps into the iPad configuration profile. A primary challenge for mass lending of iPads is that iPads were built to be dedicated to one user, not multiple users. Further, the CCSU network requires logins from individual users. Mass configuration of iPads doesn't allow for such settings. Despite these challenges, this project should go live before the fall semester (pending any major changes in the IT/network

configuration at the library that might significantly change the iPads' configuration).

- **Information & Digital Literacy Integration into the First Year Experience:** The Library provides instruction in Information & Digital Literacy, which are key areas of learning for students to be successful in the 21st-century. The subcommittee that developed the Information and Digital Literacy modules was chaired by the Digital Resources Librarian and included teaching faculty members Dr. Elizabeth Brewer, Drew Harris, as well as Director of Student Activities / Leadership Development Scott Hazan, and Instructional/Reference Librarians Martha Kruey and Briana McGuckin.

Martha Kruey completed online FYE Information Literacy tutorials and guides for students and faculty available on the library's website.

E. Significant Accomplishments. Provide a bulleted list of the most significant accomplishments in your unit this past year (e.g., accreditations, honors, new programs approved, milestones, etc.).

Notable Committee Work

- Dr. Carl Antonucci is co-chair of the CLA Legislative Committee and has continued to lobby against cuts to State Library funding which provides databases to our library. Our committee has worked with Representative Andrew Fleischman to let him know the importance libraries and our need to keep level funding.
- Dr. Carl Antonucci served this past year as a board member and a member of the Executive Committee of the Connecticut Library Consortium.
- Dr. Carl Antonucci was the Statewide Coordinator for National Library Legislative Day in Washington, DC.
- Librarians participated on the CSCU RFP committee and co-chaired working groups for this committee. Kristina Edwards, Kristin D'Amato, Dana Hanford, Steven Bernstein, and Sharon Clapp worked with colleagues from across the CSCU system to select a new integrated library system that would allow all the CSCU libraries to work collaboratively to share collections and resources. In Spring 2016, the system we will be using was selected and all library staff members are involved and working together to implement and ensure library services are not affected by the changes to our library catalog and CentralSearch. Several staff members hold key positions within the migration working groups tasked with leading and training library staff on the new consortial Integrated Library System: Dana Hanford, is the CCSU library Project Lead, Sharon Clapp is the co-

chair of the User Experience and Outreach Committee, and Steven Bernstein is a member of the Technical Services Committee.

- Kristina Edwards assisted Kevin Olivia, Director, Academic Center for Student Athletes with creating the “CCSU Financial Literacy Brochure”
- Kristina Edwards served as an advisor for the Connecticut Library Consortium, a state entity that supports libraries throughout CT, during the process of evaluating bids by print book companies given the recent changes and acquisitions among book jobbers.
- Digital Resources Librarian Sharon Clapp chaired the Information & Digital Literacy subcommittee to redesign the FYE curriculum, which included Instructional/Assessment Librarian Martha Kruey and Instructional/Reference Librarian Briana McGuckin, whose subject matter expertise and contributions were integral to the development of the FYE modules on Digital and Information Literacy.
- Kristina Edwards, Acquisitions Librarian, served as chair of the Connecticut Information Literacy Conference, a conference that provides librarians an opportunity to meet and discuss relevant issues in providing information literacy instruction in higher education.

Appointments

- Sharon Clapp was renewed as a Digital Public Library of America Community Representative for the state of Connecticut.
- Renata Vickrey was selected to become a member of the Polish Advisory Board in the Polish Consulate General in NYC
- Dr. Carl Antonucci serves as the American Library Association Chapter Councilor from the State of Connecticut.

Notable Library Outreach/Collaborations

- Renata Vickrey participated in organizing the Immigrant Day of Connecticut April 2016 and the Polish Day at the Capitol 2016
- Renata Vickrey organized visit of the Consul General of the Republic of Poland and meeting with the Library Director and Polish Studies Board and visit to the New England Air Museum
- Renata Vickrey organized a concert tour of the University Singers in Poland and Germany
- Sharon Clapp partnered with the Anthropology Department and statewide Archaeology Fair committee to hold the annual event at the Elihu Burritt Library this fall, which it did so successfully on Saturday, October 17, 2015.
- Digital Resources Librarian Sharon Clapp procured funding to underwrite transportation for TRiO students to the United Nations for an open source software coding camp, after having contributed to the core code for the newest release of the global open source software project Drupal (a website content management system used by thousands of

governments, agencies, nonprofits, and commercial enterprises). This core code work helped the project to deliver Drupal 8.

- Ewa Wolynska and Renata Vickrey worked with ITBD and Center for International Education on a proposal with Polish partnering institutions
- Dr. Carl Antonucci and Renata Vickrey worked with members of Italian American Legislative Caucus on getting extra funds to purchase materials for the Italian Resource Center.
- In its second year, Trick or Treat at the Library, lead by the Head of Serials and Acquisitions, improved upon its initial success of 78 attendees and brought 100 students into the library to learn about our e-resources and mingle with library staff. Survey results indicated that the students were highly engaged in the event's activities and found the resource demonstrations to be helpful.

