

Cornish College of the Arts Library  
Annual Report  
June 2012 – May 2013  
Hollis Near, Director of Library Services

|  |    |
|--|----|
| MISSION STATEMENT .....  | 2  |
| LIBRARY STAFF 2011/12 .....  | 2  |
| COMMENT ON STAFFING .....  | 3  |
| PROJECTS AND INITIATIVES .....   | 4  |
| ACCREDITATION PLANNING.....  | 6  |
| OVERALL LIBRARY USE .....  | 6  |
| CIRCULATION SERVICES .....   | 6  |
| REFERENCE SERVICES.....  | 7  |
| INSTRUCTION AND CLASS SUPPORT .....  | 11 |
| DATABASE USAGE .....   | 13 |
| ACQUISITIONS BUDGET .....  | 14 |
| COLLECTION SIZE.....   | 16 |
| FACILITIES.....  | 17 |
| GIFTS .....  | 18 |
| INTERLIBRARY LOAN .....  | 19 |
| INTERNSHIPS HOSTED.....  | 19 |
| STAFF DEVELOPMENT AND PROFESSIONAL ACTIVITIES .....                            | 20 |
| COMMITTEE INVOLVEMENT .....  | 21 |
| APPENDIX A – SPRING 2012 INTEGRATED STUDIES RESEARCH STUDIO FINAL REPORT ..... | 22 |

## MISSION STATEMENT

---

The Library's primary mission is to support the college curriculum, to function as an integral part of academic life at Cornish College of the Arts and to do so in a manner that promotes information literacy and encourages lifelong learning.

### Goals:

To fulfill this mission the Library and its staff are committed to pursuing the following goals:

- to acquire and maintain a carefully selected and well organized collection of resources that is relevant to the curriculum.
- to provide professional and responsive reference service for the college community.
- to provide library instruction that will help each patron better utilize research tools to achieve their creative and academic goals and improve their personal information literacy.
- to effectively inform the college community about library resources and services.
- to provide a physical environment that is conducive to: easy retrieval of materials; research; study and reflection; the interaction of people and ideas.
- to provide a physical environment that preserves and protects the materials in the collection.
- to ensure that technology systems in the Library are accessible, up to date, functional, and well integrated with other campus systems as necessary.
- to maintain a skilled and up-to-date staff through ongoing professional development.

## LIBRARY STAFF 2012/13

---

### **Hollis Near – Director of Library Services (1 FTE)**

Library administration, budget oversight, collection development and selection, reference, instruction, library system maintenance, web page content and maintenance.

### **Megan Smithling, Librarian (1 FTE) – New position. Started work on June 2, 2011.**

Reference, information literacy instruction, serials check-in, interlibrary loan.

### **Bridget Nowlin, Curator of Visual Resources (.75 FTE)**

Image collection development, image database development and maintenance, work-study supervision for image collection assistants (1-2 students), information literacy instruction (particularly in the use of visual resources), reference back-up.

### **Pamela Erskine, Library Specialist (1 FTE)**

Cataloging, acquisitions, ordering and receipt, processing of new materials, accounting for library credit card.

## **COMMENT ON STAFFING**

---

### Library Staff

Aug 24, 2012 was the last day of our senior librarian, Heather Sheppard, who accepted a new position at Everett Community College. The position was frozen and all her duties and responsibilities had to be divided among all the remaining staff.

In addition to being the lead reference and instruction librarian, Heather was our circulation manager – including hiring, training, scheduling and daily management of 10-12 student assistants, and online management of patron records and overdue notices.

As I mentioned in last year's report, this arrangement would not be sustainable. In last year's annual report, my recommendation was as follows:

In my best judgment, we should be hiring 2 people instead of one to replace Heather. We need a para-professional circulation manager (training and supervising work-study assistants included) and another librarian with a reference/instruction focus. Also, I have mentioned in various meetings with the Provost and President my plans and hopes for the ¾ FTE Curator of Visual Resources position to evolve into a full-time FTE Visual Resources Librarian position. In addition, cataloging and acquisitions work has grown beyond the capacity of one person and we will need additional para-professional help to deal with that workload in the future. In all honesty, we need an evening supervisor as well. That is where I want to take us over the next five years, but we cannot and should not expect to wait five years for a circulation manager.

For the 2013-14 fiscal year, we were allowed to hire a Circulation Supervisor, Melissa Logan, who started on 7/23/2013. The search was conducted over spring semester 2013.

### Work-Study Assistants

For 2011-12 the Finance Office cut the work-study budget by 50%. The Provost and President were able to supplement the work-study allocation with \$13,000 from Cornish Payroll to cover.

During 2012-13, the library was asked to supply that money from its acquisitions budget. So we took \$8,000 to cover the following:

- Single-student coverage from 8-5, Mon-Thurs and 8-6, Fri.
- Double-student coverage from 5-9 Mon-Thurs.
- Double-student coverage from 1-5, Sat-Sun
  
- We had to drop extended evening hours during exams.
- We had to drop 1-2 student assistants for summer, for regular job duties and many summer maintenance projects that cannot be done during the academic year.
- We had to drop student assistant coverage during winter break and spring break, for regular job duties and maintenance projects that cannot be done during the regular academic schedule

To put this in context I am including the student assistant job description.

**Student Library Assistant Job Description:**

Staff the library circulation desk, checking in/out library materials using the library's Circulation System. Help students find and check out materials on class reserve. Answer "quick-information" questions about hours and services. Sort returned materials onto carts for re-shelving. Reshelve books, CDs, videos, periodicals and all other materials. "Shelf-read" the library collection to make sure materials are filed in proper order. Help Process new books and other new materials. Do data-input and various stacks-maintenance projects as needed. Responsible for opening or closing routine depending on when shift is scheduled.

Looking ahead to the 2013-2014 year we are expecting a small increase from Financial Aid. The Provost has advised me to include \$8,0000 in the personnel section of my budget to avoid having the money taken from the Library's acquisitions budget. This amount will cover the difference between financial aid and the amount needed to staff the library evenings and weekends for the upcoming year.

Please note, at the beginning of the year we are planning to not have coverage for June - August because \$8,000 will not be enough to cover that.

## PROJECTS AND INITIATIVES

---

- Summer 2012.
- Fall 2012
- Spring 2013

- Continued revision of the Integrated Studies “Research Studio.” See appended report.
- Circulation Supervisor search and interviews.

## ACCREDITATION WORK

---

The Director of Library Services served on the Accreditation Steering Committee and spent the year compiling data and preparing documentation for the year 1 comprehensive visit by the NWCCU.

## OVERALL LIBRARY USE

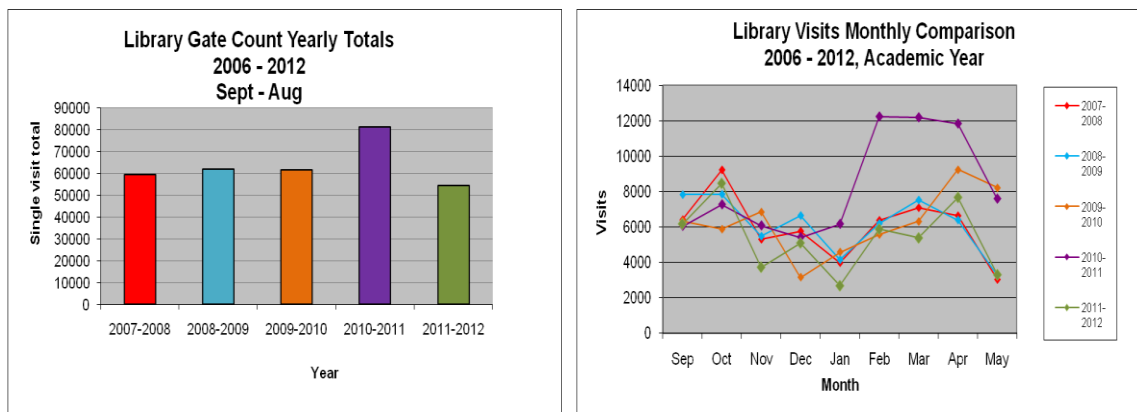
---

### Gate Count Statistics

“Gate count” is a measure of the number of visitors who walk into the facility. It does not identify how they use the library, but it does serve as a good overall indicator of the level of use.

I believe a big reason our gate count is down is because, almost exclusively, we took our instruction into the classrooms this year instead of having the students come to the library lab. For a variety of reasons, not related to this, we will be having classes come to the library lab in 2012-13. We will see if the gate count readjusts.

In the following two charts, note the spike in visits for the Feb/Mar/April period of 2011. Two things are at play: 1) a huge recruitment push that brought an increase in tours to the library and 2) most Integrated Studies classes held one or two research workdays in the library during this period.

