

Overview

To assist the library instruction program with the transfer from Bibliographic Instruction to an Information Literacy a team will be created and updated each year. The members of the team will be made up of 4 librarians who are heavily involved with instruction development and presentation as well as 3 faculty members and student support staff. They team will meet 2 times a semester to finalize program and sessions outcomes, observe and provide feedback to librarians, identify assessment techniques

Objectives

1. Outcomes

The success of instituting an information literacy program lies in understanding what we want our students to be able to do by the time they graduate from the college and when they leave their current class. With outcomes that encompass both our entire information literacy program and the individual session, we can make that decision that will easily lead us into assessment of our students skills.

1.1 Goal: To identify, implement and evaluate the outcomes for the library information literacy program.

1.2 Goal: To identify, implement and evaluate the outcomes for specific sessions done as part of the library information literacy program.

2. Assessment

To evaluate not only the effectiveness of our program, but our student's skills, it is necessary to place assessment tools within our program. We must use our outcomes to determine what we will assess the student's skills. We also need to benchmark the skills our students currently have to understand what skills on which we need to provide instruction.

2.1 Goal: Identify assessment tools that can be done in the session and that are based on the outcomes.

2.2 Goal: Select an assessment tool to benchmark our student's current skills.

3. Faculty Outreach

Faculty support is critical to the success of this program and the changes made.

3.1 Goal: Identify and work with academic departments to understand the information literacy skills their students need and identify which classes will benefit most from information literacy instruction.

Project Plan

Information Literacy Team

3.2 Goal: Design flyers and other promotional material for faculty to understand changes to program and sessions offered.

3.3 Goal: Promote the successes of the program through programs in the Faculty Center.

3.4 Goal: Lead roundtable discussions in the faculty center to promote what departments are already doing for information literacy and what they need from the library.

4. Non-Classroom Support

Information literacy does not need to be limited to one-shot sessions in the library classroom. We can continue to make connections through Blackboard, podcasting, wikis, open sessions at the desk, and by working with student support departments.

4.1 Goal: Identify which Web2.0 tools are best suited to support information literacy on this campus.

4.2 Goal: Develop resources to place the library instruction in Blackboard for a seamless experience between the class and library.

4.3 Goal: Work with student support services like the Writing Center and Expanding Horizons to develop open sessions that supplement the classroom sessions.

Project Team

Linda LeBlanc, Access Services Librarian
Sara Marks, Information Literacy Librarian
Janice Ouellette, Periodicals Librarian
Deb Verhoff, Reference Librarian
Ben Railton, English Faculty
Laura Baker, History Faculty
Sheila Sbronga, Nursing Faculty
Angele Goss, Upward Bound

Project Timeline

July 2006	<ul style="list-style-type: none"> • Sara participates in ACRL's Immersion program to learn more about Information Literacy, outcome creation and assessment tools.
Fall 2006	<ul style="list-style-type: none"> • Sara and Debbie review current Writing 1 workshops and recreate session to include information literacy skills. • Move away from library Bibliographic Instruction (BI) sessions begins. • Poll Writing 1 students on current research resources used and frustrations they experience
January 2007	<ul style="list-style-type: none"> • Sara and Debbie review current Writing 2 workshop and recreate session to include information literacy skills. • Sara sets outcomes for the Writing 2 session. • Sara and Debbie review feedback from Writing 1 sessions to determine what has to be added to the Writing 2 session.
February 2007	<ul style="list-style-type: none"> • Linda and Janice invited to join Information Literacy Team. • Observation of each participant in session to get an idea of current information literacy instruction practices. • Sara begins creating outcomes for various sessions done through the semester
March 2007	<ul style="list-style-type: none"> • Team begins weekly meetings • Team decided to increase faculty members from two to three • Team decided to invite Laura Baker from the History department to join the team as one of the three faculty members. • Team decided to invite Sheila Sbrogna from the Nursing department to join the team as one of the three faculty members. • Team decided to ask Patrice Gray, chair of the English department, to select a faculty member from the English department to join the team as one of the three faculty members. • Sara sent out invitations to all three with details of the committee.
April 2007	<ul style="list-style-type: none"> • Begin identifying program outcomes from other libraries and school. Determine what elements we desire as part of ours. • Marketing flyer for faculty is designed • Send out faculty feedback form to professors who had a session during the Spring semester
July 2007	<ul style="list-style-type: none"> • Present workshop at Faculty Summer Institute to discuss Information Literacy • Clickers purchased by Center for Teaching and Learning to begin assessment in sessions •
Summer 2007	<ul style="list-style-type: none"> • Review work done by team and determine what have been met and what our timeline should be for the next year. • Review team and determine new team members. •

Project Bibliography

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