Notable Presentations/Speaking Engagements

- Dr. Carl Antonucci was invited by Dr. Maria Passaro to be the honored guest speaker for the Modern Language Department's 41st Annual Students' Recognition Award Ceremony.
- Susan Slaga-Metivier, Martha Kruy and Briana McGuckin collaborated with Dr. Elizabeth Brewer to present on our embedded librarian program at the CCSU Faculty Day and the ACRL New England Library Instruction Group annual conference.
- Dr. Carl Antonucci presented a paper with Kenneth DiMaggio at the International Conference on Books, Publishing and Libraries. The paper entitled: "From the Bookshelves to the Barricades: The Library as First Line of Defense in the Fight for Free Speech" was presented and is scheduled to be published in fall 2016.
- In June 2016, Ewa Wolynska and Renata Vickrey presented papers and chaired sessions at the 71st Annual Conference of the Polish Institute of Arts and Sciences in America in Washington, DC

G. Assessment. Please append the assessment report that covered 2015-16 activities and the corresponding feedback from the Academic Assessment Committee if your report was reviewed this year.

See attached 2015-2016 Information Literacy Assessment in Appendix AA attached that summarizes progress throughout FY2016 of the Burritt Library's work in the area of library instruction and our one credit course LSC 150 – Library Resources and Skills.

Assessment of Library Services:

Digital Resources Librarian Sharon Clapp sought qualitative feedback on the library website through a variety of methods:

1. With **UserPeek** a free remote user tests with a randomized test-taker whose video responses narrate impressions and thoughts related to the look/feel of the website. Because we only get access to the free version of this service, we cannot test with multiple users or across multiple pages, so we concentrated on getting an assessment from one single random user who uses a desktop computer both before the homepage's redesign and after the redesign went live. Prior to the redesign, the user's response to the website was that it seemed "old-fashioned" and "dated" looking, as well as being "busy", thus making it hard to determine what to look at on the page. After the redesign, the user (this time a different random user) indicated that the site looked "clean" and "modern" and had no critical feedback to offer.
2. **Feedback / survey form on the website** was used to gain feedback on the website. This provided positive comments about "clean" look of site as well as negative comments about finding a page that had been moved to the LibGuides CMS and about a video featured on the home page mentioning it featured something we no longer offered.
3. **LibAnswers/Analytics form** for reporting technical support issues was used to track support and access issues related to the library website. Only 5 of 41 tech support issues reported since the prototyped site went live (12%) were related to the website.
4. A **navigation-related information architecture test** was administered to the members of the web committee. Since this one was also the "free version" of a remote "card sort" testing suite, only 3 tasks could be tested. Members of the web committee were asked to take the test and the results of this test were positive, showing that the test-takers were easily able to complete their tasks on the library's homepage.

II. Planning for 2015-16

A. **Goals.** List your goals for the next academic year. Specify any appropriate numerical targets.

1. CSCU ILS Project

At the beginning of FY2016, the RFP process to select a joint integrated library system with the other libraries in the CSCU system concluded with the selection of ALMA and a discovery layer, Primo. The work has already begun to prepare for the transfer of data from our current system to the new system as well as the configuration of features in the new system that allow us to provide innovative new library services in addition to traditional library services.

The implementation of the new system is currently scheduled for January 2016. Also, the implementation of a new authentication system, EZProxy, will be implemented in July 2016 to facilitate the access to our online resources to library patrons when they are off campus. A successful implementation will allow us to expand our services as well as provide students, staff, and faculty uninterrupted library services and access to library resources.

2. Budget Analysis and Assessment

As the State of Connecticut continues to experience further reductions in funding to higher education, it continues to place the Burritt Library in a position to find new and creative ways to ensure that we are using library funds and resources that illustrates our commitment to supporting university curriculum and campus initiatives in a fair and equitable manner. This year we would like to meet with every academic department to review and update them on the current issues related to acquiring/subscribing to electronic resources. Our hope is that we can use this process to connect with faculty and make sure that we are subscribing only to things that are truly used and necessary to support curriculum.

3. “Rightsizing” the Library Physical Collections

Over the next 3 years, the process of evaluating and assessing the current physical collections that currently reside in the Burritt Library will begin. The beginning of the process involves reviewing the current collection to remove unnecessary materials and plan for the addition of materials that we don't currently have but are necessary to support current and future curriculum. Doing this will also involve working closely with faculty within each department. In the first year the Acquisitions Librarian will touch base with 8 academic departments throughout the year.

4. Library Space Planning (with further evaluation and planning for a Learning Commons)

It has been important that the library work towards creating the most inviting and collaborative space. Given the moving around of various departments in the library and the new residents who will soon share the library building with us, we would like to spend next year reviewing and updating previous plans to create a Learning Commons within the library. With the addition of the Engineering building in a few years, which will include a

connector that will house ITS, we will recommence the planning, together with Provost Carl Lovitt, to create a Learning Commons that expands the spaces, services and technology necessary for each student to innovate, develop and create the knowledge bases necessary to be successful at CCSU and in the workforce.

5. Grants Committee

In the new fiscal year, we would like to create a Grants Committee so that the library can more actively locate and apply for grants that will support the goals and objectives of our strategic plan. This process will include creating a stronger partnership with the Grants & Funded Research department. It is important that we research and bring additional funding into the library through grants to facilitate accomplishing our goals.

6. OERS & Digital Infrastructure

The library is well-positioned to lead the campus' faculty to awareness, discovery, development, and publication of OERs. The library will work to raise awareness of the need for – and opportunities presented by – open educational resources through establishment of a learning communities group and programming/events/tutorials around the topic. As the library further develops its information literacy program, it will find, use, create and publish its own OER as supporting materials. The scholarly publishing crisis with its attendant inflation in the cost of acquiring information resources while library budgets continue to be reduced makes OER leadership key to the organization's long-term survival. The library's experience with raising OER awareness and interest among faculty members will help to inform strategic planning for digital infrastructure.

