

Lacuny Instruction Committee Meeting

Minutes

3/24/06

2:00 pm

In attendance: Alexandra de Luise (Queens); Robert Farrell (BMCC); Jacqueline Gill (City College); Erleen Harris (Medgar Evers); Charles Keyes (LaGuardia); Keith Muchowski (City Tech); Susan Voge (Lehman)

Members described new instruction and assessment efforts at their colleges:

R. Farrell said BMCC is working on a pilot for the fall that will focus on Speech 100 (the name of the course), and that they will start with about 20 sections as test cases. There are over 100 sections of Speech 100 and the inclusion of an IL component to all those sections is their goal.

J. Gill uses a pre and post-test for assessing freshmen orientation classes (29 sections meeting them twice). All 29 classes received the assessment. Five classes were randomly selected to be analyzed. Day one, the students take the pre test and day two, the post test. Results will be put into SPSS program and analyzed. J. Gill has created an instructional website as part of her teaching tools (at: learningthelibrary.com). She said that this past fall she organized a series of faculty instruction sessions that were very well received.

E. Harris teaches a two credit IL elective course with an online section. She described some of the benefits and downfalls of teaching an online section. She spent a lot of time marketing the course. For assessment, instead of an annotated bibliography as the final project, she had the students do a portfolio, which she feels gave them opportunity to do work themselves.

S. Voge described work this semester with the Head of the Composition Program in the English Department. He has requested that in addition to the second course in the composition series ENG120, which currently includes library/information literacy training that the first course ENG110 will also. Susan is working with him to develop the training content and manage the training sessions. She hopes to accomplish this through a combination of in-person classes, online tutorials on Blackboard, and faculty development to include information literacy based library assignments. An ongoing project is working with the Freshman Year Program on an experimental course, LEH100, the course description of which include three class sessions on information literacy skills – using the library catalog, services and Home Page; finding articles with opinions and point of view; and, ethical uses of information through proper citing and avoiding plagiarism.

K. Muchowski and his colleagues are doing an assessment pilot with a pre- and post- test. They are using it for a random 10 sections of EG101 (approximately 100 sections are taught). Also, for several EG 533 (English for technology majors) sections, students are assessed via a one-paragraph synopsis of their library orientation.

C. Keyes noted that his department offers two sections of the LRC 102 3 credit course (38 students total) one of which is in the Enterprise cluster with an ESL reading course and the other an Introduction to Sociology. In addition, 3 sections of the LRC 103 1 credit course are offered (59 students total), one section of which is part of the NYC Department of Education teachers' sabbatical program. 100 BI classes are offered per semester (85 of them within the mandatory Eng 110). They are planning to run two sections of the 1 credit LRC103 section in Spring II (summer) session. Their Center for Teaching & Learning—first suggested through a proposal

from Professors Jane Devine (Chief Librarian) and Louise Fluk (Instruction Coordinator)—are organizing a year-long seminar on IL across the curriculum which would be for LAGCC faculty to examine course syllabi and find ways to make them research rich. It would be a professional development seminar offered two hours every two weeks. C. Keyes will be co-leading the seminar with another faculty member from the Humanities Department. Other Librarians will be involved in the sessions. Once approved C.Keyes will share more information with us.

A. de Luise described assessment efforts targeted at the English 110 program of instruction. This semester they will use a revised post test based on the goals of the class session, and a rubric for evaluating research paper bibliographies for five English 110 sections (27 were taught this semester). For the one-credit information literacy course, assessment is accomplished via a post test and a course evaluation.

Members were willing to share with other members their assessment tools—pre and post test (K. Muchowski and J. Gill) and journal portfolio (E. Harris)

Conference on IL—C. Keyes provided members with an update on the proposed series of IL seminars (with two speakers confirmed). Tom Eland (Minneapolis Community & Technical College) and William Badke (Trinity Western University in British Columbia) who wrote *Research Strategies* have said they would be interested and probably available to address such a conference. The seminars would look at IL at the course level, IL at the curriculum level, and IL in terms of general education requirements. The plan is to widen inclusion by soliciting other experts in the field to speak. One such speaker could possibly be Betsy Bearfoot, who could address the importance of IL across curriculum and university. He is looking at next spring as the start-up date. They will be seeking venues throughout CUNY to hold the seminars. The hope is to stimulate interest beyond CUNY and help push for a CUNY-wide general education requirement for IL. C. Keyes, A. de Luise, R. Farrell and Scott White (LAGCC) will apply for a professional development grant called *Creating Conditions for Students to Succeed*, which is due April 17.

The LILAC Committee was brought up in this context. This group should be kept informed of our plans. To this end, it was suggested that a Lacuny Instruction Committee meeting report be given at LILAC meetings. A. de Luise will inquire with Shamiana Pond.

Instructional Technology from Reference Desk to the Classroom. This would be a workshop presented in collaboration with the Lacuny Reference Roundtable. It could be a half day workshop in the fall. E. Harris and K. Muchowski volunteered to work on it and to contact chairs of Ref Roundtable.

For next meeting on May 12 (same time/location), members decided to continue analyzing articles of interest and will look at Stanley Wilder's article, "Information Literacy Makes All the Wrong Assumptions" from *The Chronicle Review* (see: <http://www.bright.net/~dlackey/WrongAssumptions.htm>)

Next meeting we'll also look at our meeting schedule for 2006/07 (a request was made to hold 3 meetings instead of 4 a semester), and hold elections for a chair(s).

Respectfully submitted,

Alexandra de Luise
Co-Chair