We have all been at Otis for about 20 years.
It’s a luxury to have been working together for so long.
There we were, three professionals who didn’t realize that we would be better together than alone.

We began to focus on Info Lit in about 1998. At that time, we had only about 800 students.

What librarians did had changed, but faculty did not know that.

Otis had a librarian but they didn’t know what to do with me.
DEBRA

One shot Library visits was the model.

Methods of Research was a separate 1 unit course in the late 90s.

Students’ attitude towards a 1-unit anything was not a sustainable model.
SUE
From anecdotal evidence and course evaluations, we realized that it was more difficult to teach research skills divorced from course work.
There was a lack of transference of research skills.
No agreed upon Learning Outcomes across the college
DEBRA
1997 we moved across town

The college grew to about 1200 undergraduates plus 60 graduate students.

Proximity is crucial for collaboration

Our Librarian started attending LAS faculty meetings. It wasn’t exactly planned, but rather it happened serendipitously and she started to become embedded
The separate course was discontinued

We realized that we needed to embed instruction in many courses--mostly in Liberal Arts and Sciences.

This meant we would need to move from Faculty & Librarian working together to Faculty & Librarian involved together in learning outcomes & course design. But this didn’t happen quickly.

# of Workshops Taught by Librarians was only about 15 in 2003
SUE

1st Library website in about 2000.

We had created many guides for use in the required course and we began moving them to the website.
SUE

We created specific Pathfinders for many courses to walk students through the research process needed in each class and steer them toward recommended resources.
SUE

In 2002, we found TILT, the Texas Information Literacy Tutorial, a thorough three hour open source online tutorial.

We customized it for Otis students adding as many art and art history examples as possible.

Students were instructed by Librarians on the first day of class.

They were required to complete TILT.

The online quizzes were reported by library staff to each of the art history faculty.

Part of their assignment for the class was to do research using databases, periodicals, and books for a paper.

Each resource was to be identified and evaluated to demonstrate the basic understanding of information literacy.

It worked OK in some cases, but wasn’t a perfect solution.

For many faculty, it was seen as simply an add-on— which meant that this wasn’t yet fully embedded.

We also realized that faculty also needed their skills upgraded, but we didn’t really realize that yet.
PARME
Starting around 2003, things really began to change.
Trajectories aligned and the Library moved into taking on responsibility for instructional technologies.
In 2004, the Digital Image Database was installed.
Librarians did a lot of hand-holding and individualized digital image creation for faculty.
This collaboration supported faculty who began to give up slides.
In 2005, a Learning Management system was adopted.
They appreciated it.
This new role for the Library led to thinking about broader collaborations for courses.
PARME

We went from thinking about librarians as people who help us find things to people who help us think about information.

DEBRA

We also began the shift from teaching to learning. But this didn’t happen overnight.
We realized that Librarians know something about pedagogy and could help design assignments.

I brought in a freshman-level Art History assignment for review and Sue said, “They can’t do that at the freshman level.”

She asked me to demonstrate how I would approach this assignment.

I could see that I was using all my art history knowledge to approach the research, something the students had no experience doing.

It was an eye opener.
After that, we really began to collaborate more as equal partners. We made a Learning Goal for this first core class (first semester of freshman year.) Students would be introduced to library research and resources. We designed a process where so that students would easily be successful in finding at least one book and 1 or 2 articles from the databases. A modest goal so the focus would be on the writing of the paper. We created a list of iconic artists and designers that students could choose from. The Library staff PRE-researched each one to make sure there was enough information for students to find on each. We even made one book non-circulating for all the most popular makers. And we made a Step by Step Pathfinder. We did all that we could to insure that students would have a positive experience with their research.
SUE

We kept evaluating each semester and addressing issues that came up.

We were requiring them to evaluate the information they found in an annotated bibliography.

Even though we stress evaluation, they often ignored discussing the type of information or the intended audience, etc.

And, it was a lot of work for faculty to comment on each annotation and write the same feedback over and over.

One faculty, said, “ Couldn’t we have a form for this?”

So we created an online web form for them--the ORE form.

It leads students to cover every aspect of evaluation.

Students fill out form online, print it and turn in with the paper.

We added a rubric on bottom for Easy Grading

This is used for freshmen. By Sophomore level, they should start transitioning to an annotated bibliography that requires evaluation of sources.

This is on our website and anything can take a look.
PARME

We realized that students didn’t always carefully read their online help sheets.

So we began to make videos.

The one to teach students how to evaluate sources was particularly valuable.
SUE

Moving images and interactive tutorials were more compelling to students than reading webpages.

So, we reviewed the best of those available from other Libraries and linked to them.
PARME

I was a little slow, I admit. I didn’t really realize that embedding was a real thing in the Library world.

It’s what we are doing in Liberal Arts and Sciences. But we should also involve other departments as well.
SUE

Visual Culture, first semester of the first year has a common syllabus and was the first encounter with info lit.

But others assignments followed in other classes.