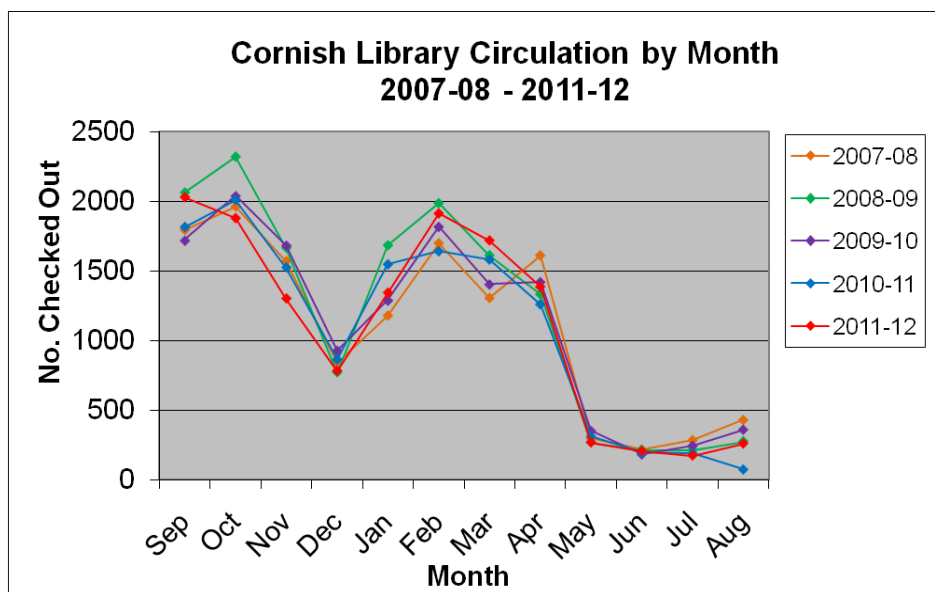
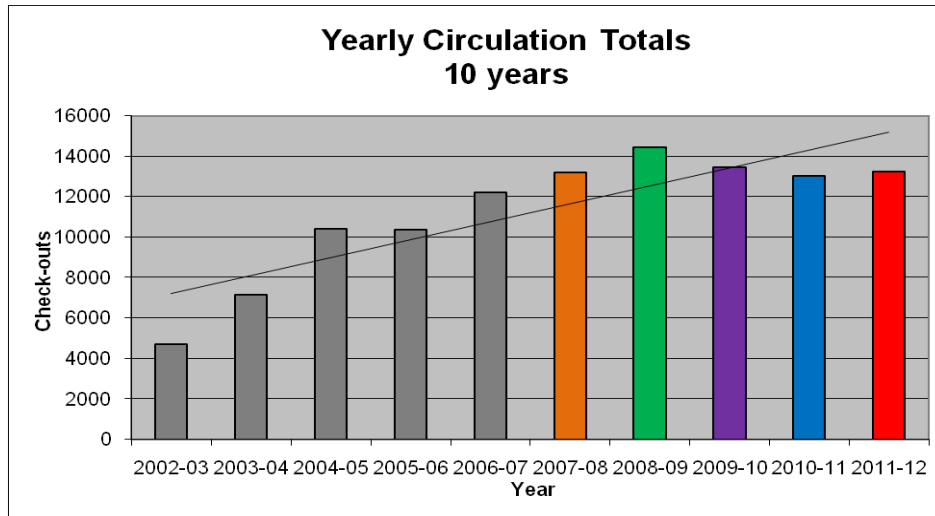


## CIRCULATION SERVICES

---

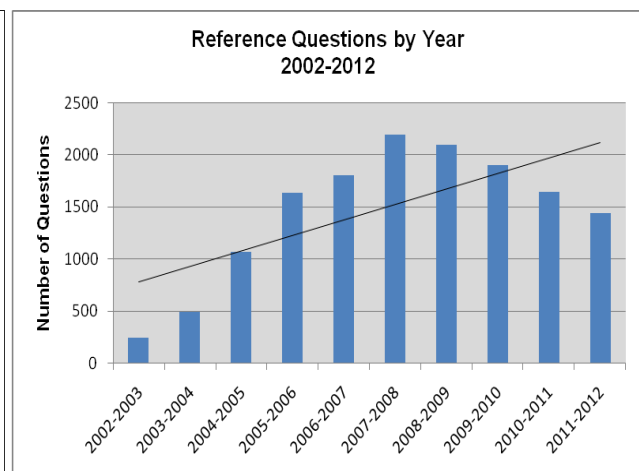
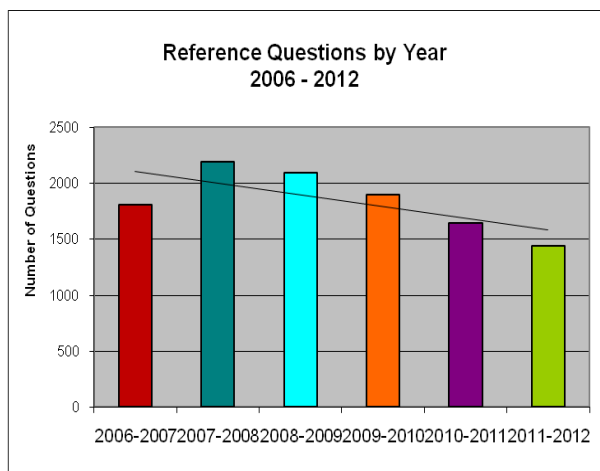
### Circulation Statistics 2007-08 to 2011-12

In 2011-12 the library circulated a total of 13252 items. Aside from the spike in 2008-09, which shows up in many of our statistics, the long term trend continues to be generally upward.



## REFERENCE SERVICES

### Annual Total Reference Count



I am including reference statistics for the past 6 years and for the past 10 years to put the current trend into perspective. Even though there is a recent downward trend since 2007-08, if you look at the bigger picture since 2002, we are still doing significantly more traffic.

I don't have objective evidence to explain why 2007-08 or 2008-09 were such high years in many of our statistical counts or why we have been trending downward since then. Fall 2008-09 was the highest headcount to date with 815 students, but we also had 836 students in fall 2010 and 833 in 2011, so overall population did not fall drastically during that time. One significant factor may be that the entering class fell from 318 to 250 between fall 2010 and 2011 and we do work intensively with the freshman class each year in fall and spring. I also have some observations about the way in which we work with the freshman classes.

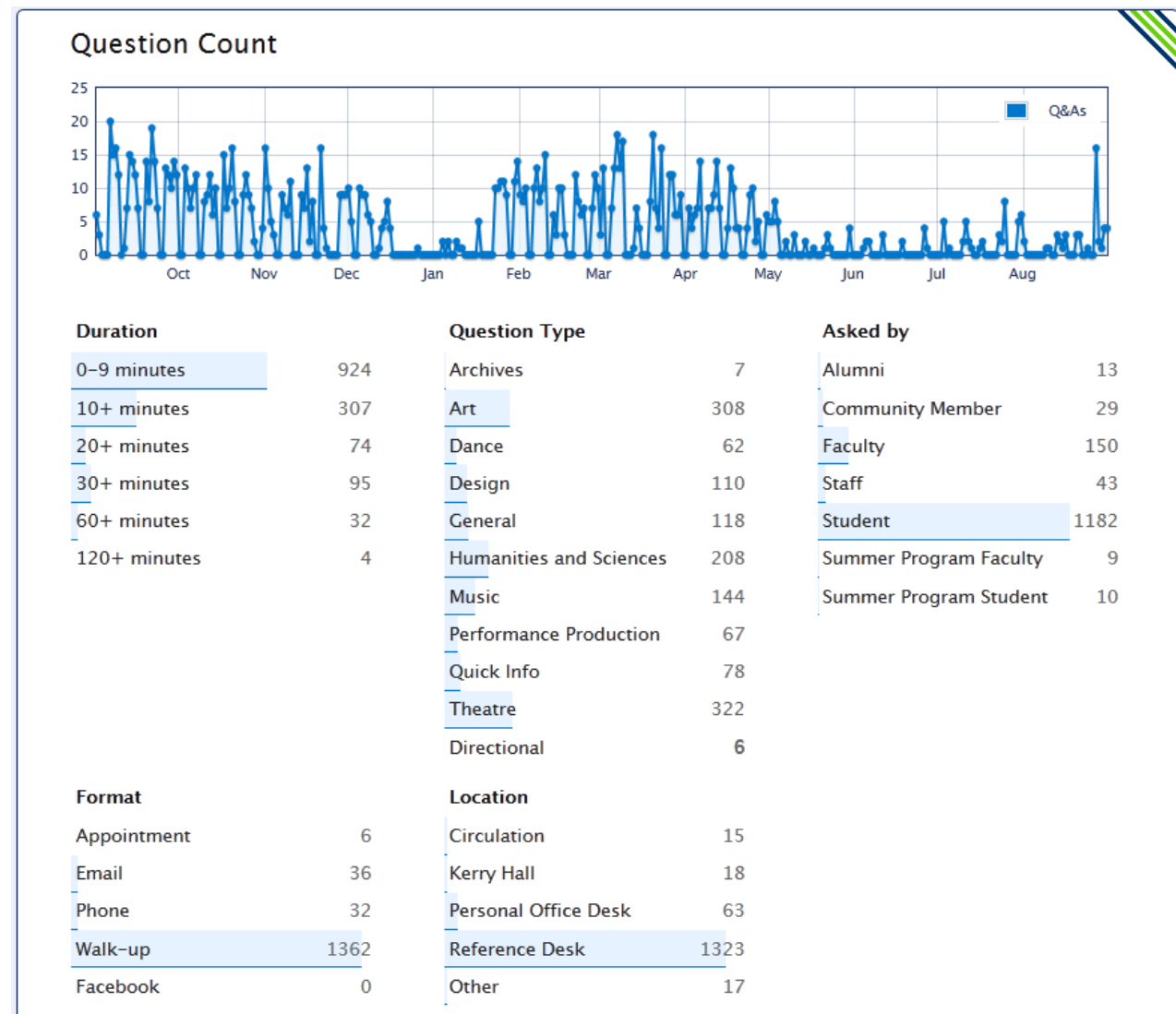
As I suggested last year, the library is no longer acting as a primary clearing house for basic quick-information questions. There are more service points for students in the departments and residence halls: AV equipment is now available through some department coordinators; RAs are available to answer questions about campus life, directions, schedules, and registration. This probably results in fewer people stopping by the library for basic questions about campus services.

