Information Literacy Plan
Collins Callaway Library

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Outline

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- Past Practices
- New Approach
- Planning
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- Review and Expansion
- Challenges
- Change Model
- Goals Not Met
- Strategic Plan Fit
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- Learning from the Leadership Institute

Abstract

- Through evaluations, we determined a need to develop and implement an Information Literacy program.

- We identified 7 competencies for graduating seniors and decided what level of competency students should have at each year of their education.

- Implemented in the Fall 2009 (guest lecture).

- Attended the CIC: Information Fluency workshop (refined plans to re-implement in Fall 2010).

Observations

- Students were having difficulty using the library to write papers for upper level classes.

- Informal review of senior field papers showed many cases of thin bibliographies

Past Practices

- For many years we were giving tours of the library as a general orientation.

- Over the past few years we began to teach more on resources to find scholarly information rather than on the layout of the library.

- Guest lectures were offered to all faculty for any level discipline with few requests made.

New Approach

- The Library decided that a more long term and effective approach was needed to improve the information literacy skills of the students.

- We decided the best method would be to integrate these skills into their current courses and curriculum.

Original

Revised

Paine College
Collins-Callaway Library & Learning Resources Center
http://www.paine.edu/library

New Library Program for Information Literacy

Library Mission
Provide scholarly resources and provide education in the use of those resources for a liberal arts education of the highest quality; and to prepare students for lifelong learning as they take positions of leadership and service.

Foundations of Information Literacy Program
Information Literacy can not be taught in isolation but must be integrated throughout the curriculum.
Information Literacy requires increasing levels of instruction and practice from the freshman year until graduation.

Seven Information Literacy Competencies for Paine College Graduates

	Freshmen	Sophomore	Junior	Senior
Know what resources and services the Collins-Callaway Library has available.	Comprehensive	Comprehensive	Comprehensive	Comprehensive
Understand the information seeking process	n/a	Introductory	Fundamentals	Comprehensive
Identify types of resources used in academic libraries.	Introductory	Fundamentals	Comprehensive	Comprehensive
Select appropriate tools to find resources.	Introductory	Fundamentals	Fundamentals	Comprehensive
Create search strategies to find the best resources.	n/a	Introductory	Fundamentals	Comprehensive
Evaluate and analyze resources.	n/a	Introductory	Fundamentals	Comprehensive
Give appropriate credit and citations for resources.	Introductory	Fundamentals	Fundamentals	Comprehensive

Student Learning Outcomes Measures
Freshmen: Satisfactory completion of EDU 101 exercise or quiz on Library resources and services
Sophomores: Satisfactory completion of a paper in a common curriculum course, co-graded with library faculty for information literacy competencies
Juniors: Satisfactory completion of a paper in a core curriculum course in their major, co-graded with library faculty for information literacy competencies
Seniors: Senior Field Papers or Projects show comprehensive information literacy competencies

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Seven Information Literacy Competencies for Paine College Students

	Freshmen	Sophomore	Junior	Senior
EDU 101: Know what resources and services the Collins-Callaway Library has available.	Comprehensive	Comprehensive	Comprehensive	Comprehensive
EDU 101: Understand the information seeking process	Introductory	Introductory	Fundamentals	Comprehensive
ENG 101: Identify types of resources used in academic libraries.	Introductory	Fundamentals	Comprehensive	Comprehensive
ENG 101: Select appropriate tools to find resources.	Introductory	Fundamentals	Fundamentals	Comprehensive
ENG 102: Create search strategies to find the best resources.	Introductory	Introductory	Fundamentals	Comprehensive
ENG 102: Evaluate and analyze resources.	Introductory	Introductory	Fundamentals	Comprehensive
ENG 102: Give appropriate credit and citations for resources.	Introductory	Fundamentals	Fundamentals	Comprehensive

Student Learning Outcomes Measures
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Planning

- With 900 students and 3 library faculty, we knew we had to devise a clever way to reach as many students as possible. (phased approach).