7. Development/Expansion/Extension of Information Literacy Program

The Association of College and Research Libraries (ACRL) has determined that information literacy “forms the basis of lifelong learning,” as it applies to all academic, professional and vocational disciplines and empowers students at all educational levels to “master content” and expand their research processes. This conception of both the theory of information and its effect on student success and retention has driven the framework of the Information Literacy Program at the Elihu Burritt Library to expand the scope of delivery systems for information literacy instruction from a program that consistently included a one-credit library skills course (LSC-150) and the traditional “one-shot” bibliographic instruction sessions to one that now involves embedding librarians into the core curriculum for a widening scope of academic disciplines, a Freshman Year Experience course, and a set of online information literacy tutorials.

The foundation of information literacy – as opposed to bibliographic instruction, which is nothing more than training students to use library resources – is an evolving educational process. This process has been established through the embedded librarian program with the English composition program over the past three academic semesters and will continue

to expand through the application of current curriculum best practices, assessment instruments and processes as supported and practiced by the Central Connecticut State University Academic Assessment Committee and the Office of Institutional Research and Assessment. The Reference and Instruction Department of the Elihu Burritt Library has instituted student learning outcomes for its one-credit information literacy course – LSC-150, its embedded librarian programs, and in the 2016-2017 academic year, the individual information literacy workshops that are instructed by librarians for all academic disciplines – a.k.a. “one-shots.”

Ten “one-shot” information literacy classes will be assessed by applying a selection of assessment instruments and strategies, including a revised library instruction request menu that will be created for the beginning of the 2016-2017 academic year. This menu will allow librarians to develop appropriate lesson plans and assessment instruments that will create meaningful data about CCSU students’ information literacy competencies. Incoming student surveys, self-assessments and scoring of student-created artifacts will be tested for possible future use by all instructional librarians for the spring 2017 semester.

8. Integration of Information & Digital Literacy Integration into the First Year Experience

The Library will continue to provide leadership in the areas of Information & Digital Literacy, which are key areas of learning for 21st-century student success. “Threshold concepts” for digital literacy within the Information Literacy framework defined by ACRL will be developed by the library’s instructional/reference staff in collaboration with the Digital Resources Librarian in 2016.

B. Needs. Provide a list of anticipated or emerging needs in staffing or budget.

Budget:

- 10% increase for the FY2017 budget to assist with inflation rates of journal subscriptions and electronic resources as well as allow us to implement streaming media
- Additional funding is needed to maintain and support the library makerspace (\$5,000)

Staffing:

1. Reference/Instruction Librarian
2. Archivist/Librarian

APPENDIX AA

2015-2016 Information Literacy Program Assessment Report

Elihu Burritt Library Information Literacy Program

As of July 1, 2016, the newly revised New England Association of Schools and Colleges (NEASC) standards for institutions of higher education have redistributed the requirements for academic libraries to lead the development of Information Literacy curricula and other library instruction from Standard Seven to Standard Four (see Appendix A, p. 9, paras. 4.12 and 4.15) and Standard Six (see Appendix A, p. 18, para. 6.2). While these revisions might imply that libraries and librarians are no longer as essential to the academic success of students in the higher education environment; this is a formidable indication that the information literacy curriculum is an essential element of the higher education curriculum.

Amidst the revisions of the NEASC standards, instructional librarians have also been called upon to implement the ACRL's new threshold concepts of the Information Literacy Framework in all forms of library instruction, replacing their Information Literacy Standards as originally developed and instituted in 2000.

These new information literacy threshold concepts were developed in order for instructional librarians to better collaborate and communicate with subject-specific teaching faculty members towards teaching students to become life-time learners. It is with this responsibility towards educating and retaining our students that the IL Assessment Program at the Elihu Burritt Library launched a new direction for instructing and assessing the information literacy program during the 2015-2016 Academic Year with the embedded librarian in the English composition curriculum, using data collected through our Learning Community Group project with the Introduction to College Writing program.

The following instructional delivery methods were all employed, however; and all but the online tutorials were assessed at varying levels of extent:

1. Information Literacy/Library Instruction Workshops, a.k.a. "one-shots";
2. LSC-150, the Library Sciences information literacy one-credit course that was taught online, in a traditional classroom and as a hybrid course;
3. Embedded librarian classes, in which librarians were embedded into ENG110/105 classes for three-four class sessions as part of the Learning Community; and
4. Online Information Literacy Tutorial modules (created during the summer of 2015).

All assessment instruments were created employing the new [Information Literacy Threshold Concepts Framework](#) developed by the Association of College and Research Libraries (ACRL) (<http://www.ala.org/acrl/standards/ilframework#introduction>), and the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy as the assessment documents to determine the core IL competencies.

The most difficult IL instruction delivery method to assess has been the Information Literacy workshops, or "one-shots." These workshops are instructional classes led by librarians, but traditionally, they have been assessed primarily by the subject specialist instructors teaching the class. The following issues make these information literacy classes very difficult to teach and assess:

1. These classes are often perceived by the students as taught by "substitute teachers" and not taken as seriously as other content taught within the class by their primary instructors.
2. Discipline-specific teaching faculty generally misunderstand the roles of both information literacy and instructional librarians in the context of teaching a discipline. "Course instructors may feel pressure by the amount of content they need to teach and are loath to give up scarce instructional time. Many course instructors are not aware of all the library services that are available, or they worry that they are asking too much of the librarian." (Buchanan, 6).

