

Conestoga College

Library Resource Centre

# Comprehensive Plan for Information Literacy 2013-2016

Patricia Weigel Green, M.L.I.S.

Manager, Information Literacy & Resources

Melanie Parlette, M.L.I.S.

Program Liaison

Christopher Woodley, M.L.I.S.

Program Liaison



CONESTOGA

Connect Life and Learning

## Executive Summary

There has always been a need for our students to be information literate as a requirement for their success both academically and in their future professional pursuits. This need has only increased in the past decade. To address this, the Library Resource Centre developed their first Information Literacy Plan in 2009. This updated three year plan addresses Information Literacy (IL) as we move forward. It will assist us in ensuring that our instructional programming and services continue to be in line with the Conestoga Mission, Vision, and Values, the Library Resource Centre's Mission, the needs of our students and faculty and the developments seen in current research on information literacy skills development.

Our IL services have evolved over the past decade in both the variety of sessions being delivered and the quality of that delivery. To inform our new IL plan, we looked outward to both the library literature and to other Ontario college libraries. The findings of our literature review and our survey of other local institutions are included within this plan. We have used the information gathered from these sources to help guide our priorities for the next three years.

As an academic library and a partner in the educational development of Conestoga students, the Conestoga Library Resource Centre employs the definition of information literacy developed by the Association of College and Research Libraries (ACRL) for students in post-secondary education. ACRL defines IL in this way: "Information Literacy is the set of skills needed to find, retrieve, analyze, and use information" (ACRL, 2013, para. 1).

Based on our experiences and observations after the completion of our first three year plan, our assessment of our current activities, and the information gathered from our survey and literature review, the 2013-2016 plan outlines three **Strategic Goals** with detailed outcomes for each.

1. **Online Integration**-To enhance the Information Literacy instruction provided to our students through the development of a series of online learning modules which will aid in the achievement of key Information Literacy competencies.
2. **Educational Role**- With a focus on Embedded Librarianship, to increase collaboration with Faculty and other stakeholders regarding the incorporation of resources and Information Literacy outcomes into an effective educational experience for students.
3. **Assessment**- To develop a set of assessment tools that can be applied to select Information Literacy related services, enabling us to evaluate the impact of Information Literacy programming.

By completing this plan, the Library Resource Centre is affirming its strategic role in ensuring our students are able to develop the Information Literacy skills they require for success during their education and future employment.

# Comprehensive Plan for Information Literacy

## Conestoga Library Resource Centre

### 2013-2016

#### Preface

Our students need to be information literate as a requirement for their success both academically and in their future professional pursuits. Recognizing this, the Library Resource Centre has developed a new three year plan to address and encourage Information Literacy (IL). An updated plan will assist us in ensuring that our programming and services continue to be in line with the Conestoga Mission, Vision, and Values, the Library Resource Centre's Mission, the needs of our students and faculty and the developments seen in current research.

By completing this new plan, the Library Resource Centre is demonstrating its commitment to excellence in its IL programming. There is always room to develop, change and achieve a higher level of success. In this plan we build on what has been done over the past four years and look towards our future progress.

#### Information Literacy - Defined

Information Literacy can be defined in many different ways depending upon the context of the discussion. This term has been used to describe a student's information technology skills, ability to participate in information exchange and comfort communicating about a particular area of knowledge.

As an academic library and a partner in the educational development of Conestoga students, the Conestoga Library Resource Centre employs the definition of information literacy developed by the Association of College and Research Libraries (ACRL) for students in post-secondary education. ACRL defines IL in this way: "Information Literacy is the set of skills needed to find, retrieve, analyze, and use information" (ACRL, 2013, para. 1).

The definition divides the IL skill set into five standards with interconnected outcomes and associated performance indicators which have been used in developing specific portions of this plan.

#### Information Literacy - Context

The ability to identify, critically evaluate, and organize information is key to success in our students' academic and professional careers. The possibilities for locating, gathering and using information have rapidly increased. It is easy for students to find themselves overwhelmed by the amount of information available, unable to be critical, appropriately use technology, and analyze what they find. IL skills are the solution to this situation.

Students' learning will not stop when they complete College. If Conestoga students are to compete with their peers in the information society, they will need to develop competencies in IL for today and tomorrow.

## Benefits

Students who are information literate have the skills to determine when they require information, know where to go to find it and are able to synthesize that information in a way that is relevant and meaningful to their task. More specifically they:

- Recognize their information need
- Identify and utilize the sources most likely to satisfy that information need (databases, textbooks, directories, fellow students/colleagues, internet, faculty/employer, etc.)
- Understand when they have found enough information and when they need to continue to search
- Critically appraise and evaluate the information that has been found
- Synthesize the information into something that is meaningful to the student as well as those they will share it with

Having these abilities enables the student to be more successful in their academic endeavors but also in their chosen career. They are able to:

- Use their time more effectively
- Participate in their own learning by determining areas where they require knowledge
- Produce better quality assignments
- Gain greater understanding of research and writing practices (e.g. importance of citations)
- Develop essential workplace skills around research/information seeking, critical thinking and application of knowledge

## Standards

### ACRL – Standards for Libraries in Higher Education

The Association of College & Research Libraries (ACRL) recently released Standards for Libraries in Higher Education (2011). These Standards “are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses”(p. 5). This document provides an outcomes based framework that libraries can use to assess the quality and impact of their current activities and future goals. Of the nine governing principles and performance indicators, the Educational Role principle is most relevant to Information Literacy activities.

**Principle 3. Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning. (ACRL, 2011, p. 9)

Within this principle are a number of performance indicators and sample outcomes that are particularly relevant to Information Literacy programming at Conestoga. These principles and outcomes have been integrated into the Strategic Goals, Objectives, and Outcomes of our 2013-2016 IL Plan. Incorporating performance indicators from the ACRL Standards ensures we are planning programs and assessments that are in line with the new and emerging issues and trends in libraries and higher education as determined by ACRL through their extensive research.

### ACRL – Information Literacy Competency Standards for Higher Education

ACRL also provides us with Information Literacy standards which we have used in the development of the goals and objectives in our previous IL plan as well as this updated plan. As an academic library, the Information Literacy Competency Standards for Higher Education are core competencies that we should be aiming to help our students achieve. We apply these competencies with the understanding that “Information Literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning” (ACRL, 2000, p. 2). An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

(ACRL, 2000, p. 2-3)

The ACRL IL standards also help to shape the program and course specific outcomes our Program Liaisons develop in their daily IL work.

### Human Resources and Skills Development Canada (HRSDC) Literacy and Essential Skills

The Government of Canada, as a part of the Essential Skills Research Project, has developed a collection of Literacy and Essential Skills Profiles for a variety of occupations. Development of these skills helps Canadians perform their job duties successfully, learn new job skills, and adapt to change (HRSDC, 2012). The profiles explain the extent to which those employed in various occupations need to utilize the essential skills identified by the project. Several Information

Literacy skills are inherent in the HRSDC's Thinking Skills category, including the essential skill of Finding Information (HRSDC, 2011, para. 15).