We are also finding that with a more effective and well staffed writing center, we are getting fewer questions related to writing, organizing papers and formatting citations.

Though fewer reference questions are being asked, in our opinion it doesn't feel any less busy. The reference desk still has to be staffed for 8-9 hrs/day, 40-45 hrs/week and these hours are shared among 2.75 FTE staff members.

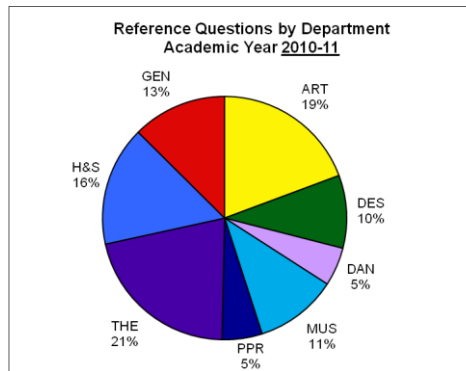
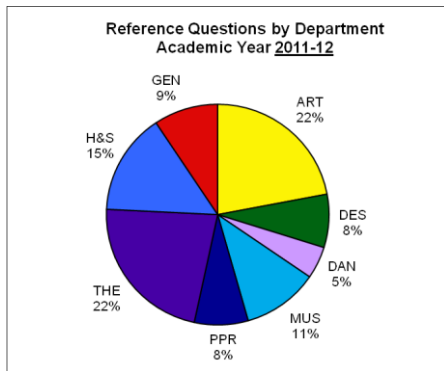
The nature of the questions are also becoming more complex and taking longer. Proportionally we have more in-depth research questions than quick-information questions.

For 2011-12, we started using a reference question tracking program called Gimlet. It allows us to keep searchable notes about each question so librarians can see trends in various subject areas. It also allows us to spot subject gaps in the collection which assists with collection development. For statistics, it allows us to assign more descriptive categories. The following report shows some of the basic statistical data we are now able to track.



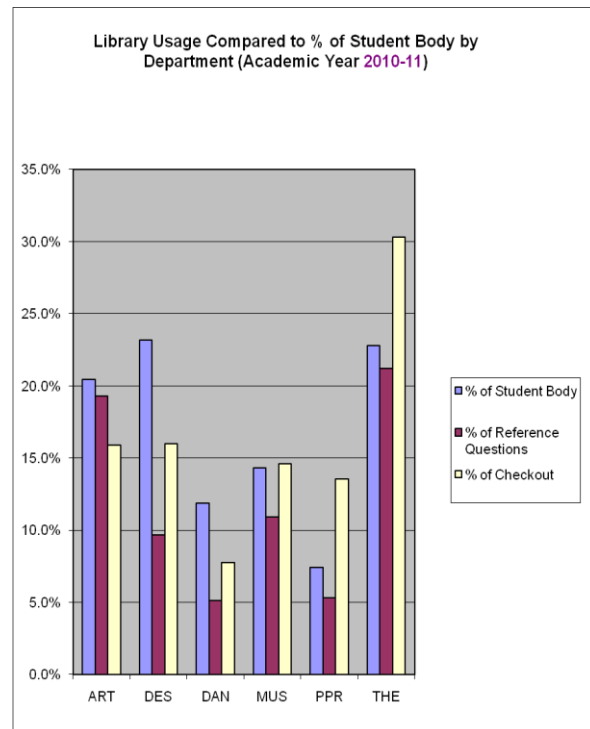
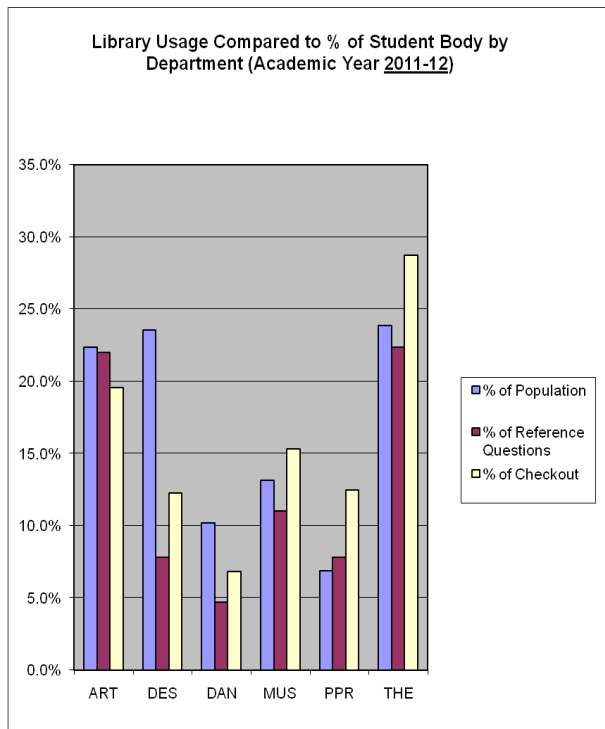
### Reference Questions Pie Chart by Department

The percentage of questions by department has stayed about the same since last year.



## Reference and Checkout by Department

The following charts for 2011-12 and 2010-11 show how departments are using the library through comparisons between population size, number of reference questions, and number of check outs.



## INSTRUCTION AND CLASS SUPPORT

---

Research and information literacy instruction is one of the most important and essential services provided by an academic library. In 2011/12 we taught 80 classes, 1523 students and spent 419.5 hrs, or about 14 hrs/wk, during the academic year on prep and teaching. Although an hrs/wk count helps to envision it in terms of a weekly schedule, library instruction is never spread out evenly. It occurs in concentrated bursts that require long hours of preparation and in-class time during the busiest times of the academic year.

The Library provides required information literacy instruction for first-year students in their fall and spring Integrated Studies classes. This year we had an additional librarian to help with content development and classroom instruction. Heather Sheppard and Megan Smithling were able to share the teaching load for 14 sections of the spring IS class; our highest first-year load for two years running in 2010-11 and 2011-12. Having an additional librarian made that load less stressful for the staff overall and the students got better attention. It is extremely discouraging that we lost Heather at the end of the year and are facing a hiring freeze just when we were gaining some traction with instruction.

In addition to the first year IS classes, the library provides instruction for annually occurring classes in other departments, plus one-time classes by request. These extra class presentations are conducted throughout the year.

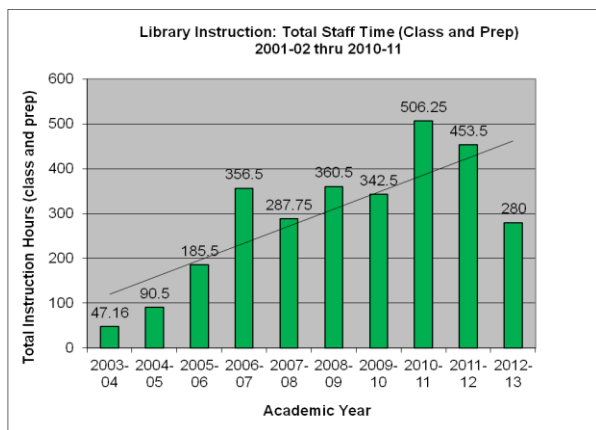
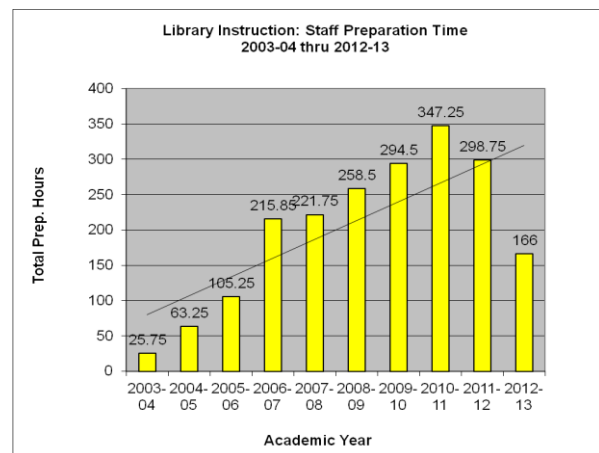
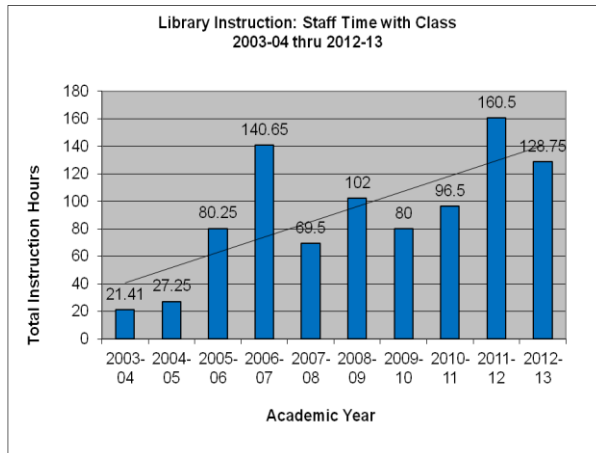
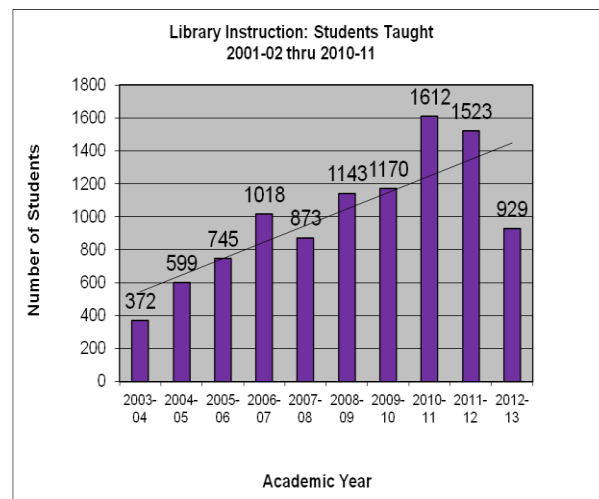
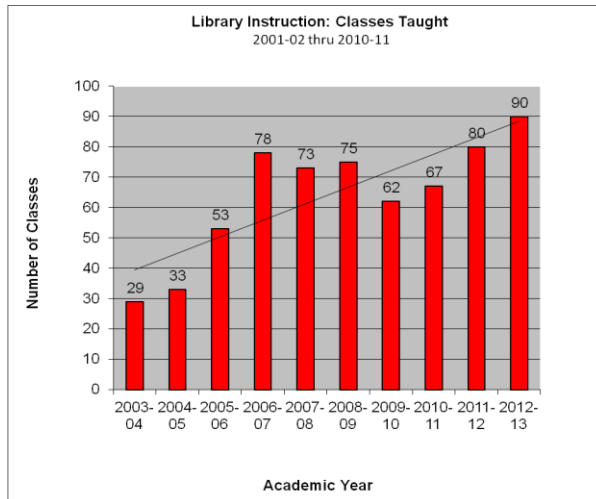
As in past years, all classes, including Integrated Studies, receive individualized presentations that are coordinated with each class assignment. Relevance greatly increases the likelihood that students will make the connection between the skills and tools being taught and the task before them.