- Selected competencies from the ACRL and the Online Library Learning Center of UGA.

- Revised our EDU 101 presentation to include all competencies and provided an in-class exercise to reinforce the lecture and assess student learning outcomes.

Insights: Early Implementation Lessons

- We realized that we were trying to teach too much in one guest lecture.

- In-class exercise revealed that students were missing some key concepts of Information Literacy.

- Students were not retaining the concepts we taught (due to an absence of an outside assignment linked to the concepts we taught.)

- We realized we needed access to students in other classes.

Review and Expansion

- **Library faculty assessed the 7 competencies in levels of introductory, fundamental and comprehensive.**

- **Submitted an application (supported by the VP of Academic Affairs) to CIC for an Information Fluency workshop. The competitive process resulted in 20 out of 80 institutions being selected to participate. At this workshop a team consisting of Associate VPAA, Librarian and two English faculty collaborated on expanding the current Information Literacy Plan.**

- **During our mentor visitation in April, Theodosia Shields reiterated the importance of assessing the student learning outcomes**

Collaborations

Information Fluency Team

Leadership Institute Mentor Meeting

We learned to work with others outside of the library

Challenges/Resistance/ Barriers

- Original Challenge: to get the faculty outside of the library interested in Information Literacy. Faculty agreed that it was important but felt they were teaching the techniques already. No systematically structured method was in place.

- New Challenge: scheduling the sessions.
  With 10 sections each of EDU 101, ENG 101 and ENG 102 (all taught in the Fall semester), not possible for 3 library faculty to teach 2 sessions in each course.
  **Solution devised: Double up on competencies per course.

- Another challenge: align our teaching materials and assessments closely to the competencies

Change Model

Visible Commitment	Increase the involvement of faculty across the curriculum in order to teach all students Information Literacy
Doing/not doing	Working in isolation; trying to teach too much to too many at one time
Hidden Competing commitments	We fear that other faculty will say that they do not have time to add the Information Literacy competencies to their curriculum.
Assumption	If we don't act now then we won't get another chance to reach every student

Our stakeholders

- Library faculty
- General faculty
- Vice- President of Academic Affairs
- Administration

Key change issues

- We will work more closely with the CIC team

- English faculty agreed to provide time and assignments related to Information Literacy.

- Instruction will need to include weekends, evening and online classes

Goals not met

- We have met our general goal of teaching introductory information competencies to all freshman.

- We realized that we need to make revisions to our approach with the freshmen. This expanded approach will take place in the Fall 2010. This means that we are behind in our schedule to reach the sophomores. With limited library faculty, we will have to alter the goal to reach higher classifications.

Strategic plan fit

- **Part of the Paine College mission is:**

  "to provide a liberal arts education to the highest quality that emphasizes academic excellence to prepare men and women for positions of leadership and service in the African American community, the nation and the world."

- **This part of the mission is coupled with these few goals excerpted from the strategic goals listed below: compelled us to change the way we viewed Information Literacy in the Library:**

  a. Develop the area of sponsored programs and research to ensure
  that it facilitates faculty research and grantsmanship in all academic areas.

  b. Develop and implement a faculty evaluation system that documents teaching (as measured by student learning) and is facilitated by research and service that is germane to the mission and the vision of the College

Summary

- The Library identified a need for a more formal Information Literacy Program for freshmen through senior students. Seven competencies were identified for all students to obtain. Library faculty began implementation in Fall 2010 for all freshmen. Faculty from the English department and academic administration were recruited and became involved in March 2010 (Information Fluency Team). The Information Fluency Team and Library faculty reviewed the assessments and exercises, and made adjustments to the plan for teaching freshmen in Fall 2011. Scheduling for those classes has begun.

- The leadership workshops, inventories, webinars, and mentors provided insights into our behaviors and helped us remain focused on our goal.

How has your approach to leadership changed

- Learned to prioritize more effectively

- More conscious of student learning outcomes (SLO)

- Reflect on SLO and revise when necessary

- Built partnerships with others instead of working in isolation.