



INFORMATION LITERACY PLAN

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Emmanuel d'Alzon Library Information Literacy Plan

Preface

The College reference librarians have designed the following information literacy plan to meet the research needs of faculty and students. The Information Age makes it imperative that all information seekers be well versed in the concepts of information literacy. The plan is based on the Association of College & Research Libraries' Information Literacy Competency Standards for Higher Education which was approved in 2000. The standards are available at <http://www.ala.org/acrl/ilcomstan.html>.

It also addresses the requirements put forth in the 2005 NEASC Standards for Accreditation, specifically Standards Four (The Academic Program) and Seven (Library and Other Information Resources).

What is Information Literacy?

Information literacy is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

American Library Association. Presidential Committee on Information Literacy: Final Report. (Chicago: American Library Association, 1989).

Vision Statement

The Emmanuel d'Alzon Library's information literacy program will be regarded by the Assumption College community as a necessary component in the promotion of scholarship and development of life-long learning skills.

Mission Statement

The mission of the information literacy program is to support the academic curriculum by helping students develop necessary information seeking skills. Utilizing appropriate technologies, the program will also play a key role in providing students and faculty access to instruction tools and resources.

Goals

The information literacy program focuses on undergraduate, graduate and continuing education students as well as the teaching and research needs of the faculty.

- I. To provide a library instruction session to all first year students in which they are introduced to the research process.
- II. To continue teaching upper-level students incrementally advanced information literacy skills.
- III. To empower patrons to access learning resources independently at their convenience.
- IV. To create new and foster existing relationships with faculty members and to work collaboratively with them on information literacy planning.
- V. To promote the concept of information literacy and the Library's role in the provision of it.
- VI. To assess the information literacy program's effectiveness continually and institute improvements where needed.

Objectives

- I. To deliver an introduction to information literacy concepts and skills through a one time instruction session for all students in ENG 130 classes.
- II. To deliver course specific instruction in other programs and disciplines.
- III. To develop and/or expand the Library's electronic outreach in support of information literacy initiatives: including online research guides, online tutorials, and a Blackboard module.
- IV. To promote the information literacy program through the Library's Marketing Plan .
- V. To create instruments that benchmark and measure student learning outcomes and identifies any problem areas.

ACRL Information Literacy Competency Standards

The Information Literacy plan is based upon the Association of College & Research Libraries' Information Literacy Competency Standards for Higher Education (published 2000) [<http://www.ala.org/acrl/ilcomstan.html>]. In brief, these standards are:

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.

3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

NEASC Standards for Accreditation

The Information Literacy Plan addresses sections of Standards Four and Seven of the The New England Association of Schools and Colleges' (NEASC) Standards for Accreditation.

Standard Four: The Academic Program

4.6 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.

4.18 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

4.19 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area

of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

Standard Seven: Library and Other Information Resources

7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision.

7.5 Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.

7.8 The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study. The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources. (See also 4.6)

7.12 The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.

The Role of the Information Literacy Plan in the Library

The Information Literacy Plan has been designed in accordance with the Emmanuel d'Alzon Library's Strategic Plan 2005-2008. Specifically, the Information Literacy Plan addresses elements of the following goals from the Strategic Plan:

3 Service to users

Goal: To provide the highest quality, most appropriate and timely service to Assumption Library users, with special attention to the value added through personal interaction.

3.2 Users will benefit from formal and informal instruction in the use of library tools and the evaluation of information sources; librarians will benefit from increased interaction with faculty and academic departments.

3.2.1 Develop an integrated program of instructional services, including a self-paced online tutorial, course-based instruction, technology workshops, and extensive online help for remote users.

Where appropriate, Strategic Plan goals are noted within the Information Literacy Plan by parenthetical notation.

Audiences

There are several audiences within the Assumption College community that the Library serves with our information literacy program. Students, including undergraduate, graduate, transfers, distance education, and continuing education students, comprise our largest audience. In addition, we strive to meet the diverse needs of faculty, staff, and administrators at Assumption College. The plan outlined has been designed with all of these user groups in mind.

Types of Instruction and Instructional Materials

- I. **Introductory session: English Composition (ENG 130)**
This session is tailored to the above introductory class, a general education required course. The session consists of an in-library instruction session based on the outlined lesson plan, the professor's preferences and the course syllabus. By the end of the instruction period, the students will have a grasp of the introductory concepts of information literacy and the role of the Library in the research process (Strategic Plan 3.2.1.1).
- II. **Subject-specific presentations**
Each instruction presentation will be tailored to meet the needs of the

specific course and assignment. Presentations will include concepts and strategies appropriate to participating students' level of knowledge and experience (Strategic Plan 3.2.1.3).

III. **Open Library workshops**

These presentations will engage students in further exploration of information literacy skills. The focus of these presentations can be as varied as examining a particular online database, utilizing the Web more efficiently, providing guided exercises or hands-on practice to students (Strategic Plan 3.2.1.4).