Even classes that are taught every year receive regular revisions based on student/faculty feedback as well as how librarians perceived the success of the previous year's approach. This year, Integrated Studies and Theater History received significant revisions that involved multiple meetings with faculty from the H&S and Theater departments. Research instruction sessions were renamed "Research Studio" to better integrate the activities with the concept of studio practice.

For a more detailed account of the Integrated Studies instruction during 2011/12, please see Appendix A –*Spring 2012 Integrated Studies Research Studio Final Report* on p.22.

The charts below provide an overview of the time involved in providing instruction.

### Instruction Statistics:

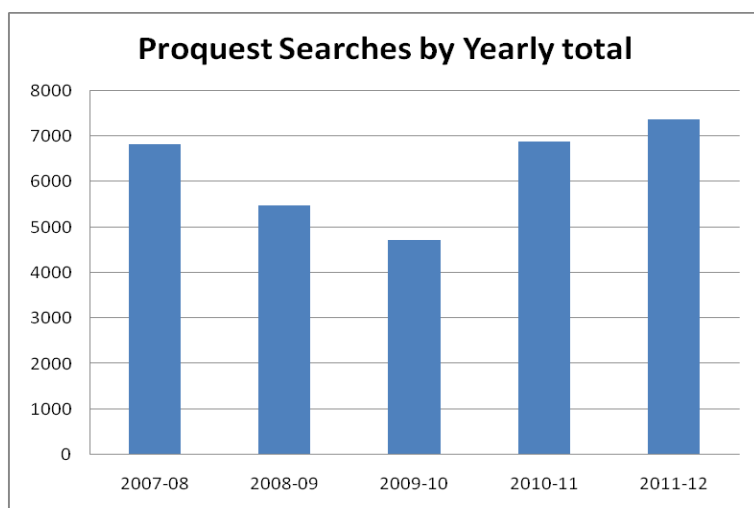


## DATABASE USAGE

---

**PROQUEST** - Periodical and newspaper articles, includes full-text articles for printing or download.

ProQuest database use has been up the last two years. We reintroduced targeted ProQuest database instruction after a couple of years of teaching broader research skills without the database instruction. Because we have such limited time with the students, Heather Sheppard thought we didn't have enough time to cover it adequately so students would be better off with research basics instead of database training. However, on class feedback forms and surveys, students specifically asked for the database instruction so we cut some things and put it back in. Usage seems to have gone up accordingly.

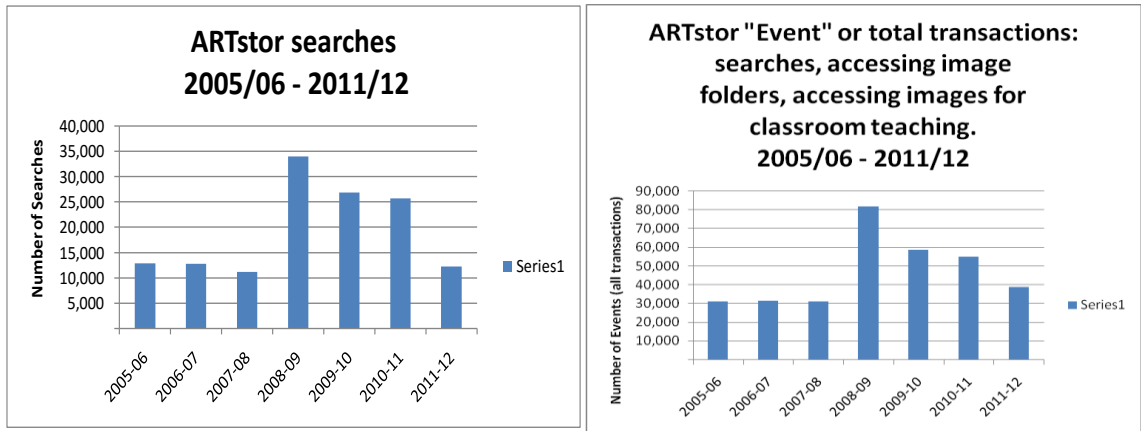


**ARTstor** - Digital images supporting art and design as well as music, dance and theater history.

ARTstor posted the following note on their usage statistics page.

*Please note: As of August 1, 2010, ARTstor has removed MXG Search (federated search) events from usage reports and has modified events tracked as Access Commentary events. Institutions may notice a decrease in overall usage as a result of this adjustment.*

It may be a year or so before we can tell if this has influenced our numbers in a permanent way.



I have not had time to extract and compile usage statistics for the following databases. This speaks to the press on my time to spend 10 hours a week on the reference desk (even with an additional librarian) and the clerical and non-administrative work for which I have no support. I am having difficulty attending to data analysis in a timely manner. This is the kind of work that is essential to proper assessment. Adequate time and staff need to be allotted to make it possible.

- **ART FULL-TEXT** - Complete full-text periodical articles on art and design.
- **NAXOS CLASSICAL MUSIC LIBRARY AND JAZZ LIBRARY** – Streaming music
- **NAXOS Video Library** - Streaming video. Classical music performances, opera, ballet, live concerts and documentaries.
- **OXFORD ART ONLINE** - Grove Dictionary of Art and additional Oxford music resources.
- **OXFORD MUSIC ONLINE** - Grove Dictionary of Music and additional Oxford music resources.

## ACQUISITIONS BUDGET

---

Department Library Liaisons for 2011-12 were:

Art: Jon Overton  
 Dance: Lodi McClellan  
 Design: Tiffany Demott  
 H&S: Raymond Maxwell  
 Music: Janice Giteck  
 Performance Production: Greg Carter  
 Theater David Taft

The acquisitions budget was spent down to a \$55.09 balance by the time we closed the books on July 29, 2012.

The Department Liaison for Performance Production hardly turned in any requests all year and did not respond to many email inquiries. I spent some money on updating all known Performance Production textbooks and technical books and then divided the balance of the fund across other departments.

We also purchased a modest core collection in foreign languages: French, German, Italian and Spanish. These titles have been highlighted in an online Research Guide to help students find our in-print foreign language books as well as free online language resources at Seattle Public Library.

We continued to build the collection of scores and parts for chamber music using new purchases and carefully selected materials from gifts. This supports the Music Department's growth in chamber music classes.

Fund Titles Explanation: Two fund-lines per department.