3. We have observed that many faculty are not inclined to share their assessments of students' competencies with the librarians at the close of either the workshop or the semester due to lack of time or might be worried that their teaching style, curriculum, or assessment practices would be judged by the instructional librarian. We have made some progress in gaining access to student artifacts by working with many new English Composition faculty members through the embedded librarian program, thereby resolving faculty issues librarians' time with and access to their students.
4. Teaching faculty often use the one-shot instructional workshops to pack all the "library resource information" into a one-hour class period, making the job of teaching and learning the threshold concepts behind information literacy virtually impossible to retain and/or apply to real-world problems; and even less possible to assess, since librarians can't distinguish the information applied from the one-shot workshops versus other information resources.

Having stated these observations, it is also true that certain elements of the information literacy curricula from these instructional models overlap among the instructional delivery modes. Instructional materials and technologies used in the one-credit LSC-150 course, such as CentralSearch (our discovery layer), have been introduced to students within both the embedded librarian classes as well as the one-shot IL classes and the online information literacy tutorial modules. The assessment of students' effective use of such technologies and resources is still mostly anecdotal at this time; however, we have suggested a few assessment instruments for the FYE Information Literacy modules that will be rolled out for the new FYE program in the fall 2016 semester.

We also have some broadly interpreted data from the Online Information Literacy Tutorial Modules that were created during the summer of 2015, from which one can infer that students are willing and eager to learn in an online environment.

Information Literacy Workshops/"One-Shot" Sessions

Due to the instructional librarians' focus on the embedded class sessions this academic year, the curriculum for all the one-shots was not assessed as an instructional delivery mode. We did, however, collect artifacts from 15 students in two separate ENG110 classes, as well as from one FYE English class who were encouraged to attend an electronic resources event in the library (which we considered to be the equivalent amount of information to that of a one-shot workshop).

Further assessment instruments will be researched, discussed among the reference/instruction librarians and applied to the 2016-2017 Academic Year classes that attend a one-shot information literacy session in the library. We are also conducting research and discussing different assessment methods (e.g., the Multi-State Collaborate project and the NSSE survey) with the Office of Institutional Research and Assessment to determine how to measure the information literacy competencies of incoming students and those students who have never attended any information literacy instructional sessions either at CCSU or at other institutions of higher education. The data yielded by such information would give us a benchmark against which to compare the learning outcomes for this basic information literacy instruction delivery method.

One-Shot Statistics

Summer 2015 (July 1, 2015 – August 26, 2015): 10

Fall/Winter 2015 (August 24, 2015 – January 15, 2016): 69

Spring/Early Summer 2016 (January 19, 2016 – July 1, 2016): 55

Fall 2015

69 classes were booked for one-shot IL sessions during the fall 2015 semester. This volume of classes is significantly lower than in past fall semesters and needs to be reviewed for justification after the fall 2016 semester has ended. This data includes those professors who chose to bring their classes for more than just one information literacy workshop in the library, but who were not participating in the Learning Community embedded librarian program, due to the following issues: 1) the Learning Community program was limited to five class sections; 2) faculty members had to agree to follow a protocol in order to assess their students effectively; and 3) faculty members who participated in the program had to be teaching at least two sections of the course in order to provide a

controlled sampling of students who had not been instructed by the same librarian multiple times in the same course over the duration of a semester.

The data analyzed from five student artifact in the three traditional one-shot classes (for a total of 15 student artifacts) that were assessed for learning outcomes was collected specifically to compare to the embedded librarian classes and was scored against the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy competencies. The only competency that was not scored was that of “Access the Needed Information.”

| | Determine the Extent of Information Needed | Evaluate Information and Its Sources Critically | Use Information Effectively to Accomplish a Specific Purpose | Access and Use Information Ethically and Legally | Average Score |
|---------------------------------------|---|--|---|---|----------------------|
| One-Shot Information Literacy Classes | 2.13 | 1.83 | 2.07 | 1.43 | 1.8 |

Implications

Although the data is in alignment with students who have not received any prior information literacy instruction before college, this data does demonstrate that students are sufficiently information literate as college freshmen. Further data analysis, comparing freshman information literacy competencies to that of college seniors should reveal the most appropriate stages at which to scaffold higher levels of information literacy concepts and competencies throughout the higher education process.

Spring 2015 Semester

55 classes were booked for one-shot IL sessions during the spring 2016 semester, which is comparative to the number of classes booked last spring, though the differential between the volumes of fall 2014 semester one-shots and the spring 2015 semester one-shots was narrower than in previous years.

Implications

The instructional librarians will be discovering and/or developing new assessment instruments for the one-shot sessions to be piloted in the fall 2016 semester. Use of the faculty surveys has been discontinued at this time due to findings that the data from these surveys was inconsequential. In order to collect meaningful data from such assessment instruments, both the library instructors and the subject instructors would have to be anonymized and the questions directed at the subject instructors must be reconstructed for more effective, unbiased outcomes.