## Ministry of Training, Colleges and Universities (MTCU) Essential Employability Skills

The Ontario government oversees the development of programs of instruction in colleges and universities, and requires educational institutions to meet program standards which ensure graduates acquire the necessary skills for professional success. In addition to vocation-specific standards, MTCU requires that all programs produce students who can "reliably demonstrate" various Essential Employability Skills, which include skills in Information Management:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

The MTCU's specific learning outcomes closely mirror ACRL's Standards, noting that students should be able to demonstrate their ability to:

- locate, select, organize, and document information using appropriate technology and information systems
- analyze, evaluate, and apply relevant information from a variety of sources

(MTCU, 2009)

The Conestoga Library Resource Centre's Information Literacy programming, through its adherence to the detailed standards and outcomes developed by the Association of College and Research Libraries, greatly assists the college in addressing the curricular requirement to produce students with MTCU-identified Information Management Skills, as well as the desirable Thinking Skills that HRSDC's Essential Skills Profiles highlight as critical to professional success in the workplace.

## Developments and Changes in IL Programming at Conestoga Information Literacy Survey

In October, 2012 we conducted an environmental scan of Information Literacy practices in Ontario college and university libraries through a short survey. We asked a variety of questions about organizational and instructional models, who is delivering sessions, when and where they see students, how they are collaborating with faculty and which assessment tools are being used. The information we received has been used to help inform this plan as well as having the potential to guide future decisions.

Sixteen institutions responded including 3 Universities. The FTE's of the institutions ranged from 3,500 to 35,000. A summary of data captured in this survey is included as Appendix A.

## Survey Highlights

- 100% of institutions responding indicated that they deliver Information Literacy programming.
- A mix of staff designations are delivering sessions (both Librarians and Library Technicians). However, all institutions indicated that librarians deliver at least some of their sessions if not all. 56% of Colleges indicated that only Faculty Librarians delivered Information Literacy sessions.
- 80% of libraries surveyed employ staff with Information Literacy formally included in their job description.
- Only one institution indicated that they have an Information Literacy Plan although 40% are planning on / working on creating one.
- Assignment creation and session planning are the most common ways that library staff are collaborating with Faculty.
- 56% do more than 100 sessions in a Fall Term.

## Conestoga Program Liaison Model

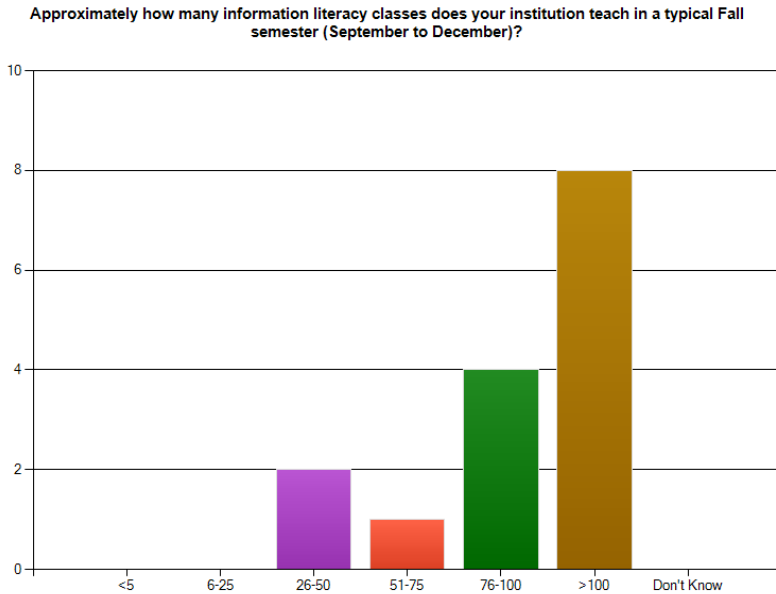
The Program Liaison model at Conestoga is well established and has progressed tremendously over the past few years. The Liaison staff currently consist of four Library Technicians who are each responsible for specific Schools at the College, plus a Manager, Information Literacy & Resources who supervises these staff and who coordinates the IL program. Program Liaisons interact with faculty, refer to course assignments and course and program outcomes, determine learning outcomes and educate students regarding Information Literacy skills as part of scheduled classes and optional sessions. They make appointments with faculty and students for one-on-one instruction and support. Additionally they develop supplementary instructional materials and tutorials to support students with both their general research needs and specific assignments.

Our overall session statistics for the past three years are as follows:

- 2012-2013 (154 sessions in Fall Semester)
- 2011-2012, 268 sessions with 5108 participants (129 sessions in Fall Semester)
- 2010-2011, 285 sessions with 6041 participants (138 sessions in Fall Semester)
- 2009-2010, 272 sessions with 6699 participants (131 sessions in Fall Semester)

We consistently provide the greatest number of sessions to students in Nursing and Business programs.

By comparison, the following chart highlights the number of sessions being provided by other surveyed colleges and universities in the Fall semester.



Graph of Number of IL Sessions in a Fall Semester 1

The most significant changes that have taken place in the past five years in IL programming have been in our approach to session development and delivery and the quality of sessions delivered. In the past (prior to 2008), the approach to Library sessions was focused mainly on resources. A liaison might first ask which library resources would be most useful for an assignment and may endeavor to provide students with lists of resources and training on more complex tools. While IL programming offered during the past five years still often includes the use of library resources, the overall approach has moved to one of focused promotion and development of Information Literacy skills in our students. With careful consideration of the ACRL Standards, program and course curriculum, and specific assignments, sessions are tailored to provide Information Literacy skills instruction. Learning outcomes are now developed with a focus on the skills students need to complete specific assignments with the aim that establishing these skills will enable them to re-apply what has been learned when embarking on future assignments.

With regard to session quality, taking the skills approach rather than one focused on resources significantly increases the quality of the sessions. However, in the past five years there has also been a focus on improving the quality of planning and delivery of sessions. Much time has been spent on instructional pedagogy and staff have increased their knowledge and ability to produce quality sessions. This includes skills around the development of appropriate learning outcomes, the appropriate use of supplemental technology, an awareness of learning styles and an ability to create and include active learning components in all sessions. This level of session delivery has now become our standard.



There is always room for continuous improvement in session delivery. Based on the level at which sessions are currently being delivered, it seemed an appropriate time to consider IL programming more broadly and to review our model.

## Information Literacy Models

Both the library literature and the IL survey we recently conducted indicate that there are two main Information Literacy models.