Art "Dept" - money allocated for faculty requests

Art "Lib" - money allocated for library staff selections and overall collection development

| Name           | Budgeted         | Ordered     | Spent            | Available<br>(True<br>Balance) | Cash<br>Balance | Balance<br>by<br>Subject | Spent by<br>Subject |
|----------------|------------------|-------------|------------------|--------------------------------|-----------------|--------------------------|---------------------|
| 796 ART Dept   | 4,000.00         | 0.00        | 2,419.57         | 1,580.43                       | 1,580.43        |                          |                     |
| 796 ART Lib    | 3,800.00         | 0.00        | 5,900.18         | -2,100.18                      | -2,100.18       | -519.75                  | 8,319.75            |
| 796 Bindery    | 1,200.00         | 0.00        | 1,289.09         | -89.09                         | -89.09          |                          |                     |
| 796 DAN Dept   | 4,000.00         | 0.00        | 3,832.49         | 167.51                         | 167.51          |                          |                     |
| 796 DAN Lib    | 3,800.00         | 0.00        | 4,077.27         | -277.27                        | -277.27         | -109.76                  | 7,909.76            |
| 796 DES Dept   | 4,000.00         | 0.00        | 2,960.67         | 1,039.33                       | 1,039.33        |                          |                     |
| 796 DES Lib    | 4,300.00         | 0.00        | 5,633.02         | -1,333.02                      | -1,333.02       | -293.69                  | 8,593.69            |
| 796 GEN        | 700.00           | 0.00        | 1,538.50         | -838.50                        | -838.50         |                          |                     |
| 796 HS Dept    | 4,000.00         | 0.00        | 1,973.06         | 2,026.94                       | 2,026.94        |                          |                     |
| 796 HS Lib     | 3,800.00         | 0.00        | 5,492.14         | -1,692.14                      | -1,692.14       | 334.80                   | 7,465.20            |
| 796 ILL        | 300.00           | 0.00        | -9.42            | 309.42                         | 309.42          |                          |                     |
| 796 IMAGE Coll | 3,000.00         | 0.00        | 2,358.00         | 642.00                         | 642.00          |                          |                     |
| 796 MUS Dept   | 4,000.00         | 0.00        | 5,026.61         | -1,026.61                      | -1,026.61       |                          |                     |
| 796 MUS Lib    | 3,800.00         | 0.00        | 3,027.22         | 772.78                         | 772.78          | -253.83                  | 8,053.83            |
| 796 PPR Dept   | 1,500.00         | 0.00        | 801.45           | 698.55                         | 698.55          |                          |                     |
| 796 PPR Lib    | 2,630.00         | 0.00        | 2,468.91         | 161.09                         | 161.09          | 859.64                   | 3,270.36            |
| 796 SERIALS    | 12,000.00        | 0.00        | 12,129.71        | -129.71                        | -129.71         |                          |                     |
| 796 THE Dept   | 4,000.00         | 0.00        | 3,968.99         | 31.01                          | 31.01           |                          |                     |
| 796 THE Lib    | 4,470.00         | 0           | 4357.45          | 112.55                         | 112.55          | 143.56                   | 8,326.44            |
|                | <b>69,300.00</b> | <b>0.00</b> | <b>69,244.91</b> | <b>55.09</b>                   | <b>55.09</b>    |                          |                     |

## COLLECTION SIZE

---

### General Collection – Annual count in June

| Year | Print Books | Electronic Books | Scores | Sound Recordings (CDs and Vinyl) | Videos |
|------|-------------|------------------|--------|----------------------------------|--------|
| 2005 | 16678       | 2852             | 3882   | 4022                             | 1516   |
| 2006 | 17944       | 2852             | 3905   | 4220                             | 1741   |
| 2007 | 19053       | 2852             | 4020   | 4462                             | 1890   |
| 2008 | 20429       | 2852             | 4278   | 4917                             | 2172   |
| 2009 | 22487       | 2852             | 4494   | 5372                             | 2532   |
| 2010 | 23085       | 2852             | 4505   | 5649                             | 2653   |
| 2011 | 24057       | 2614             | 4652   | 5898                             | 2893   |
| 2012 | 26541       | 2592             | 4731   | 6062                             | 2999   |

### Serials

192 serial subscriptions

14164 unbound issues

### Image Collection

| Year | Slide Collection Holdings | Digital Image Collection Holdings |
|------|---------------------------|-----------------------------------|
| 2005 | Est. 42500                | -                                 |
| 2006 | Est. 43000                | -                                 |
| 2007 | 43837                     | -                                 |
| 2008 | 44089                     | -                                 |
| 2009 | 44878                     | -                                 |
| 2010 | 45011                     | 1309                              |
| 2011 | 45014                     | 2165                              |
| 2012 | 45014                     | 2243                              |

## FACILITIES

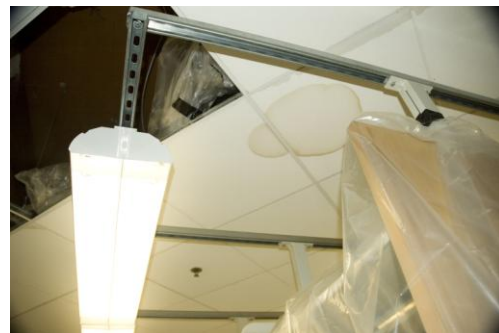
---

We are running out of space for collection growth. When we moved into MCC in 2003 I predicted we had enough space to increase the collection by a factor of 35%. It has been 10 years and our shelves are now full from top to bottom in most sections of the library. We have weeded various sections of the collection every summer for three years, but this is still not enough. Even though the last Master Campus Plan calls for expanding the library into adjacent areas along the east side of the 2nd floor, I don't see any indication that we will be able to do this in the near future. In order to address a growing collection – a physical collection that needs to grow to meet the demands of our students as well as our accreditors – I want to install as much shelving as can be accommodated in our existing space while still honoring ADA clearance requirements. I have gotten a bid from Technical Furniture Systems, Inc., the company that installed the original shelving, and plan to submit it as part of my budget proposal for the upcoming year.

- Related to this shelving need, the Music Department has requested that we expand the number of scores-with-parts in order to support more instrumental students and more chamber music groups. Scores require extra height on each shelf and we cannot accommodate this without adding additional shelving.
  - The scripts collection needs additional shelving in order to grow. We can build up on the existing footprint of the script shelving and accommodate more shelves in the same space.
- Even though we are down a staff member, I still have plans to replace that person when the hiring freeze is over and hire an additional one as soon as possible. It will be challenging to find an appropriate working area for that person. In order for the staff to grow properly as the student population and library grows, we will need to implement expansion plans into adjacent classrooms.
- The small computer lab continues to be used beyond capacity by larger classes. Growing class size makes instruction in the computer lab more difficult. It's not possible to do hands-on work with 18-20 students and 12 computers. Many students still do not have laptops and only a fraction of them actually bring them to lab sessions. The room is cramped and hot when normal capacity is doubled, making it difficult for students to engage and participate. Sometimes we are forced to run two sessions per class, which doubles the work load.
- Ceiling leak. In addition to the years-long ceiling leak from the parking deck above the image collection, this winter the library experienced a damaging leak in the main stacks. We lost 11 books. About two dozen more got wet, but it was superficial and we were able to wipe them off immediately and save them. How this came to happen was that water had pooled in some plastic above the dropped ceiling. It became so heavy it let loose all at once; spilling through the seam between the ceiling tiles over the book stacks. Staff were on hand at the time and were able to respond immediately.

The plastic had been installed from a previous heavy rain in order to divert the water to buckets, but the plastic had been folded back up into the dropped ceiling after the last rain. If we had not been here to respond, the books would have sat in the water and we probably wouldn't have saved as many. Losing 11 books may not seem so bad in the big scheme of things, but a ceiling leak like this puts the collection at risk, both from water and from the possibility of mold becoming established in the stacks. Even losing one book is cause for concern because key titles can be out of print and irreplaceable.

The library is located directly under the "prow" parking lot of MCC. Operations has caulked and recaulked the seam between the parking lot and the outer wall of the building many times, but has had no long-term success. They have also identified problems with the parking lot drain and have had a consultant look at the problem. Still, the stacks remain at risk for water damage. During this last incident, operations staff found another crack in the parking deck that is moving across the aisle toward the next row of stacks.



## GIFTS

---

The library received 9 separate gift-in-kind donations consisting of a total of 347 books, 163 magazine issues and 2 DVDs this past year. The library does not add every item to the library, but selects materials appropriate to the collection depending on the criteria outlined in the gift policy. Probably only a quarter to a third of these items were added to the collection. We do

not have time to keep item by item statistics, but that is an experienced estimate. Material not added to the collection is mostly put on a free cart for the community. Some items that are in good condition, but not suitable to the collection, are set aside for trade with book dealers.

## **INTERLIBRARY LOAN**

---

Here is a comparison of the last two years. In fall of 2011-2012, we put an online ILL request form on the web page and also have been recommending it more in reference interviews. Usage has gone up.

### **Cornish Library as borrower 2011-12**

- Items requested from other libraries by Cornish: 66
- Items received from other libraries: 52
- Requests declined by other libraries: 14

### **Cornish Library as lender 2011-12**

- Items requested from Cornish by other libraries: 33
  - Items lent to other libraries: 10
  - Requests from other libraries declined: 24 – most because of material types we do not lend, such as CDs and DVDs (system automatically deflects such requests), or items were checked out or do not circulate.
- 

### **Cornish Library as borrower 2010-11**

- Items requested from other libraries by Cornish: 10
- Items received from other libraries: 5
- Requests declined by other libraries: 5

### **Cornish Library as lender 2010-11**

- Items requested from Cornish by other libraries: 50
- Items lent to other libraries: 8
- Requests from other libraries declined: 42 – most because of material types we do not lend, such as CDs and DVDs (system automatically deflects such requests), or items were checked out or do not circulate.

## **INTERSHIPS HOSTED**

---

Usually we take interns from the University of Washington graduate school of Library and Information Science during the academic year. This year, since we had no interns, we hosted four volunteer MLIS second-year graduate students and graduates who wanted to expand their

resumes with practical academic library experience. Volunteers generally come in for a few hours one day a week.

- Carl Burnett: 7/1/11-9/27/11. Transferred Cornish theater production video recordings from VHS to DVD. Did cataloging record clean-up.
- Nick Fraiser: 9/26/11-currently volunteering at the end of May 2011. Circulation desk. Gift cataloging.
- Michelle Knapp: Spring 2012. Met with librarians once a month and worked independently off-site. Started developing a research guide for copyright and fair-use information. It is not yet complete. Michelle also has a Juris Doctor degree.
- Charlotte Sherman: 9/27/11-12/15/11. Circulation Desk.
- Judy Wolfthal: 9/28/11-12/1/11. Circulation Desk.