Embedded Librarian Information Literacy Program

The embedded librarian program with the English Composition program was tested in the spring 2015 semester with one ENG110 section taught by Dr. Elizabeth Brewer and instructed by a reference/instructional librarian in order to determine a practical curriculum and assessment process of the information literacy competencies. A different instructional librarian acted as the library instructor for the one-shot library session of a second section of Dr. Brewer’s ENG110/105 classes. The second section, which only received the one library workshop, acted as the control group in this assessment of the IL curriculum for the embedded librarian ENG110 class.

This trial collaboration included a student self-survey and faculty assessment of student artifacts to determine information literacy competencies. We were therefore able to use the trial to promote the program and the assessment process to other ENG110/105 faculty members at the end of the spring 2015 semester so that the

collaborative teaching and assessment project would expand with further sections of the course. The extension of the collaboration with four other teaching faculty members in the fall 2015 semester also secured more assessment possibilities from those ENG110 sections that either participated in a single library research instruction session (“one-shot”) or did not include any library research instruction at all. Furthermore, those ENG110/105 sections not participating in the embedded librarian learning community acted as a control group against which we compared those students who had been exposed to semester-long information literacy instruction.

The student self-assessments provided reflections upon their IL experiences and successes following their experiences in their ENG110/105 courses with the embedded librarians. These surveys were distributed throughout the embedded classes that occurred throughout the 2015-2016 academic year. The statistics from the surveys of the embedded librarian classes from both the spring and the fall 2015 semesters can be found in Appendix B. The data from the spring 2015 semester has not yet been analyzed or reviewed.

Due to the students’ positive responses to the embedded librarian instructional delivery method, instructional librarians will continue to be embedded in ENG110/105 sections during the fall 2016 semester.

LSC-150

Due to the re-structuring of the Association of College and Research Libraries’ Information Literacy Standards into the Information Literacy Framework in 2015, the curriculum for the LSC-150 course will be updated to reflect the Framework’s expanded roles for information literacy across the academic curriculum at institutions of higher education. In addition to the fact that the current assessment instrument is not robust or explicit in its requirements for higher critical thinking competencies, the change from a set of standard skills to a framework of information literacy competencies also requires the rewriting of both the student learning outcomes and the assessment instrument for the LSC-150 curriculum.

Description of Assessment Program

In both the fall 2015 and spring 2016 semesters, at least two of the three LSC-150 course sections were formatively assessed using an annotated bibliography. These student artifacts were not assessed on a summative basis for the purposes of evaluating the information literacy program, due to the lack of a benchmark assessment at the beginning of the semesters. The rubric for assessing student mid-term and final projects in LSC-150, section 01 online for the spring 2016 semester can be found in Appendix C.

TATIL Beta Test

Beginning in the spring 2016 semester, students were tested for their information evaluation skills using an online assessment test entitled, “Threshold Achievement Test for Information Literacy.” Carrick Enterprises is currently developing this assessment instrument for measuring student competencies in the Information Literacy Framework threshold concepts. Because it is in beta form, it is free of subscription charges to those institutions testing the instrument’s viability; however the metrics and comparative analyses are incomplete at this time and therefore ineffectual as reportable data.

The LSC-150 instructors will continue to administer the TATIL evaluations among three course sections, as the developers require that a minimum of 25 students take each module of the test. Eventually the company will offer a test for each of the following Information Literacy Threshold Concepts (as created by the ACRL):

- Scholarship as Conversation
- Research as Inquiry
- Authority is Constructed and Contextual*
- Information Creation as a Process*
- Searching as Strategic Exploration*
- Information Has Value

* Initial field testing has been completed for these threshold concept assessment instruments.

Carrick Enterprises has announced that in summer 2016, they will begin to provide basic metrics and comparative analyses for the tests that have been submitted by participating educational institutions. This will allow us to provide meaningful data about students’ information literacy competencies, which might be used as benchmark statistics to compare to final course assessments.

FYE Online Information Literacy Tutorials

In June 2015, the reference and instructional department was charged with developing an online set of information literacy tutorial modules that would be used in First Year Experience course sections through Blackboard Learn course shell links.

This set of IL tutorial modules was designed to make use of the ProQuest Research Companion tutorials in concert with videos created by reference/instructional librarians at the Elihu Burritt Library for CCSU students. The ProQuest Research Companion is a set of fully functional video tutorials with research tools that include search, evaluation and citation tools (for both MLA and APA styles). Each module includes a transcript for each tutorial video, as well as a formative student self-assessment tool. The videos that were created by the CCSU librarians were updated beginning in the late spring 2015 semester to include the new library website interface.

Due to requests for IL tutorial modules for non-FYE courses, a student-oriented version of the tutorials was created which did not include the pedagogical vocabulary. While these tutorials did offer the student self-assessment tools, they were not accompanied by assessment tools for librarians to use in evaluating the student learning outcomes from usage of the tutorials.

The tutorials were hosted on the library's LibGuides system which does not have an intuitive statistical/analytical instrument for measuring usage of or linkage to the information posted on each research guide page. However, the amount of hits to the two Information Literacy guides were measured using both the Springshare LibGuides analytical instrument and running an informal Google Analytics measurement of hits to the guides through the Google search engine. Both sets of metrics for views of the guides between August 24, 2015 and June 27, 2016 were within ± 5 hits to the sites, with 184 views recorded in the Springshare analytical tool for the entire faculty version of the Information Literacy Tutorials LibGuide. The most popular page for this faculty guide was the "Find Information," in which the concepts of determining and narrowing one's topic and thesis statement are covered. The general information literacy guide for the students was viewed 90 times; however the "Evaluate Information" page of the guide was viewed 129 times over the course of the 2015-2016 academic year. The statistical charts may be viewed in Appendix D.

