Meeting Minutes: from July 20, 2005 approved.

**Membership issue**
Who is supposed to be a member at the UHLILC? Who should be on the mailing list of UHLILO? People outside the Committee have expressed interest in being included in the listserv. The Committee agreed that we should keep a small group because it is a working group. The main purpose of the listserv is for working on information literacy projects and communicating between the Committee members. Each library should send at least one representative to the Committee. Right now there is no representative from Maui CC, Hawai‘i Community College, UH Law School, and UH Medical School. Kevin will draft a letter to the Medical School library, the Law School library, and the UHM Travel Industry Management library to introduce the UHLILC Committee.

**LILO Assessment Discussion**
- Phase One: For a quick assessment for the pilot, Diane suggested that it might be helpful to add a few questions at the end of the research journal to find out what was useful to students and what was difficult for them. We need to develop very specific rating scales (numbered from 1-7 or 1-10) so we can measure students’ perceptions of the tutorial. Phase Two: Develop pre and post tests which are a form of assessment requested by some of the faculty members and which are already being used at UH Hilo. Phase Three: Look at the content of the research journals and rate them using a rubric developed by librarians and teaching faculty. Diane will engage her SLIS students in collecting data. Kevin stated that he would also be willing to provide supervision to SLIS students who could help him with LILO development.
- Diane planned to have the students get data first, create rubrics, and bring it to the Committee. It will be a good real life project for her students. If we have rubrics, we can design assessments. It would be better if we could get samples from different campuses and do an analysis. That’s a long-range plan through the spring semester. We also can have case studies including following one student throughout the research process. We should study to see at what point we should schedule a library session.
- Xin asked if there is an exam for each module or the exam for all the modules.
- Diane planned to look for grants that would allow librarians to work with teaching faculty on LILO-related projects.
- The faculty at LCC made suggestions on the improvement of LILO. Diane stated that the improvement of LILO should not only come from the faculty, but from the analysis of the data we get. We cannot be swayed from the people who have all kinds of ideas.
Kevin stated that we should educate the faculty as well as the students. We should do this based from the correct data we collect. Everything should be data-driven.

Diane told the Committee that there is a LIS internship request form online. If anyone wants to create an internship for LIS student, you can first fill out the internship request form at http://www.hawaii.edu/slis/courses/690/690-forms.html. After you fill out the form, you can email the form to the LIS Chair. She will post it on the SLIS website. An intern works 10 hours/week. The internship program gives 3 credits. The library which accepts an intern should assign a librarian to be supervisor or mentor.

LILO Activity Report on Each Campus
- Jue has given a LILO workshop at LCC. The workshop was productive and brought up many issues and discussions regarding information literacy. Several instructors decided to use LILO this semester. They also made suggestions on improving LILO.
- Xin will do a LILO workshop at HCC.
- Tara reported that she had not done anything related to LILO.
- Thora reported that she had not spent much time on marketing LILO yet. She will be giving a presentation to the writing faculty later this semester. Three English class instructors wanted to use LILO for their final project.
- Diane stated that we need to start small.
- Kevin has given two workshops. Several faculty members will use LILO. He will remind the faculty at KCC about LILO in Oct or Nov.
- Vicky bought up LILO at the new faculty orientation. She recommended LILO to the director of the Honor's Program for their freshmen learning community. A message from the Department of Business & Humanities at Hamilton was sent to all library faculty and staff about LILO. She does not know if other librarians have done anything to promote LILO.
- Anne gave a demonstration of LILO to the Kauai Community College English faculty and also reported that two Nursing instructors are using LILO in their second year nursing classes.

LOEX Issue
Vicky asked if the Committee could send a letter to the Library Council to request funding to support the LOEX-of the-West conference that will be held at Fairment Orchid (Big Island) in June 2006. The Committee members all agreed to send a letter to the Library Council to request financial support from the University of Hawaii for the coming LOEX conference. Vicky presented a draft letter to the Committee.

Diane suggested that the Committee should draft a proposal about LILO so UHLILC committee members can present information about LILO at the conference since we are asking for money to support the conference. Kevin, Diane, Thora and Jue will be drafting the proposal. The deadline for the proposal is November 15, 2005.
Lunch Break started at 12 PM. The meeting was resumed at 1:15 PM

Mapping LILO to ACRL Information Literacy Standards
Vicky had questions about the LILO Information Skills Objectives & Outcomes that Kevin sent by email. The LILO Information Skills Objectives & Outcomes was based on Megan’s (North Carolina State University). Vicky was wondering why Megan translated it differently from ACRL standards. Most of the members agreed that it should be done in ACRL wording. Vicky volunteered to contact Megan and investigate it. She will link to ACRL standards.

Effectiveness of Online Tutorials
The Committee discussed on the effectiveness of online tutorials. The following are the main talking points:

- An online tutorial cannot serve for all purposes. We could offer different things. The purpose is to train students to acquire critical thinking ability.
- The Bay Area Community College Information Literacy Model, which was introduced by Diane is really good. We particularly liked the real life examples. Everybody should check it out more. The questions on the site are not general, but practical. Thora will email the questions (many) to other members of the Committee.
- Some people prefer pre-post test because we can use it as a base to know more about students. Most students seem to know about AND and OR already.
- We should produce data first. Based on the correct data, changes can be made.
- Tara started with pre-post test at WCC, but found out that the results were not good.
- It would be interesting to compare LILO research journals from community college students taking English 100 with LILO journals from UHH and UHM students in English 100.
- Content is secondary to learning how to think critically in a college education. Content changes but critical thinking skills are transferable and are important to life-long learning.
- Librarians should try to sit on General Education committees to promote information literacy.

It was suggested that we should have another LILO workshop in May. We can present the data to the faculty.

The date for next meeting will be October 19, 2005. It will be a teleconference meeting at Wist Hall 135.

Meeting adjourned at 2:40 PM.