## **STAFF DEVELOPMENT AND PROFESSIONAL ACTIVITIES**

---

### Hollis Near

- Art Libraries Association of North America, Northwest Chapter. Ongoing – Maintain website and membership directory.
- November 4, 2011. Visited Fred Hutchison library to meet with director and acquisitions technician to discuss how they use the Koha system in their setting.
- December 2011. Art Libraries Association of North America, Northwest Chapter, online virtual meeting.
- February 10, 2012. Guest lecturer for University of Washington Information School class on library technology systems. Presented on Cornish Library's migration to the open source Koha library system. Richard Jost, instructor.
- April 2012. Music Library Association, Pacific Northwest Chapter, attended annual meeting, Portland, OR.

### Heather Sheppard

- July 22, 2011 Instruction Roundtable at University of Washington.
- Oct 19-21, Attended CLEA conference in Boston. Presented, with Chris Kellett, Chair of Humanities and Sciences, on first year integrated studies program and research instruction.

### Megan Smithling

- July 22, Instruction Roundtable at University of Washington.

### Bridget Nowlin

- Continued taking classes in the graduate program of Library and Information Science at the University of Washington Information School.

## COMMITTEE INVOLVEMENT

---

Hollis Near

- Chairs Council
- Curriculum Committee
- Cornish Cross College Committee on Writing and Research
- H&S First Year Specialist search committee

Heather Sheppard

- Cornish Cross College Committee on Writing and Research
- September Project/Constitution Day
- Cornish Citizen Artist Initiative committee
- Community event organizer for summer barbeque and winter potluck

Megan Smithling

- Cornish Cross College Committee on Writing and Research
- Cornish Citizen Artist Initiative committee
- September Project/Constitution Day

Bridget Nowlin

- Cornish Cross College Committee on Writing and Research
  - Gallery Committee
- 

*END*

Appendix A – Next page.

## APPENDIX A – SPRING 2012 INTEGRATED STUDIES RESEARCH STUDIO FINAL REPORT

---

### Cornish College of the Arts Library

### Spring 2012 Integrated Studies Research Studio Final Report

May 25, 2012

Megan Smithling, Librarian

Heather Sheppard, Librarian

## I. Introduction

In order to lay a foundation for future discipline specific research instruction and serve the needs of Integrated Studies, we redesigned the spring library session to support the two learning objectives that best represent the foundation of information literacy:<sup>i</sup>

- 1) Discussing, interpreting, analyzing, and evaluating information and ideas.
- 2) Finding the appropriate and reliable information you need to support your ideas.

As part of our ever changing approach, we have renamed our library sessions, which will now be called *Research Studio*. Originally developed by the librarians at CalArts, the research studio concept was brought to the Cornish Library by Megan Smithling, who piloted the concept during Fall 2011 Theater History research workshops. As described by CalArts, “In Research Studio, students work to discover and reinvent what “research” means specifically to artists in their chosen discipline, at the same time that they learn to search for and evaluate a variety of library and Internet resources.”<sup>ii</sup>

Research is a vital part of the creative process, as much as it is an act of creativity itself. The purpose of the renaming is to dispel the sterile vagaries of *library and information literacy session* by reinterpreting what the library is doing in language conceptually familiar to arts students. Though we will still emphasize ourselves both as a physical location and a tangible collection of helpful people and resources, we also want to stress that we are a library without walls. In doing so, we hope to foster awareness of the information literacy skills students bring from previous experiences and transition those skills into the academic realm, where they play out in H&S and the Arts Department learning objectives.

As such, the purpose of this document is to:

1. Analyze and interpret the results of the assessment/evaluation tool (OWLs)
2. Document faculty evaluation of the research studios.
3. Record observations from the research studios and subsequent reference activities
4. Make suggestions for future revisions based upon observations and feedback

## II. Session Overview

Students continue to respond positively to the “Harry Potter” theme and competitive format of the session. For the most part, everyone knows the basic story of Hogwarts, even international

students. Using Harry Potter as a topic in examples and allows students to cope with the information literacy concepts, regardless of their Integrated Studies course content. The following is an outline of the final research studio agenda and learning objectives.

### *Part 1: Analyzing, Identifying, & Evaluating*

#### **Learning objectives:**

- Learn how to analyze and interpret information using the Resource Continuum in order to...
  - Improve understanding of the difference between content and format
  - Improve understanding of primary, secondary, tertiary, and quaternary resources
  - Improve understanding of popular versus scholarly

#### **Activity:** Envelopes of mystery

1. Identify the format and type of resource they have received
2. Explain their reasoning

- Use interpreted information in order to...
  - evaluate resources using the CRAP rubric

#### **Activity:** Is it CRAP?

1. Put the resource in the envelope of mystery to the test.
2. Identify strength and weakness of resource using the CRAP rubric.
3. Explain decision

### *Part 2: Finding*

#### **Learning objectives:**

- Improve knowledge of open versus deep web resources in order to...
  - Understand how databases like Google and library catalogs work
  - Understand the difference between free and licensed resources
  - Expand knowledge of databases beyond Google by reviewing Cornish/SPL databases

Video - *How Search Works*, by Matt Cutts

- Improve ability to interpret information needs in order to...
  - Brainstorm what type of information is needed based on skills developed in module 1
  - Identify what database might/might not include the type of info needed

#### **Activity:** Envisioning your source (Individual answers but can work together)

1. As a class go through two envisioning examples using Harry Potter
2. On distributed worksheets students will be asked to write down their research question then brainstorm three sub-questions
3. Using the “Choose your own research adventure” matrix students will:
  4. Suggest what type of resource will best answer their questions, i.e. primary, secondary, tertiary
  5. Decide what databases might contain this information
  6. Explain their reasoning

7. Students keep and continue working with this exercise

### III. **OWL Data - Research Studio Assessment**

#### ***Assessment Overview***

The in-class activities continue to be successful. This year, instruction was redesigned to accommodate three activities. Additionally, at the beginning of the session students are advised to pay attention and participate in activities because they will be taking OWLs at the end of the session.

In the Harry Potter Universe, “An Ordinary Wizarding Level (often abbreviated O.W.L.) is a subject-specific test taken during Hogwarts School of Witchcraft and Wizardry students' fifth year, administrated by the Wizarding Examinations Authority. The score made by a student on a particular O.W.L. determines whether or not he or she will be allowed to continue taking that subject in subsequent school years.”<sup>iii</sup>

In the muggle realm, also known as Cornish College of the Arts, OWL is an acronym for On-spot Writing Lab. Cornish OWLs have two parts. Part 1 is the research studio's assessment tool, which includes seven quiz questions that assess student retention of material presented in the research studio. Part 2 is the research studio's evaluation tool, which includes three questions that solicit comments from participants on the quality and presentation of the information literacy instruction. This section will treat the assessment aspect of the OWL data. Evaluative OWL data will be treated in section four of this report.

#### ***Assessment Indicators, Threshold, & Targets***

As discussed in the library's meeting with Liz Fountain, in order to successfully assess whether or not instruction learning objectives have been met, expectations must be articulated and measureable evidence must be collected. Three elements are recommended: indicators, thresholds, and targets.

*Indicators*<sup>iv</sup> are data elements that represent the degree to which students have achieved learning objectives. An example of an indicator would be a student's score on a graded test. In addition to defining indicators it is also important to define thresholds and targets of success. A *threshold* is an agreed upon level of achievement for an indicator that is considered to be, “good enough.”<sup>v</sup> For example, most American high schools and universities use weighted grading scales. For the most part, anything 70% and better is considered to be a passing grade. In the American academic grading system 70% is the threshold of success. *Targets* are goals for thresholds, or in other words, the ideal threshold of achievement set for indicator. For example, a faculty may decide they have achieved their learning objectives if all of their students score 70% or better on their tests.

Currently the library has not set its threshold or target for the information literacy instruction provided by the research studio. Given the inconsistent treatment of information literacy

instruction in the K-12 situation, many students enter college unprepared to meet academic expectations and conventions. Do we really expect all of our students to earn 100% on their OWLs? Given our baseline of data, it may be advisable to set our target to something more like 70%. Furthermore, is this grading system appropriate to determining the threshold of success for information literacy? It is recommended that more discussion be held amongst constituents about defining thresholds and targets for the Integrated Studies research studios over the next academic year. Once these elements are in place it will be possible to define indicators, thresholds, and targets for intermediate and advance information literacy instruction.

### **2012 Assessment Results**

This year we required that OWLs be completed in class and returned before students left the research studio. As a result we had a 100% return of OWLs! This is a huge success as compared to the 2011, where out of 174 students only 114 OWLs were returned. Additionally, we have changed the way we process OWL data, in response to the outcomes assessment meetings held with Liz Fountain, related to the evolving accreditation process. Each OWL assessment question represents a key learning objective and relates to skills exercised in activities and or discussion. OWLs are crucial evidence of student learning because they contain data that can be measured. OWL data reveals the degree to which the research studio has been successful in achieving its learning objectives. As such, OWL data has been processed in two ways.

1. **Table A** presents the total points earned by section.
2. **Table B** presents total points *earned for each OWL question* by each section.