Conclusion

The assessment processes and instruments of the Information Literacy Assessment Program in the Elihu Burritt Library and its collaborative academic programs evolved during the 2015-2016 academic year. The instructional and reference librarians focused on embedding information literacy into the Introduction to College Writing program curriculum and assessing the student learning outcomes from this collaborative program. The core assessment instrument used to assess the embedded information literacy curriculum was based on the Multi-State Collaborative project assessment instruments. Having learned how to appropriately assess student artifacts, two more instructional librarians will be working with the instruction assessment librarian to develop measurable student learning outcomes, information literacy curriculum and assessment instruments that will produce meaningful data for all instruction delivery formats.

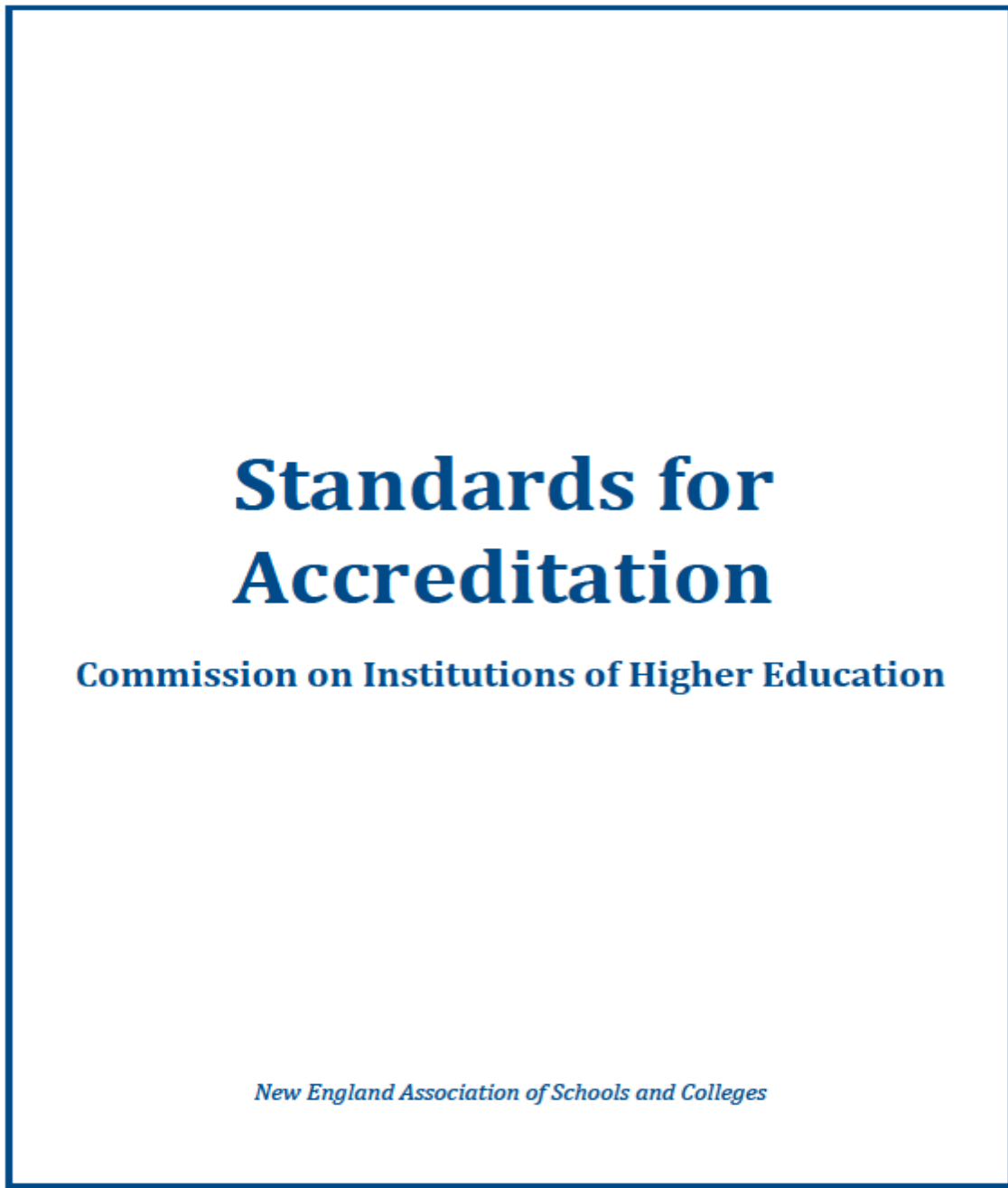
Bibliography

Buchanan, H. E., & McDonough, B. (2014). *The one-shot library instruction survival guide*. Chicago: American Library Association.

Appendix A

2016 NEASC Standards

(Please click on the cover image to access the full online PDF document.)