Much easier to embed assignments and instruction in core courses where there is a common curriculum.

These are all very appreciated by faculty.
SUE

Early efforts at Curriculum Mapping for info lit.

Through a series of meetings and negotiations, we figured out where to embed assignments. Lengthy process.

Didn’t always work well, especially where there are many part time faculty. Works best where there is a common syllabus.
DEBRA

Then we re-designed the 1st year English course. Students now do background readings on the role of Information in Society

English Courses emphasize Critical Thinking and there began to dawn a recognition that the two were similar in many ways.
In fact, we went to a WASC workshop on just this topic last year.

There seems to be a growing body of research that demonstrates teaching these together is recommended.

This goes back to the initial issue: faculty don’t think of info lit as parallel to critical thinking.

**Alignment of Info Lit & Critical Thinking**

<table>
<thead>
<tr>
<th>Information Literacy</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determines information needed</td>
<td>1. Explains issues/problems fully</td>
</tr>
<tr>
<td>2. Accesses information efficiently</td>
<td>2. Uses evidence effectively</td>
</tr>
<tr>
<td>3. Evaluates information and sources</td>
<td>3. Analyzes assumptions and evaluates contexts</td>
</tr>
<tr>
<td>4. Uses information effectively for a specific purpose</td>
<td>4. Articulates position supported by multiple perspectives and bounded by limitations</td>
</tr>
<tr>
<td>5. Accesses information ethically and legally</td>
<td>5. Derives logical conclusions and implications from evidence</td>
</tr>
</tbody>
</table>

PARME
PARME
2010-11 New technique

Happy Accident— Game changer, Discovered almost by accident, Most productive
Specifically, art historians (Parme first) became aware of and unhappy with the quality of student research.

Through discussions, we hit upon the idea of bringing students to the Library for 1-2 hour “guided research sessions.”

In these, both faculty and librarians would hear from students what they needed to research and then assist them individually and in small groups to actually go to the databases and find what was needed.

The pilot proved extremely successfully and before the end of the fall semester, 100% of Introduction to Visual Course and 90% of Capstone began coming into the Library for “guided research.” Not only did this assist students in terms of getting individualized help, but it helped the faculty learn how to better use the Otis databases so that they could better teach themselves.

Faculty who had participated in core courses with guided research used the same model in their elective courses
We insisted that Faculty stay in the room and assist with Guided Research. A byproduct is actually that faculty get trained as well. We realized that what we were actually doing was stealth faculty development. Teachers learn about what’s available in the library. Librarians learn about the subject being taught and what the expectations are for the students. And, everyone gets to know each other better and working relationships improve.
2011-12: A new Sophomore Core Integrated Learning Course began to require a Research Module.
Topics are more diverse. Requires more critical thinking and also topic refining needs to be learned.

Students are asked to reflect upon how they go about searching and discovery on a chosen topic.
They are asked to become of aware of the PROCESS and LEARN HOW they LEARN.
**NOT a standard research paper**, though much is learned about the topic.

A guided research trip to the Library is often requested.
These are our students in downtown L.A., on a field trip after doing research about the inner city.
Capstone Course now has a research module embedded.

Guided Research is very important. Library staff are all considered “coaches” for this course and students often come in on their own to ask for assistance.

And there’s more alignment with Critical Thinking

Annotated Bibliography is required. This is still a challenge.
DEBRA

Libraries’ assessment has traditionally been more data collection of usage statistics. We had done that.

We also had a good amount of college-wide assessment but we knew that something was missing.

So we sent Debra to accreditation camp (or WASC Assessment Leadership Academy). What we discovered our loops were unclosed!

Best practices are emerging into how art and design schools can best do assessment.
Program Assessment

- Pre- and post-test
- Surveys
- Focus Groups
- Substantive evaluation of student work (ORE forms) by Librarian and Director of Art History
- Collection of reflective responses by students

SUE

Past assessment practices:

We had done surveys and focus groups over the years.
For two years we gave the same test to students the first day of class and then as part of the midterm—after they had completed their assigned instruction and completed their research (the practice).

We also sorted it out by Faculty member so that we could identify if there were faculty who needed assistance in teaching info lit.
Focus Groups Said:

- Easier when instructor goes over each step of searching a database
- Liked the video a lot
- Pre-test helped to know what you didn’t know
- Liked all the databases
- Would like more short assignments in databases
- ORE forms get tedious

SUE

One year, we tried focus groups.
Most students said they have been to the Library
Most had at least one session with a Librarian
Evaluation of ORE Form

**Major Issues:**
- Inconsistencies in grading
- Lack of consistency in defining the “type” of information
- Students need more instruction

**Suggestions for improvement:**
- Redesign form to clarify the questions as well as to expand the rubric to encourage grading consistency
- Report of findings to faculty
- Faculty may need more training for faculty
- More instruction by Librarians needed

SUE

*One year, we collected and evaluated student skills by collecting and analyzing ORE forms.*

Among the most problematic issues were inconsistencies in grading and a lack of consistency in defining the “type” of information.