#### **Table A - Method & Results**

The following method was used to produce Table A. There are 10 points possible for each OWL. Attendance is taken in class. The number of students present is multiplied by the 10 in order to produce the maximum points possible for the section. Total points earned are tallied. Total points possible are divided by total points earned in order to produce the percentage of point correct.

The lowest percentile was 57.7%. The highest percentile was 84.4%.

These percentages are strong indicators of the overall success of a section's participation in the research studio. However, these are a *weak indicator* for determining how well the individual learning objectives of the research studio were achieved. As a result, Table B was developed.

**Table A: OWL Scores - Total Percent Correct by Section**

|                   | Students Present | OWLs Returned | Points Possible | Points Earned | Percentage Correct |
|-------------------|------------------|---------------|-----------------|---------------|--------------------|
| Adler, Cori       | 9                | 9             | 90              | 74            | 82.2%              |
| Basson, Lauren    | 17               | 17            | 170             | 125.5         | 73.8%              |
| Gairola, Rahul    | 10               | 10            | 100             | 72            | 72.0%              |
| Hagman, John      | 15               | 15            | 150             | 93.5          | 62.3%              |
| Hall, Carolyn     | 12               | 12            | 120             | 79.5          | 66.3%              |
| Hayworth, Steve   | 13               | 13            | 130             | 93            | 71.5%              |
| Howard, Erica     | 11               | 11            | 110             | 77            | 70.0%              |
| MacKay, Kim       | 16               | 16            | 160             | 107.75        | 67.3%              |
| Morrison, Charles | 12               | 12            | 120             | 101           | 84.2%              |
| Morrow, Alex      | 13               | 13            | 130             | 89            | 68.5%              |
| O'Brien, Kate     | 9                | 9             | 90              | 76            | 84.4%              |
| Rush, Star        | 11               | 11            | 110             | 73.5          | 66.8%              |
| Shilling, Michael | 13               | 13            | 130             | 75            | 57.7%              |
| Sumption, Chris   | 12               | 12            | 120             | 92            | 76.7%              |

**Table B - Method & Results**

The following method was used to produce Table B. There are 7 assessment questions on each OWL, which have been listed horizontally across the top of the table. Each question supports a learning objective, which is listed in the next row down. Each OWL is worth 10 points. The total possible was tallied by multiplying the class attendance by 10. Next, the total points earned per question were tallied by class. These were used to produce a total percent correct per question for each section. Next, an average of percentage correct per question was produced using the data from all the Integrated Studies sections. These averages are indicators of what degree the entire Integrated Studies student population achieved the learning objectives of the research studios.

The table reveals successes in the information literacy instruction:

- 95% improved their understanding of primary/secondary/tertiary/quaternary resources
- 79% improved their understanding of popular versus scholarly resources
- 96% became familiar with the C.R.A.P. evaluation rubric
- 78% were successful when evaluating resources using the CRAP rubric
- 77% improved their knowledge of open versus deep web resources

The table also reveals weaknesses in the information literacy instruction design:

- Only 49% were able to successfully articulate why they should use multiple types of resources (primary, secondary, etc.) when writing an academic research paper
- Only 57% were able to successfully articulate where to search for a scholarly periodical article
-

**Table B: OWL Scores –Percent Correct by Question**

| <b>OWL Questions</b>   | 1. What is a quaternary (4 <sup>th</sup> ) resource?                            | 2. Why would you want to use multiple types of resources (primary, secondary, etc.) when writing an academic research paper? | 3. What's the difference between popular and scholarly resources? | 4. What does C.R.A.P. stand for?     | 5. Is it okay to use a resource that doesn't have a known author and doesn't cite its sources? Why? | 6. What is the Deep Web?                            | 7. Where could I search if I'm looking for a scholarly periodical article?            |
|--|---|--|---|--------------------------------------|---|---|---|
| <b>Learning Objectives associated with each OWL question</b> | Improve understanding of primary, secondary, tertiary, and quaternary resources | <b>No learning objective!<br/>No activity!<br/>Instruction gap!</b>  | Improve understanding of popular versus scholarly resources       | Become familiar with the CRAP rubric | Evaluate resources using the CRAP rubric  | Improve knowledge of open versus deep web resources | <b>Expand knowledge of databases beyond Google by reviewing Cornish/SPL databases</b> |
| Adler, Cori  | 89%   | 59%  | 100%  | 100%                                 | 100%  | 94%   | 61%   |
| Basson, Lauren   | 88%   | 51%  | 91%   | 100%                                 | 74%   | 71%   | 71%   |
| Gairola, Rahul   | 100%  | 40%  | 40%   | 100%                                 | 60%   | 90%   | 80%   |
| Hagman, John   | 77%   | 42%  | 73%   | 93%                                  | 73%   | 60%   | 47%   |
| Hall, Carolyn  | 88%   | 42%  | 83%   | 100%                                 | 83%   | 58%   | 42%   |
| Hayworth, Steve  | 100%  | 40%  | 92%   | 92%                                  | 77%   | 65%   | 77%   |
| Howard, Erica  | 95%   | 36%  | 82%   | 100%                                 | 86%   | 82%   | 64%   |
| MacKay, Kim  | 94%   | 50%  | 84%   | 83%                                  | 75%   | 59%   | 44%   |
| Morrison, Charles  | 100%  | 67%  | 98%   | 100%                                 | 83%   | 88%   | 67%   |
| Morrow, Alex   | 100%  | 46%  | 75%   | 92%                                  | 92%   | 88%   | 23%   |
| O'Brien, Kate  | 100%  | 78%  | 83%   | 100%                                 | 72%   | 94%   | 78%   |
| Rush, Star   | 100%  | 36%  | 86%   | 91%                                  | 82%   | 68%   | 45%   |
| Shilling, Michael  | 96%   | 41%  | 44%   | 98%                                  | 46%   | 69%   | 38%   |
| Sumption, Chris  | 100%  | 58%  | 79%   | 92%                                  | 92%   | 92%   | 58%   |
| <b>Averages</b>  | <b>95%</b>  | <b>49%</b>   | <b>79%</b>  | <b>96%</b>                           | <b>78%</b>  | <b>77%</b>  | <b>57%</b>  |

### **Assessment Conclusions**

Producing Table B brought to light the fact that there is no learning objective to support OWL assessment question #2. Additionally, the indicator shows that students have not succeeded in mastering this learning objective. Upon further investigation it was revealed that this concept is treated in class discussion during the Resource Continuum module; however, there is no direct activity to facilitate student engagement. This is too complex a concept to expect students to absorb via discussion only. Revision of this concept and its presentation is suggested.

Furthermore, the indicators show that students have not succeeded in mastering the learning objective associated with OWL assessment question #7. This makes sense given that the last activity, which specifically dealt with this learning objective, was not successful. In order to be

successful, the strategic search activity requires that students come to class with a research topic in mind. However, almost every IS section had not yet progressed far enough into the semester for students to have picked a topic for their research assignments. As such, strategic search could only be offered as a concept and was not practiced in class. Again, this is too complex a concept to expect students to absorb via discussion only, which explains the low indicators. Revision of this concept and its activity is suggested.

In addition to assessing the degree to which students have met learning objectives, the OWL data functions as an information literacy baseline for all new students enrolled in Integrated Studies. The percentage correct for each question allows faculty to see where their students have a solid foundation and where they are struggling. However, as it currently stands, the OWL data isn't returned in a timely enough manner to be of use to faculty or students during the semester. Students never see their graded OWLs. Students need to receive copies of their OWLs; otherwise, they're never given the chance to reflect upon what they didn't understand. It is recommended that OWL data be graded and returned sections as soon as possible after the research studio. Finally, if the OWL is the baseline measurement for new students' information literacy aptitude, then it is recommended that there should be another final assessment at the end of the spring semester to chart development.

#### **IV. Research Studio Evaluations**

##### ***Student Evaluations***

As mentioned previously, OWLs have two parts. Part 2 is the research studio's evaluation tool, which includes three questions that solicit comments from participants on the quality and presentation of the information literacy instruction.

Student evaluations were extremely positive. Students were appreciative of the theme. Out of 173 students only 2 were not fans of the Harry Potter theme. Many commented on how, "The activities were fun," and, "They learned more than they thought they would." When asked what was most helpful, students habitually pointed to the Resource Continuum and the C.R.A.P. test. When asked what they would like to spend more time on, the following points were repeated most frequently.

- Learning more about the Cornish databases
- Performing and refining database searches
- How to do stronger Google searches
- Choosing and refining topics
- Citing information
- How to use resources once they've been located, i.e. paraphrasing and synthesizing

Please note that revision recommendations will be offered in the evaluation conclusion section.

## ***Faculty Evaluations***

At the end of the spring semester the library sent an e-mail to the Integrated Studies faculty asking them to evaluate research studios. The evaluations included nine questions. Out of 14 faculty only three responses were received. This is extremely disheartening given that the e-mail was flagged as extremely important and that a reminder was sent out soliciting responses. Next year we hope to receive 100% return on the faculty evaluations.

As with students, faculty responses were extremely positive. Research studios are delivered right before the research process begins. It is assumed that the content offered in the studios targets areas of difficulty experienced by students. The purpose of this evaluation is to put those assumptions to the test. As a result this section will focus on responses received from evaluation questions #2 and #4, which were created to gather observations on the skills and activities that students struggled with after the research studios. Excerpts of responses are included below.