Appendix B

Statistical Data from Embedded Librarian/ENG110 Classes

Student Self-Assessments

| Survey Question | Average Score |
|---|---------------|
| Use the library to search for a range of popular and scholarly sources? | 4.03 |
| Understand the difference between popular and scholarly sources as we discussed them in class? | 4.51 |
| Understand the difference between databases, journals, and articles? | 4.14 |
| Evaluate the credibility of a source? | 4.16 |
| Evaluate the usefulness of a source? | 4.26 |
| Put multiple sources and your own perspective “into conversation” in your writing? | 4.04 |
| Use MLA style for in-text citations? | 4.17 |
| Create a Works Cited page using MLA style? | 4.46 |
| Use online citation tools (RefWorks, EasyBib, etc.) correctly? | 4.34 |
| Find books using the library’s classification system? | 3.20 |
| Find materials in the library as a result of the tour? | 3.18 |
| Overall, how useful were the classes held in the library for your work on the research paper? | 3.92 |
| How useful do you believe the classes held in the library will be for your <u>future</u> classes at CCSU? | 3.89 |
| Has your confidence increased for seeking out help with future research projects? | 3.82 |

Faculty Assessment of Student Artifacts

| | Determine the Extent of Information Needed | Evaluate Information and Its Sources Critically | Use Information Effectively to Accomplish a Specific Purpose | Access and Use Information Ethically and Legally | Average Score |
|--------------------------------|--|---|--|--|---------------|
| Embedded Librarian Classes | 2.43 | 2.08 | 2.12 | 1.86 | 2.11 |
| Non-Embedded Librarian Classes | 2.13 | 1.83 | 2.07 | 1.43 | 1.8 |

Appendix C

LSC-150 C01 Online Course Rubric for Annotated Bibliography

(Mid-Term Project)

WORKS CITED/BIBLIOGRAPHY GRADING RUBRIC GRADE: 50 X .5=
GRADE:

TOPIC:

(5 pts) Thesis Statement:

| | | | |
|---|---|--|--|
| 5 | 4 | 3 | 2 |
| Topic is sufficiently defined, focused, and appropriate for research paper; identifies key concepts and related terms that describe the information need. | Topic is clearly stated but is somewhat general and could be more focused; does not identify all necessary key concepts and related terms that describe the information need. | Topic is not sufficiently defined or narrowed for the research paper and key concepts and related terms that describe the information need are not included. | The topic is not approved by the instructor. |

(18 pts) MLA BIBLIOGRAPHIC CITATION:

| | | | |
|--|--|---|---|
| 3 | 2 | 1.5 | 1 |
| Bibliographic Citation was correctly alphabetized and used properly in documenting source. | Bibliographic citation was not properly alphabetized, and at least 2 pieces of information may be missing from citation (page number, date, journal, volume number) and Note: .5 taken off a single missing piece of information. | Bibliographic citation was not properly alphabetized, and at least 3 pieces of information is missing from the bibliographic citation. This includes the database information from the online source. | Bibliographic citation was not properly alphabetized, and most or all parts of the bibliographic citation is missing. |

Selection of Sources (Appropriate type of source selected for information need)
(3 pt. x 3 sources= 9 pts):

Please note that all sources must be obtained from either an electronic or print resources accessed through the Elihu Burritt Library's catalog and databases (not the Internet/Wikipedia).

1 SCHOLARLY BOOK: 3 pt.

1 SCHOLARLY JOURNAL ARTICLE: 3 pts.

1 ENCYCLOPEDIA ARTICLE: 3 pt.

Reflection Essay Research Issues:

- Developing Thesis
- Finding Information
- Creating Search Strategy

Reflection Paper: (6pts. X 3 Research Issues = 18 pts)

| | | | |
|--|---|---|--|
| 3 Reflection essay cites two or more research lessons from reading, video and tutorial assignments in relation to Essay Issues listed above. | 2 Reflection essay cites and relates to one research lesson from reading, video and tutorial assignments in reference to Essay Issues listed above. | 1 Reflection essay generally mentions research theory in relation to Essay Issues listed above. | 0 Reflection essay does not include any research theory or assignments in relation to Essay Issues listed above. |
|--|---|---|--|

(Final Project)

ANNOTATED BIBLIOGRAPHY GRADING RUBRIC GRADE: 100 X .30= GRADE:

TOPIC:

(5 pts) Introductory Paragraph with Thesis Statement:

| | | | |
|---|---|--|--|
| 5 Topic is sufficiently defined, focused, and appropriate for research paper; identifies key concepts and related terms that describe the information need. | 4 Topic is clearly stated but is somewhat general and could be more focused; does not identify all necessary key concepts and related terms that describe the information need. | 3 Topic is not sufficiently defined or narrowed for the research paper and key concepts and related terms that describe the information need are not included. | 2 The topic is not approved by the instructor. |
|---|---|--|--|

(15pts) MLA or APA BIBLIOGRAPHIC CITATION:

| | | | |
|---|--|---|--|
| 3 Bibliographic Citation was correctly alphabetized, formatted and used properly in documenting source. | 2 Bibliographic citation was not properly alphabetized, and at least 2 pieces of information may be missing from citation (page number, date, journal, volume number) or formatted incorrectly. Note: .5 taken off a single missing piece of information. | 1.5 Bibliographic citation was not properly alphabetized, and at least 3 pieces of information is missing or improperly formatted from the bibliographic citation. This includes the database information from the online source. | 1 Bibliographic citation was not properly alphabetized or formatted, and most or all parts of the bibliographic citation is missing. |
|---|--|---|--|

Selection of Sources (Appropriate type of source selected for information need)

(1 pt. x 5 sources= 5 pts):