**Liaison Model-** The liaison model is a commonly used organizational structure of designating individual library staff as the primary contact for specific departments or programs. This model is currently being used at Conestoga. A variety of terms including library liaison, subject librarian and subject specialist all refer to this concept (Tennant et al., 2006). The goal of the liaison model is to provide a key point of contact that will manage the collection and services within their assigned area (Livingston, 2002). Whatley (2002) identifies three main components of the liaison role: reference services, instructional services and collection development. The library liaison model, called Program Liaison at Conestoga, provides an opportunity to grow and develop relationships with faculty, students and departments and to build a strong understanding of the curriculum and resources for assigned program areas.

**Team Based Model-** A team-based model places each staff member within a group in which their skills are focused and service is delivered in a collaborative format. One of the local institutions that is using this model is the University of Guelph. Members of their Learning and Curriculum Support Team “design and deliver a range of supplemental, integrated and embedded services” (University of Guelph, 2012, para. 6). A separate team delivers services related to collection development. Shifting to a team based model is often described as being motivated by budget, a desire to increase productivity and to increase flexibility (University of Guelph, 2012; Andrade & Zaghloul, 2010). For users, the change to a team-based model appears to have little effect as long as they continue to receive consistent service and their needs are being met.

The results of our IL survey indicate that 40% of respondents are using a Program Liaison Model, 33% are using a Functional Model/Team Based and 27% are using a combination of the two. For those institutions that indicated they are looking at changes to their model, most are seeking to more formally implement a model or make changes within their existing structure to meet the needs for IL instruction and make better use of existing staff. Only one institution indicated that they were changing from one model to another and this was moving from an undefined model to the Liaison style.

Following a review of our own model and with consideration to the advantages of a Functional/Team Based Model, our decision is to continue with our current model for at least the period of this Information Literacy planning cycle ending 2016. Evidence indicates that we are meeting the needs of our users with this model and the role of the Program Liaison as a library staff position has become well established and successful.

## Developments and Trends in Information Literacy

Recognizing that the environment in which we teach Information Literacy skills is rapidly changing, it is important to assess the current trends in the field. Upon review of the literature, three key trends came to light: Embedded Librarianship, Collaboration and Assessment. By better understanding these trends we will be able to assess their value and applicability to our specific situation at Conestoga and adapt and mold our IL programming to incorporate new theories and methods.

### Embedded Librarianship

Embedded librarianship provides another method of delivering Information Literacy instruction to students whereby library instructional staff are 'embedded' in the various places, virtually and physically, where users can best access them as a resource. Surveys of the library literature provide a wide range of levels of 'embeddedness.' Williams (2012) describes the four main ways in which library staff might become embedded:

- In online classes
- Through co-teaching a course
- Physically in other locations (outside of the library)
- Within a Teaching/Learning Centre on campus

Becoming embedded allows library staff to move out of their traditional space within the library. By taking the library staff out of the library, they are then able to move from their supportive role into a more collaborative partnership with faculty and students (Carlson and Kneale, 2011, 167). The embedded model can be applied through a variety of methods as suggested above. Tasks of the embedded library staff person typically include providing both reference and other research services (Clyde and Lee, 2011). By providing these services outside of the traditional library environment, staff are able to reach additional users and provide service at the point of need.

With increasing demand to provide online instruction and courses, it is important that library staff members are able to provide relevant instructional resources that students can easily access. The opportunity to place course specific resources in learning management systems such as ANGEL and Blackboard is one option available to provide students with relevant

information at the course level (Daly, 2011). Daly describes how Duke University did so by embedding discipline related LibGuides within relevant courses. This provided an opportunity to collaborate with faculty and further service students at their point of need.

Opportunities to become embedded also are available through co-teaching a course. Burke and Tumbleson (2011) describe how library staff working with faculty to deliver online courses extends opportunities to develop relationships with faculty and students. This may include assisting faculty through assignment design and providing students with more guidance in the research process and techniques.

Clyde and Lee (2011) also suggest that library staff might embed themselves through sitting in on classes or by changing their location, moving out of the library and into the users' space. One example at the University of Calgary has included dedicated office hours in specific departments which facilitate more student and faculty contacts that then provide more teaching opportunities and involvement with departments (Clyde and Lee, 2011). The goal of embedded librarianship is to become more collaborative and customize services for a specific community.

Godfrey, Colgoni and Nicholson (2011) describe the opportunity to embed within a Teaching/Learning Centre on campus. Tasks that one might take on in this environment include developing a community of practice, participating in course design and curriculum mapping of learning outcomes at the program level. By becoming embedded within a Teaching/Learning Centre on campus, it is possible for library staff to collaborate and work towards common goals with other staff and faculty.

Becoming embedded allows for Information Literacy staff to move to where their clients are and collaborate with staff throughout the college. By providing increasingly inclusive library services in a variety of locations and using multiple methods, including online learning modules, more students will be able to receive Information Literacy instruction.

## Collaboration

Library staff conducting library instruction have the opportunity to collaborate with a variety of stakeholders to create a more enriching educational experience for students. Collaboration is a key component in a strong Information Literacy program (ACRL, 2012). Stakeholders in collaboration might include: faculty, library staff, administrators and other College staff members. Students may also contribute and collaborate.

Faculty are key members of the academic community and integral partners for library staff in Information Literacy. Examples of opportunities to collaborate with faculty include:

- Program Specific Library Curriculum: Promotion of faculty participation in the creation of Information Literacy learning objectives where programs develop explicit requirements for Information Literacy as well as identify specific courses where certain skills are taught (Sajdak, 2012). Establishing agreed upon curriculum and learning outcomes for Information Literacy enables a strong program.
- Program Reviews: Through partnerships in program review processes, library staff can provide user-based perspectives and information on the impact of library services. Links can be drawn between learning outcomes and the provision of instructional programs (Costella et. al, in press).
- Classroom sessions: Through the planning, delivery, assessment, evaluation and refinement of instructional sessions, library staff can collaborate with faculty to achieve Information Literacy outcomes (ACRL, 2012).
- Information Literacy for Faculty: Duncan and Varcoe (2012) recommend improving the information literacy of faculty members so that they are better able to engage students in research activities. They suggest that this may be done in a variety of ways, including self-directed education and professional development. By improving the information literacy of faculty, it is possible that they will be more able and more likely to integrate information literacy within their courses.
- Embedded Librarians: (see previous section).

Strong communication among departments and staff through collaboration allows for a focus on student learning and the strengthening of library skills among users. Collaboration provides opportunities to continuously evaluate and refine Information Literacy programs.

Through collaboration the library will continue to develop relationships with faculty and other key stakeholders. Collaboration will allow for further integration into the curriculum of programs and courses through increased communication and inclusion of learning modules.