### *2) What skills/activities did students struggle with the most during the research process?*

- “Finding the right topic and narrowing it down to reasonable size.”
- “The biggest struggle was their resistance to doing research at all. The second biggest was resistance to using databases rather than Google.”
- “Citation/documentation of source evidence according to MLA guidelines. Identification and location of scholarly evidence and how to integrate such perspectives into their own analysis.”

### *4) If you could pick one skill to receive intense focus what would it be?*

- “Reading an article and knowing how to draw from it the precise information that is needed and knowing whether to quote, paraphrase, or just refer to.”
- “I think that it might help a lot to hold the session in the library computer room, make it longer and have an exercise in which student have to find things using the catalog and databases. This could be a standard exercise, not tailored to their particular projects. One that would get across ideas like selecting for Full Text, how to create a list and e-mail it to self, and how to sort through long lists for things that seem relevant or strong.”
- “Focus and practice evaluating and selecting among the different types of source material: information vs. analysis and so forth.”

## ***Evaluation Conclusions***

Both students and faculty articulated the need for support of the following:

- Narrowing topics
- Demonstrations of performing and refining Cornish catalog/databases searches
- In-paper citation, paraphrasing, and synthesizing of resources

Faculty specifically articulated that their students still struggle with the following:

- Selecting appropriate and academically rigorous resources from several options

The research studio does cover choosing and narrowing topics. The Strategic Search Worksheet (pictured in **figure 1** below) offers a method for transforming a topic into a research question. That larger question is then transformed again into small sub-questions. However, as mentioned in the *Assessment Conclusions* section of this document, due to the timing of the research studios the majority of students had not yet chosen a topic. As such, it was not possible to lead this activity through to its finish. This perhaps accounts for the feedback given by students and faculty.

As a possible solution, a revision to the research studio curriculum is suggested. Narrowing topic activities pair well with keyword-generation exercises. It is recommended that the strategic search module be moved to the beginning of follow-up research database lab demonstrations. These sessions are often requested later in the semester when students are in the midst of preliminary research and therefore ready to participate in the activity. A positive result of this change is that it frees more time in the evaluating resources activity. This could allow more engagement with how to select appropriate resources. A negative result of this revision is that follow-up lab demos are not mandatory. Only three of the 14 sections signed up for lab demos in the 2012 spring semester. It is not certain whether or not the library could support a mandatory follow-up lab demo at its current staffing. All the same, this would be the ideal arrangement and something to strive for in the future.

Developing proficiency for in-paragraph citation, paraphrasing, and synthesizing of resources is too massive to be addressed in one or two information literacy workshops. These skills are best developed and honed during a protracted revision writing process. More discussion between IS faculty and librarians is recommended to determine how the library can better support these skills.

**Figure 1: Strategic Search Worksheet**

Spring 2012 - Integrated Studies Research Studio Handout

Finding Information – Strategic Search Worksheet

Instructions:

1. Write out a short paragraph describing your topic or question

2. Brainstorm at least three sub-questions

3. Analyze each sub-question to decipher its content

4. TIP: Use the **Resource Continuum** if you're drawing blank.

5. For each question use the **Strategic Search Matrix** to identify possible databases to search

- Ask librarians for help.
- Ask your professor for help.
- Ask each other for help.

Main Topic / Question

Sub-question 1:

Content?

Databases?

Sub-question 2:

Content?

Databases?

Sub-question 3:

Content?

Databases?

## V. Aftermath - Activities & Observations

Three faculty brought classes to the library for a follow-up lab demo. The purpose of these demonstrations was to briefly introduce students to all the Cornish Library databases and then to provide detailed instruction in how to use Proquest. The demonstration component of the lab was limited to 30 minutes. The following 50 minutes were left unstructured so students could have time to work independently. In addition to the librarian in the lab, we arranged for another librarian to be present at the reference desk so students with more direction could seek assistance with their research. The scheduled lab demonstrations brought several problematic points to light.

## Faculty Presence

For two of the three sessions, the section's instructor was not present. While these absences were for individually valid reasons, lack of faculty presence created a perceived lack of "buy-in" to the idea of a library work-day.

Faculty presence in workshops provides validation that the instruction is important. Also, and more importantly, the faculty is the “teacher of record.” The research studios are co-curricular

activities. Librarians are advisors in the learning process and only half of the instruction equation. Faculty are needed to interpret course objectives, assignments, and to aid us in providing insight into the goals of the class. Furthermore, being able to see the instruction firsthand allows the faculty to reconnect with information literacy concepts and the language used locally to describe these ideas. As such, faculty are better prepared to incorporate these ideas into subsequent class conversations and assignment.

In general, we found that when instructors are absent, lab session attendance suffers. Those students that do attend are harder to engage; they are present in body, but not in spirit.

### ***Problematic Assignment Description***

We encountered an integrated studies assignment that instructed students not to use websites. We find this extremely problematic given the instruction we offer. As discussed in part one of the research studio, it is content and format matter, not just format. Instructing students not to use websites is like telling them not to use information printed on paper.

We felt like this was a missed opportunity because the resource continuum section of the research studio outlines a detailed system for analyzing all information in preparation for evaluating information. We won't name names, but due to important outside commitments on their time, this faculty was not able to attend their section's research studio. We were left wondering if the faculty member had read the detailed preliminary report we provide.

Because the spring semester is a co-curricular experience, the librarians read every IS course syllabus and as many of the class assignment descriptions that we can get our hands on. We do this so we can better understand and anticipate what students and faculty are working toward. In this spirit we provide the preliminary report so faculty may anticipate what is offered in the research studios and then align their course design *even if they can't physically attend the research studio*. It is recommended that we better articulate the purpose of this preliminary report, and if possible, send it out even earlier.

Beyond Integrated Studies, we've encountered this problem in other disciplines, such as art history. We recommend that a discussion about this concept be initiated in the Cross College Committee on Writing and Research as it is something that needs to be addressed across all departments and all years of study.

## **VI. Conclusion – Action Points for Future Revision**

Throughout this report recommendations for revisions have been offered in response to student, faculty, and staff reflection on the instruction offered in the Integrated Studies research studios and subsequent activities. In conclusion, we offer a consolidated list of revision recommendations for future action.

- Scheduling a follow-up database demonstration continues to be recommended but problematic due to logistics.

- Follow-up database demonstrations are very desirable (as indicated by students, faculty, and librarians!) but they have not yet become mandatory.
- It is not certain if the library can support and sustain mandatory follow-up lab for all Integrated Studies sections.
- If and when faculty do schedule library work days we strongly recommend that they do so at least a week in advance, not three or so days. We have a hard time telling you no, so please take us into consideration when you schedule. ^\_^
- We ask that Faculty attend these lab demonstrations.
- The library will attempt to better explain the purpose of the preliminary IS research studio report.
  - We will also try to provide it prior to the start of spring classes so faculty know what to expect and can build language into their assignments.
  - We strongly recommend Faculty read this report early so they know what's going to happen in the research studio.
- The library requests that all Integrated Studies Faculty attend the research studio in spite of outside commitments. We understand that might not be possible. If a faculty member cannot attend, then please re-read the preliminary report.
- Student attendance during research studios and database demo is problematic.
  - In addition to prizes / house cup awarded for 1<sup>st</sup> place, we will offer special prizes for IS sections who have 100% attendance.
- The library will try to process OWL data as soon as possible so we can provide faculty with a baseline of student information literacy aptitude.
- The library needs to alter the research studio instruction to support OWL Assessment question #2 in some way.
  - Perhaps provide students with two resources in the C.R.A.P. activity
  - One resource will be a stronger more academically rigorous source
  - Ask students to make a case for which resource should be preferred.
- The library needs to alter the research studio instruction supporting OWL Assessment question #7 so that students practice strategic search in class.
  - Perhaps provide pre-set research questions related to Harry Potter.
  - Have students analyze these questions to find potential places to search for info.
  - Require that they not say Google for this exercise, although it's a valid tool.
- Evaluation data shows that both students and faculty raise the need for support of the following: 1) narrowing topics; 2) demonstrations of performing and refining Cornish catalog/databases searches, and 3) in-paper citation, paraphrasing, and synthesizing of resources

- Recommendations have been made for how to better address narrowing topics and performing/refining catalog/database searches.
  - However, these recommendations require a second follow-up lab session.
  - These follow-ups are still recommended.
  - As mentioned previously, it is not certain if the library can support and sustain mandatory follow-up lab for all Integrated Studies sections.
- Developing proficiency using in-paragraph citation, paraphrasing, and synthesizing of resources is too massive to be addressed in one or two information literacy workshops.
  - These skills are best developed and honed during a protracted revision writing process.
  - More discussion between IS faculty and librarians is recommended to determine how the library can better support these skills.

---

## VII. **References**

<sup>i</sup> Source: IS Syllabus Spring 2011.

<sup>ii</sup> "Library Services for Students." CalArts Library. <http://calarts.edu/library/services/students>. Accessed January 11, 2012.

<sup>iii</sup> "Ordinary Wizarding Level." *Harry Potter Wiki*. Web. 18 May 2012.

<sup>iv</sup> As outlined by Liz Fountain in her April 25, 2012 presentation to the Library title *Outcomes Assessment: Library Meeting*, indicators are data that demonstrate a level of achievement of an outcome.

<sup>v</sup> As outlined by Liz Fountain in her April 25, 2012 presentation to the Library title *Outcomes Assessment: Library Meeting*, indicators are data that demonstrate a level of achievement of an outcome.