1 BOOK : 1 pt.

2 SCHOLARLY JOURNALS: 2 pts.

1 REPUTABLE MAGAZINE: 1 pt.

1 WEB SITE: 1 pt.

Relevance/Usefulness of Source to Research Topic: (3pts. X 5 Sources =15pts)

| | | | |
|--|---|---|---|
| 3 Source is directly related to topic and student explains connection to thesis. | 2 Source is related to topic but student does not fully explain connection to thesis. | 1 Source is related to topic but student does not explain connection to thesis. | 0 Source is not related to topic. |
|--|---|---|---|

(50 pts) ANNOTATIONS (10 pts x 5 annotations =50pts)

| | | | | |
|---|--|--|---|---|
| 10 Annotation critically evaluates the source and contains at least 5 | 8 Annotation provides an adequate evaluation of the source and contains at | 6 Annotation provides an uneven or inadequate evaluation of the source | 4 Annotation provides an inadequate evaluation of the source and contains | 2 Annotation provides an inadequate evaluation of the |
|---|--|--|---|---|

| | | | | |
|--|---|--|---|---|
| items from the annotation guidelines criteria. | least 4 items from the annotation guidelines criteria. May contain some summary rather than analysis. | and contains only 3 items from the annotation guidelines criteria. May contain more summary than analysis. | only 2 items from the annotation guidelines criteria. May contain more summary than analysis. | source and contains 1 item or less from the annotation guidelines criteria. May contain more summary than analysis. |
|--|---|--|---|---|

Writing Mechanics. (2 pts x 5 annotations= 10 pts):

| | | |
|---|---|---|
| 2 | 1 | 0 |
| Annotations are well written and use correct grammar, diction, punctuation, and spelling. | Annotations are adequately written and contain minor errors in grammar, diction, punctuation, and spelling. | Annotations contain several mechanical errors in grammar, diction, punctuation, and spelling. |

Appendix D

Statistics for Online Information Literacy Modules

Faculty Version

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides | Links

[Click here to view statistics prior to 2012-07-01](#)

FYE Information Literacy Online Tutorials (view/edit)
14 pages, 625 views

FYE Information Literacy Online Tutorials | Daily | 2015-08-24 - 2016-06-15 | Apply | Reset

All Guides | **Page Views** | Links | Hit source: All | Standard | Mobile | API | Widget | Export to: Excel | Plain view

| | ID | Page Name | Views |
|-----|---------|---|-------|
| 1. | 5645589 | Information Literacy Tutorials for FYE | 184 |
| 2. | 5642899 | 1 - Find Information | 147 |
| 3. | 5625970 | C) Information Literacy Framework Concepts | 54 |
| 4. | 5644567 | 2 - Evaluate Information | 47 |
| 5. | 5646293 | A) About Proquest Research Companion (Information Literacy Tutorials) | 47 |
| 6. | 5645445 | 3 - Use Information | 36 |
| 7. | 5625246 | Recommended Resources | 28 |
| 8. | 5621436 | [Deleted] | 26 |
| 9. | 5646260 | B) The Evolution of Information Literacy | 16 |
| 10. | 5621474 | Find Information (table format) | 15 |

Show 10 per page << First < Prev Page 1 of 2 Next > Last >>

Student Version

Elihu Burritt Library (CCSU) » LibGuides

Statistics

System-wide usage statistics and detailed statistics for all your guides.

Guides Links



[Click here to view statistics prior to 2012-07-01](#)

Information Literacy Tutorials for Students Information Literacy Tutorials for Students ▾ Daily ▾ 2015-08-24 - 2016-06-15 [Apply](#) [Reset](#)

Information Literacy Tutorials for Students [\(view/edit\)](#)

6 pages, 302 views

All Guides | **Page Views** | **Links** Hit source: [All](#) | [Standard](#) | [Mobile](#) | [API](#) | [Widget](#) Export to: [Excel](#) | [Plain view](#)

| | ID | Page Name | Views ▾ |
|----|---------|---|---------|
| 1. | 5661883 | 2 - Evaluate Information | 129 |
| 2. | 5661878 | Intro to Information Literacy Tutorials | 88 |
| 3. | 5661882 | 1 - Find Information | 54 |
| 4. | 5661884 | 3 - Use Information | 19 |
| 5. | 5661885 | Recommended Resources | 10 |
| 6. | 5661886 | Let Us Know! | 2 |

Show **10** ▾ per page << First < Prev Page **1** ▾ of 1 Next > Last >>

Appendix D

LSC 150 Library Resources and Skills

Assessment Rubric

| Learning Objectives | Learning Outcomes | Suggested Assessment Methods |
|--|--|--|
| To demonstrate an understanding of: Searching the library catalog and subject databases to find information | Students will: Access information using a variety of search strategies through the broad spectrum of information resources provided by the library | As measured by: <ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations |
| Evaluating information | Select and apply a variety of information sources contextually appropriate to the scope and discipline of a research questions, using multiple criteria (e.g., relevance to the research question, currency and authority) | <ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations |
| Searching the World Wide Web effectively and efficiently for reliable and relevant information | Accurately evaluate information found on the open Internet for reliability, authority, credibility and currency | <ul style="list-style-type: none"> • Participation in class discussions • Satisfactory completion of written assignments • Satisfactory performance on projects, quizzes and/or examinations |
| Using information | Communicates, organizes and applies information appropriately, ethically and legally | <ul style="list-style-type: none"> • Information synthesis exercise or test/quiz • Citations and/or Bibliography |