IV. **One-on-one instruction**

Reference questions often provide an opportunity to teach students how to find the needed information or use various resources. When appropriate, reference staff will offer on-the-spot instruction in response to individual queries (Strategic Plan 3.1.1).

V. **Research Consultations**

Patrons wishing to discuss their individual research needs may schedule research consultations with an instruction librarian who can help with laying out the research process, finding information and suggesting information sources to use. (Strategic Plan 3.1.3)

VI. **Web-based instructional tools**

The ever-evolving Library Web site contains information designed to support and enhance student research and use of library resources. Content will be kept current as resources are acquired or upgraded. New resources including tutorials, a Blackboard module and assessment tools will be developed (Strategic Plan 3.2.1.2, 3.2.1.5).

VII. **Research guides**

The Library offers brief guides designed to assist students in the research process. Examples of the topics covered include general subject guides, citation guides and class-specific handouts. These can be found online on the Library Web site or in print near the Reference Desk (Strategic Plan 3.2.1.6).

Collaboration with Faculty

The Library staff is committed to working collaboratively with faculty to tailor instruction sessions that complement their syllabi and enhance the students' learning experience. Concepts taught in instruction will support and enhance student research. Prior to an instruction session, library staff will consult with the faculty member on the session's goals, objectives, and outcomes and invite feedback. After the session,

library staff will follow up by imparting main points of comprehension and confusion for students as shown from the survey/post-test.

At the beginning of and midway through each semester, Library staff will remind faculty of the Library's instruction program and invite them to schedule a session for their class. The annual New Faculty Luncheon and Orientation held during the summer will orient new faculty to the program, as well as other library services.

At any time, librarians are also available to consult with faculty on the design of research-based assignments and exercises, and are willing to provide information on library resources. In addition, librarians are able to assist faculty with their own research needs.

Introductory Concepts

Through the ENG 130 instruction session, most students will be introduced to how to define their information need, access information effectively and efficiently, and utilize information ethically and legally (ACRL Information Literacy Competency Standards 1, 2 and 5).

Introductory concepts include:

- Becoming familiar with locations of materials and service points in the library.
- Determining the information need by creating a research statement or hypothesis.
- Learning to utilize the online catalog for locating resources.
- Learning to select and navigate a database(s) to find articles.
- Learning to search the Web more efficiently and evaluate Web resources.
- Understanding the basics of citation and plagiarism.

A librarian will conduct the instruction session either in consultation with the participating faculty member or via team teaching. He/She will construct a customized lesson plan based on the course syllabus. Librarians will hold classes in the library or in an electronic classroom when appropriate. The session will include post-instruction evaluations and, when time allows, hands-on learning activities based on the actual information needs of the students.

Advanced Concepts

Throughout the rest of their college careers, students will build on their basic skills. By the time students have graduated, they will have become more sophisticated information users, with skills which they will bring into their future careers, higher education, or personal lives. These skills will be imparted through course-specific instruction and/or open library workshops offered to all students each semester.

Advanced concepts include:

- Learning to utilize more complex features of the online catalog.
- Learning to create more sophisticated search strategies in the databases.
- Learning to evaluate all sources of information critically.
- Understanding the primary information sources for the specified subject.

Assessment / Evaluation

Assessment and evaluation are imperative to an instructional program and serve multiple purposes. They measure the success of the teaching and the success of the program in general. They provide data and feedback for revising and amending the program. Both ensure that the program is meeting the student needs.

Assessment of Student Outcomes

Tools for measuring student learning may include:

- Pre-test- prior to instruction students will report on their level of understanding of concepts being presented. These could be delivered via in-class handouts or “clickers” (Personal Response System remotes). (Note: currently we do not have the level of access required to test learning within Blackboard. However, when and if the College upgrades to the Enterprise edition of Blackboard, we plan to use this tool as well.)
- Post-test- at the end of instruction, students will demonstrate understanding of the basic concepts of individual presentations. These could be delivered via in-class handouts or “clickers.”.
- Bibliographic Review Process (BRP)- in collaboration with a faculty member, librarians have, and will continue to, selectively review the bibliographies of students’ assignments, comparing the selection of sources by students who attended the instruction session to those who did not.
- Student survey- at the end of a session, students may be asked to complete brief survey asking for one new thing they learned and one thing that was unclear.

Evaluation of Instruction Program

Tools for measuring efficiency and effectiveness may include:

- Instruction statistics- library staff will keep track of the number of instruction sessions provided, the number of students in attendance, the number of departments and professors that utilize our services, and any other appropriate criteria.
- Student survey- at the end of a session, students may be asked to complete brief survey asking for one new thing they learned and one thing that was unclear.
- Faculty feedback- following a session, faculty members will provide feedback on their impressions of the session. This happens both informally and more formally with an end of year survey.

- Instructor self-evaluation- Library staff will evaluate their own teaching effectiveness by examining the results of tests and surveys to determine areas which could use improvement.

With the data that we receive from the assessment/evaluation process, the Library will ensure that the information literacy program addresses NEASC standards for institutional effectiveness and contributes to the College's educational mission as a whole.