## Assessment

Library staff conducting Information Literacy sessions must also assess what students are learning and the effectiveness of their teaching. As mentioned previously in this plan, the Association of College and Research Libraries (ACRL) has developed Standards for Libraries in Higher Education where assessment and evaluation are identified as key components of Information Literacy programs. ACRL identifies 10 characteristics of strong Information Literacy programs and includes assessment and evaluation as one of these (ACRL, 2012). The importance of assessment is echoed by The Higher Education Quality Council of Ontario, which recently recommended the development and implementation of an institutional information literacy assessment plan in a report exploring the effectiveness of IL in higher education (Duncan & Varcoe, 2012). This study suggests that the current status of information literacy at

each institution be documented and measurement tools implemented to address areas of student satisfaction, performance and engagement.

Assessment of Information Literacy programs includes two main components:

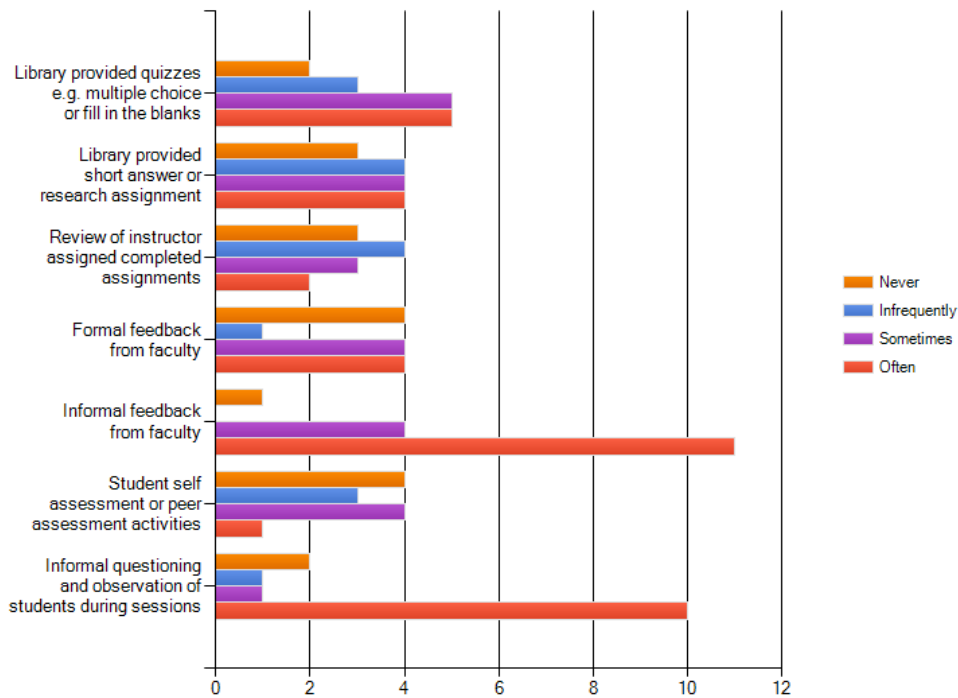
- Program Evaluation
- Student Outcomes

Program evaluation “measures the progress of meeting the program’s goals and objectives” (ACRL, 2012, para. 18). Student outcomes “focus on learner performance, knowledge acquisition, and attitude appraisal” and may include “learner-, peer-, and self-evaluation” (ACRL 2012, para. 18). A variety of tools are available to assess students’ level of understanding including surveys and multiple choice tests (Staley, Branch & Hewitt, 2010). Consistent assessment is recommended to improve instructional programs. Assessment provides tools to advocate for the inclusion of Information Literacy in curriculum (Blevens, 2012). There are a variety of commercial assessment tools as well as institutionally developed tools that are available. The ACRL Information Literacy Competency Standards for Higher Education provide standards and performance indicators that can be used. Other initiatives that might be undertaken include the creation of rubrics and Information Literacy plans such as this one.

Often IL staff are limited to one session per course to teach the necessary skills. To better convey the value of these sessions and to continuously improve the Information Literacy program, it is necessary to conduct regular assessment. Building a strong culture of assessment allows staff to make good decisions and to illustrate the value of the instructional program.

Of those institutions who responded to the IL survey, only two have a formal assessment plan for their library. However, an additional five are planning to create one. All of the respondents indicated that they engage in some form of assessment specifically for their Information Literacy sessions. A breakdown of those assessment tools follows and will be used to guide the assessment portion of the Goals and Objectives for this Plan.

Rank the following assessment tools based on how often you use them.



Information gathered from the literature review around the three trends of Embedded Librarianship, Collaboration and Assessment has been incorporated into the three Strategic Goals outlined in the following section of the Plan.

# The Plan

## IL Plan 2009-2011 Review

Before focusing on the goals for the new plan it is essential to review the accomplishments of the previous plan.

The following five Strategic Goals were outlined in our previous IL Plan:

1. **Collaboration-** To develop the Library's partnership with faculty as key contributors to the success of IL programming.

Per our objectives for this goal we offered a number of training sessions for faculty throughout the academic year and during E3 Conferences. Program Liaisons have made some headway in gaining consistent participation at faculty meetings and new faculty orientations. All Program Liaisons now create and distribute biannual newsletters targeted at both faculty and students in key program areas.

2. **Inclusive Services-** To improve the information literacy services provided by the Library at the Waterloo, Guelph, Stratford and Cambridge campuses.

The focus of this goal was on increasing our presence and IL programming at campuses other than Doon. We are consistently seeing students at all locations now even with the addition of new campuses including Cambridge (South Campus) and Brantford. We have established connections with key faculty members instructing at all campuses and those relationships ensure that Program Liaisons are aware of programs being offered and have a specific contact to set up appropriate delivery of Information Literacy support.

3. **Continuous Improvement-** To advance the quality and amount of Information Literacy instruction provided by the Library.

Aspects of this goal have been touched upon in the Program Liaison section. A variety of professional development opportunities have been provided to the Program Liaisons at monthly meetings, through experts at the College and through webinars and conferences offered by providers outside of the College. Program Liaisons continue to attend the sessions of their colleagues and feedback is also provided by the Manager. We have seen the numbers of sessions increase in key areas and remain steady in others. It is still a goal of individual team members to increase their presence in specific program areas as identified by the Liaison and Manager.

4. **Integration-** To develop a program of instruction which will integrate Information Literacy outcomes into the curriculum of key programs and courses.

We have been partially successful in this goal to integrate IL programming into the curriculum. A standard IL session was developed and is delivered in many of the communications classes with modifications for the particular assignment and program area. We have also been successful in integrating IL programming into a few key program areas.

Although all Program Liaisons have identified key programs, specifically Applied Degrees, to focus their efforts on, each Liaison needs to return to these objectives and determine where gaps still remain.

5. **Online Support-** To support our students with an online curriculum of Learning Modules to develop Information Literacy skills.

Although the team has made some improvements in terms of our online support, the overall goal of supporting our students with a series of online modules has not been achieved. As such, this goal has been re-established in this updated plan. See Strategic Goal 1 – Online Integration.