We redesigned the form to address these issues.

We also wrote a report about the findings and sent it to faculty. All faculty were encouraged to meet individually with the Library to talk further about library research methodology and/or information literacy instruction.
Student Reflections

“I explored new online databases.... I learned which databases were useful to my specific needs, and which were not.”

“I developed the technique of how to search for specific terms.”

“I can now better distinguish a scholarly piece of writing from a professional or popular source, and know when it is appropriate to reference each source.”

“To be honest, after spending hours on a database, I found myself craving a visit to the library to research through books.”

SUE

Student reflection.

But overall, we realized that most of our assessment activities were in preparation for accreditation visits. None of them were done regularly.
DEBRA
We were inconsistent and not systematic.
We needed better evidence of student learning.
We sometimes over collect and did nothing with the evidence.
This new College Assessment Plan now being implemented outlines the assessment cycle and accreditation process.
We need summative AND formative assessment.
We are needing to revamp academic support units and look at improving student success.
DEBRA

Accreditation bodies value information literacy and it is now shifting to outcomes-based assessment.

We need to show evidence that actually documents learning. Clear and measurable.

We must now ask ourselves:
Are our students learning, what are they learning, and how do we know?

“Assessment is the systematic collection, review, and use of information about educational programs to improve students learning.

Assessment focuses on what they are able to do, and what values they have when they graduate.”
DEBRA

1st thing we needed was agreement on the college-wide learning outcomes. According to the 2009 Higher Education Research Institute report, 97.2% of faculty surveyed said the outcomes of information literacy were a top goal for undergraduate education. WASC has 5 Core Competencies and one is for Information Literacy. We adapted it for our college. Finally adopted by faculty Spring 2013.
Outcomes Based on VALUE Rubric

By the end of your studies at Otis, you should be able to:

- Define and articulate your need for information
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Use the information to accomplish a specific purpose
- Recognize the economic, legal, and social issues that surround the use of information and use information ethically and legally

DEBRA

After everyone agreed on the outcome, we needed to get more specific.

We came up with our Info Lit PROGRAM Learning Outcomes.

VALUE rubrics are good because they are vetted.

The Liberal Arts and Sciences Department has been the best collaborator in this process.

Our next challenge is to expand it into the studio majors.
SUE

Our LMS includes an e-portfolio system that is widely used for all sorts of things. Basically every student and faculty can create as many portfolios/websites as they wish.
SUE
In 2008, we started requiring a LEARNING portfolio where students could keep work for all classes.
And then, we began asking faculty to have students submit evidence from their e-portfolios for assessment purposes.
Learning how to use the SUBMISSIONS Module to submit evidence of learning is a big challenge.
Closing the Loops – Summer Librarian Project

Gather Evidence of student learning in all courses where info lit is embedded
Librarians will evaluate samples
Write Reports
Provide feedback to faculty - This is especially difficult to orchestrate because we have so many part timers.
We will discuss in departmental meetings at beginning of the year.
Tweak Assignments as necessary
Document what we do at every stage.
Archive our work.
DEBRA

We realize that we need a better curriculum map and are in process of defining that for that for all the ILOs

The summer assessment project will likely demonstrate that Our levels aren't sequential- [Explain the graphic on screen]

We need to define specific expectations for each at level.

This will help all faculty realize at what level they need to be teaching.

Our challenge is to scaffold through the curriculum for each ILO and make sure that each ILO is being Introduced, Practiced, and then Mastered.

We will then have to tweak course assignments to provide more formative feedback for students and more active learning strategies.
This is a very big job!
Challenges

- Faculty development
- Time
- Collecting evidence
- Ensuring the use of multiple measures, multidimensional, multiyear, qualitative and quantitative
- Capstone revisions
- Look for retention, transfer, and alignment

DEBRA
Faculty development. Sometimes faculty are resistant. the
Time- we have limited resources and competing demands.
Collecting evidence- storing, archiving, transparency.
Ensuring the use of multiple measures, multidimensional, multiyear, qualitative and quantitative
Capstone revisions- ongoing
Look for retention, transfer, and alignment
Things to Keep in Mind

- Don’t try to do everything at once
- Baby steps
- Early adapters beget more adapting
- Communication and collaboration
- Celebrate milestones!

PARME
Don’t try to do everything at once.
Baby steps.
Early adapters beget more adapting.
Celebrate milestones!
Communication and collaboration
Questions for Discussion

How is the Information Literacy Core Competency standard changing things?
Or not?
In what ways are students changing in terms of information seeking behavior?
What are the challenges related to information literacy and assessment?
How do you bring studio faculty into the discussion?

SUE
That’s our story. We have chapters still to write. What’s yours?
Thank you!

Sue Maberry, Director of Library
Debra Ballard, Chair of Liberal Arts & Sciences
Parme Giuntini, Director of Art History

OTIS  Otis College of Art and Design