## IL Plan 2013-2016

### Purpose

The purpose of this plan is to set strategic goals and objectives enabling us to focus our efforts on priority areas in an attempt to improve the level of IL skills amongst students at Conestoga.

### Mission

To contribute to excellence in education and training at Conestoga through a clearly defined path of Information Literacy education that meets the needs of our students and reflects current trends in IL practice.

### Strategic Goals

The following outlines the Library's Strategic Goals for Information Literacy for 2013-2016.

1. **Online Integration-** To enhance the Information Literacy instruction provided to our students through the development of a series of online learning modules which will aid in the achievement of key Information Literacy competencies.
2. **Educational Role-** With a focus on Embedded Librarianship, to increase collaboration with faculty and other stakeholders regarding the incorporation of resources and Information Literacy outcomes into an effective educational experience for students.
3. **Assessment-** To develop a set of assessment tools that can be applied to select Information Literacy related services, enabling us to evaluate the impact of Information Literacy programming.



## -Goal 1-

**Online Integration-** To enhance the Information Literacy instruction provided to our students through the development of a series of online learning modules which will aid in the achievement of key Information Literacy competencies.

As mentioned, Goal 5 from the previous IL plan has not yet been fully achieved. However, that goal as well as its associated objectives and outcomes remain a priority. By including this goal again in a revised format, and making it a top priority for achievement, we expect to be able to follow through on all associated outcomes.

Information Literacy instruction is currently enhanced with a handful of online tutorials and research guides developed for specific program areas or library resources. The next steps, as outlined in the objectives below, are to conduct a more comprehensive review of how we wish to support student learning using online tutorials/modules for both the use of resources and for achieving the Information Literacy skills identified by the Association of College and Research Libraries. Based on the results of the IL survey, 40% of respondents said they were offering some type of IL instruction online as well as face to face instruction. Additionally, the literature suggests that one of the ways to engage in embedded librarianship is to participate with online learning by offering modules that can be integrated into existing courses.

Online modules will enable students to access the help or instruction they need at the time they need it. Additionally, students at campuses without a physical library who may find it difficult to access library services in person will be able to access some instruction online. The intent is that the modules will be integrated within both the library website and into course webpages through our Learning Management System (LMS). This is a clearly identified area for growth.

As enrolment increases at all campuses, expanding our complement of online learning modules will allow us to reach a greater number of students and help them achieve the performance indicators identified by ACRL as critical to Information Literacy skills development. In doing so, we will also help address the Essential Finding Information Skills highlighted by Human Resources and Skills Development Canada as critical to job success, as well as the Ministry of Training, Colleges and Universities' Essential Employability Skills requirement for colleges to develop students' Information Management Skills.

### Objective 1.1

To develop a set of learning outcomes based on the ACRL standards, outcomes previously established for introductory IL sessions and our knowledge of key IL competencies required for our students.

**Outcome 1.1.i**

Based on the list of outcomes developed per objective 1.1, identify those most appropriate to be covered through a series of online tutorials and establish a priority order for their development.

**Objective 1.2**

To develop a set of tutorials, based on the outcomes from 1.1, that will enable to students to learn key IL skills on their own time and at their own pace. These may be used to supplement or replace some of the instruction normally covered during an in-person class.

**Outcome 1.2.i**

Tutorials will be developed to be viewed independently or within a series. Students should be able to view a tutorial on its own if just one concept needs to be covered. Alternatively, the student may view the series of instructional tutorials to receive a more complete array or building of IL skills.

**Outcome 1.2.ii**

Each module will be developed to build upon skills covered in previous modules. As a whole, the modules will assist students to develop the basic skills required to meet a satisfactory level on the Performance Indicators in ACRL Standards 1 and 2. Program Liaisons and faculty may assign tutorials to be covered prior to an in-person session in order to cover other concepts or higher level learning when meeting face to face.

**Objective 1.3**

To develop modules which are easily integrated into an existing or future LMS platform, the College website, and that will meet AODA accessibility standards.

**Outcome 1.3.i**

The Library will create online modules which can be delivered using the College LMS as well as from the Library website. These modules must be developed in a way that provides enough flexibility that they can be accessed from multiple places (and potentially in multiple formats on the web).

**Outcome 1.3.ii**

The Library will create online modules which meet AODA standards which may include being Closed Captioned and being available in multiple formats.

**Objective 1.4**

To collaborate with College faculty and staff in Educational Technology to seamlessly add the IL modules to existing courses.

**Outcome 1.4.i**

Program Liaisons will work with faculty to determine how they may wish to use IL modules and when an in-person session should take place (if appropriate).

## -Goal 2-

Educational Role - With a focus on Embedded Librarianship, to increase collaboration with faculty and other stakeholders regarding the incorporation of resources and IL outcomes into an effective educational experience for students.

A continued effort to partner with faculty and integrate Information Literacy into the curriculum of Conestoga programs is integral to student success.

### Objective 2.1

To develop individualized plans for key program areas identifying where IL instruction is currently offered, where there are gaps, and with a proposal for future integration.

#### **Outcome 2.1.i**

Liaisons to work with faculty and Coordinators to develop plans and seek support for successful execution. As identified in the previous plan, Liaisons should identify at least one program area per year to focus their efforts on.

#### **Outcome 2.1.ii**

Liaisons to work with faculty and Coordinators to determine where IL instruction best fits into the existing curriculum and to make revisions based on past experiences.

### Objective 2.2

To provide an integrated learning experience for students whereby IL instruction is aligned and incorporated closely with regular course work.

#### **Outcome 2.2.i**

Program Liaisons will work to develop online supplementary materials which can be included in course sites. For example, research guides, quizzes, worksheets, etc. should be included alongside regular course materials.

#### **Outcome 2.2.ii**

Program Liaisons will aim to partner with faculty in the development and revision of assignments where there are key IL skills involved.

#### **Outcome 2.2.iii**

Program Liaisons will determine how best to connect with students outside regular class visits which may include a virtual presence in course sites, chat availability, attending classes where students are working on key assignments, and being available for consultations.

## -Goal 3-

**Assessment-** To develop a set of assessment tools that can be applied to select Information Literacy related services, enabling us to evaluate the impact of Information Literacy programming.

The Standards for Libraries in Higher Education (ACRL, 2011) describe the **Educational Role** of the library in the following way: “Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning” (para. 13). In order to determine whether we at Conestoga are effectively supporting students through our IL programming, we need to implement some form of assessment.

As indicated earlier in this planning document, many libraries are implementing assessment either formally or informally for both specific programming and for their libraries as a whole. For the purposes of this plan, assessment activities will be aimed specifically at IL programming.

ACRL provides us with a following Performance Indicator (3.1) that has been modified as Objective 3.1 below.

### Objective 3.1

Program Liaisons collaborate with faculty and review curriculum documents in an effort to find ways to incorporate library resources and IL programming into effective educational experiences for students.

#### **Outcome 3.1.i**

Program Liaisons will report either statistically or anecdotally on the following on a monthly basis:

- Faculty seeking input on course and assignment development
- Number of Information Literacy sessions conducted
- Faculty making suggestions/recommendations of resources for purchase
- Their work with faculty to incorporate Information Literacy skills in their courses and assignments

### Objective 3.2

Program Liaisons engage in assessment strategies to assist them in determining the impact that Information Literacy programming is having on students’ educational experience.

#### **Outcome 3.2.i**

Program Liaisons will evaluate students’ demonstration of IL skills and abilities during and following IL sessions using appropriate means and will report on these on a monthly basis. For example:

- Review of completed assignments
- Review of submitted bibliographies and references lists for inclusion of variety of appropriate resources
- Review of Liaison administered pre and post session worksheets, feedback tools and quizzes
- Post-session follow-up discussion of student IL skills with faculty members

**Outcome 3.2.ii**

The Library will compile the information gathered through various assessment activities and use that information to revise programming where necessary to improve outcomes. This will include a monthly summary of activity through the monthly IL Team meetings as well as an overall summary report and recommendations by the Manager at the end of each year.

## Summary and Evaluation

As described, the purpose of this IL Plan is to ensure that our IL programming meets the needs of our students and faculty. It is important for us to continually reassess our services, review changes and recommendations from library literature and to look outwards to learn what our colleagues are doing at other institutions. The Strategic Goals outlined in this plan have been developed with all of this in mind.

As indicated in this document, assessment is currently a key focus for many libraries and as such has been integrated into our strategic goals. This focus on assessment will lend itself well to the overall evaluation of our achievements against this updated IL Plan.

Individual components or activities included in the plan will be evaluated for their success and merit. For example, we may ask ourselves, was it useful to review completed assignments from students? Were we able to glean the information we had hoped for and use it to report on our successes and make modifications for improvement? We will report on this on a yearly basis against the outcomes we established.

We will need to evaluate our implementation of the plan and review the progress that has been made compared to the goals which were set out. For example, in Strategic Goal 1 we aim to define a set of learning outcomes upon which to base the development of tutorials. We will review, on a yearly basis, whether the individual outcomes under each goal have been met.

We will evaluate the success of our IL programming overall with a focus on the outcomes established under Goal 3- Assessment. The monthly and yearly reports generated from this portion of the plan will provide a tool for us to identify our areas of strengths and weaknesses in our IL programming overall and outcomes from this plan specifically. In 2016 we will have the opportunity to review this plan once more with a focus on overall achievements and priorities for the future.

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# Appendix A – Summary of Data from the Information Literacy (IL) Survey

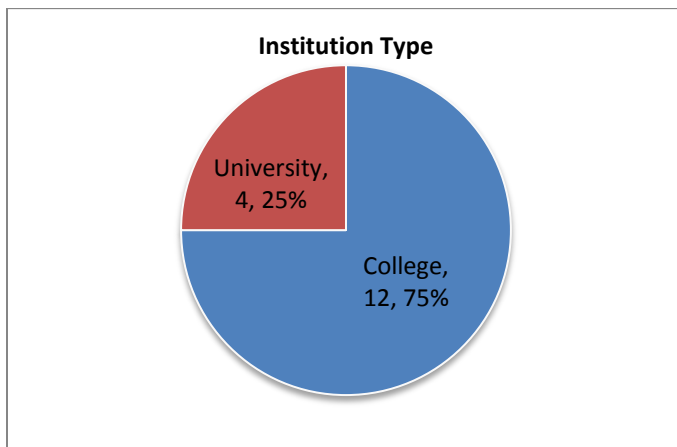
In October, 2012 the Conestoga College Information Literacy team conducted an environmental scan of Information Literacy practices in Ontario college and university libraries. This survey was created to inform and provide context as the Conestoga Information Literacy team prepares their updated Comprehensive Plan for Information Literacy 2013-2106 so that we might better understand how we compare to other institutional practices and programs. This short survey asked a variety of questions about Information Literacy Including: what organizational/instructional model they use, when and where they see students, which staff persons are delivering sessions, and more.

### Interesting Points of Reference Notes:

- 100% of institutions indicated that they deliver IL
- Mix of who delivers sessions, however all institutions did include Librarians in their answer. 56% of colleges indicated that only Librarians deliver Information Literacy sessions.
- 80% of libraries surveyed employ staff with Information Literacy in their job description
- Only one other institution indicated that they have an Information Literacy Plan. 40% are planning on / working on creating one.
- Only 13% (2 institutions) have a formal assessment plan. 30% (5) are planning to create one.
- Collaboration with faculty – assignment creation and session planning are most popular. Why are others not popular?
- 53% do more than 100 instructional sessions in a Fall Term, 27% do 76-100, 6% do 51-75, 13% do 26-50.

## Demographics

There were 16 respondents to the survey.



## Number of Libraries

Average Number of Libraries at Institution (Colleges & Universities): 3.1

Average Number of Libraries at Institution (Colleges): 2.8

## Average FTE

Average FTE (Colleges & Universities):15,314

Average FTE (Colleges): 11,882

# Institutional Information Literacy Model

## Delivery of Sessions

### Who delivers Information Literacy sessions?

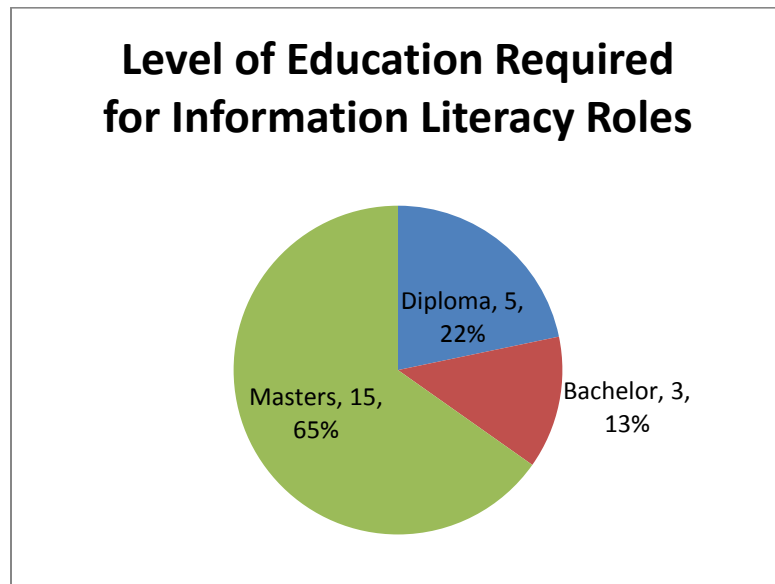
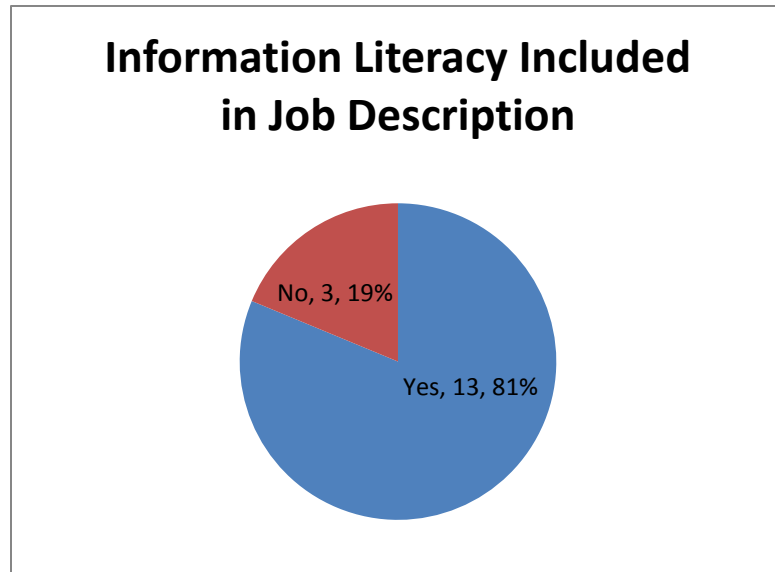
	Only Librarians	Librarians & Library Technicians	Librarians, Library Technicians & Managers
All institutions (16)	8 (53%)	6	2
Just Universities (4)	2	1	1
Just Colleges (11)	6	5	0

### Comments:

- The level of session might guide who is providing the session.
- Unionized environment may play a role in who delivers the session.
- More common for Librarian to deliver the session.

## Job Descriptions & Information Literacy

Does your Library employ staff with Information Literacy-related duties formally included in their job descriptions?



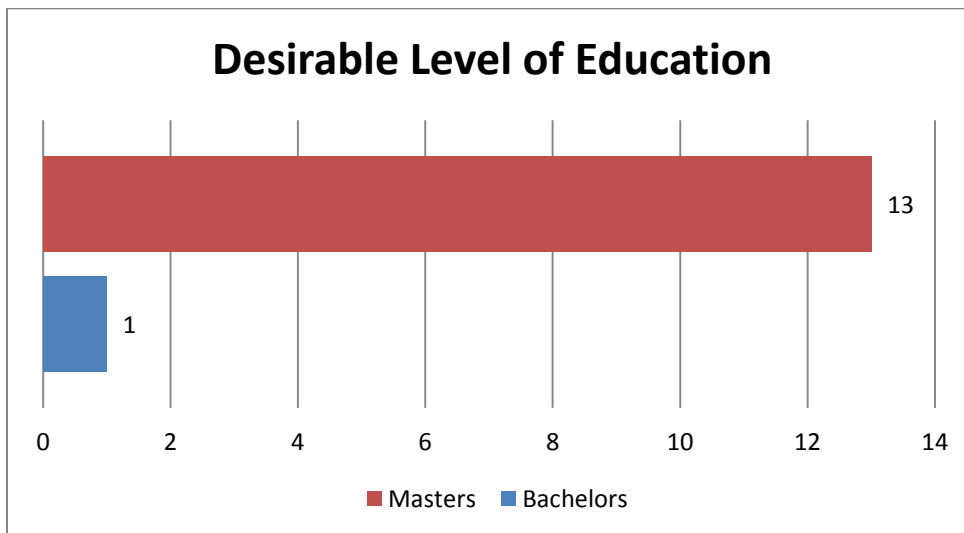
**Note:** Level of delivery might vary based on role. This might only include delivery, not preparing the outline/content. Some responses indicated that they did not have full job description for Librarians.

## Examples of Titles where Information Literacy is included in the job description:

- ✓ Learning & Curriculum Support Associate
- ✓ Learning & Curriculum Support Librarian
- ✓ Manager, Information Literacy
- ✓ Liaison Librarian
- ✓ Library Technician
- ✓ Librarian
- ✓ Instruction Librarian
- ✓ Research & Instruction Services Librarian
- ✓ Teaching & Learning Librarian
- ✓ Library Assistant
- ✓ Liaison and Instruction Librarian
- ✓ Research and Data Services Team Member
- ✓ Librarian I, Librarian II
- ✓ Library Manager

## Desirable Education

**What level of education is desirable for this role (even if it is not an explicit requirement per the job description)?**



### Notes:

- Experience in education may also be the most important skill. Other relevant credentials might include: B.Ed., M.Ed., or post-graduate certificate in TESL.

- 

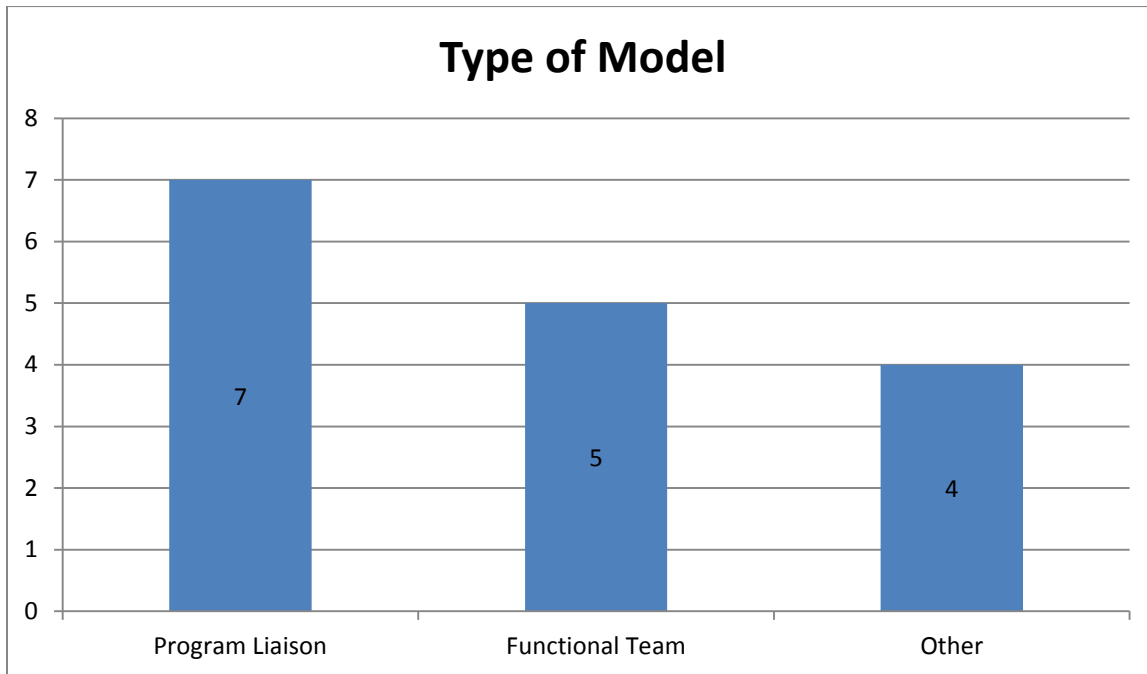
### Other Responsibilities

Which other responsibilities are also included in this role? (Check all that apply)

Reference:	Collection Development:	Marketing & Outreach:	Other:
11	10	10	<ul style="list-style-type: none"> <li>- Cataloguing</li> <li>- Technical Services</li> <li>- Research</li> </ul>

### Information Literacy Model

How would you classify the Information Literacy Model at your Library?



#### Description of Model Types:

##### Program Liaison:

Staff are assigned schools, departments, subject areas or programs. Staff liaise with the faculty and students in those areas and develop and conduct sessions for them. In many cases this model also includes collection development for the same program areas.

##### Functional Team:

Staff are assigned to provide Information Literacy Instruction as a service for any program. Other teams, staff or groups focus on collection development, marketing etc.

##### Other:

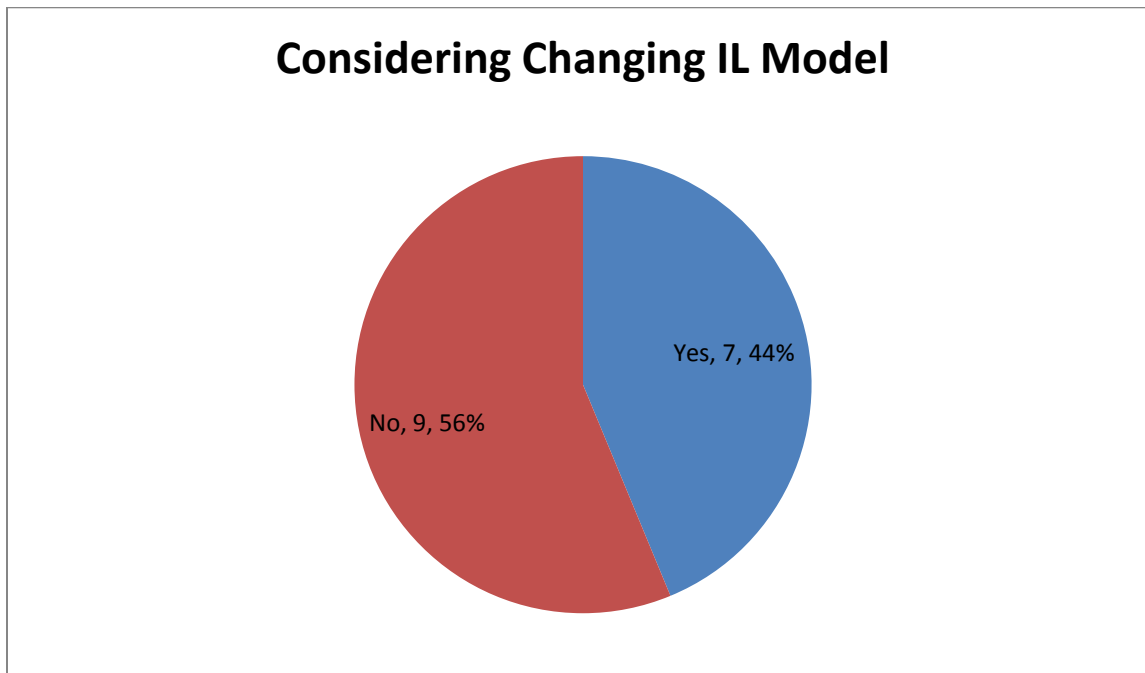
Variations of the models above.

**Examples:**

- Some institutions do not subscribe to a specific model officially.
- Some institutions are investigating the role of instruction at their institutions.
- Some institutions subscribe to a model that is a hybrid of both the Program Liaison and Functional Team Model.

**Models and Change**

**Is your Library considering changing your current model?**



**Notes on change:**

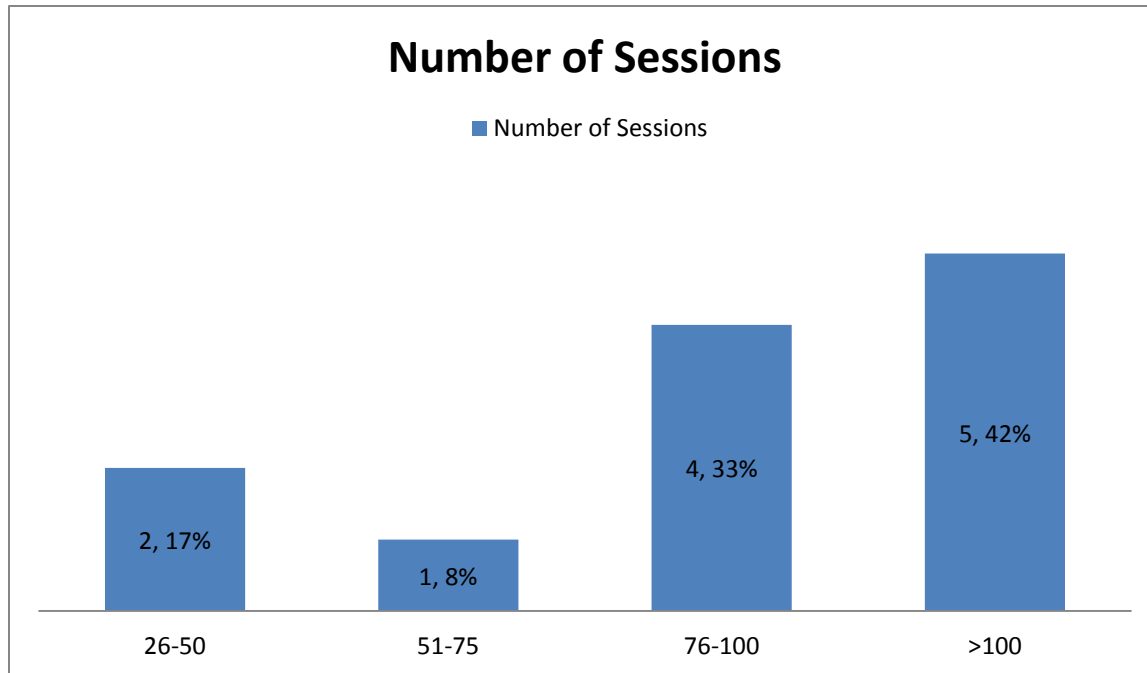
- Some institutions indicated that through change they are focusing on development and defining, which might include mission statement, goals, objectives, and content and evaluation strategies.
- Some institutions indicated that they have nothing formal in place.
- Some movement to Program Liaison model to meet increasing demand for classroom instruction.

# Delivery of Information Literacy

## Number of Sessions

Approximately how many Information Literacy classes does your institution teach in a typical fall semester (September to December)?

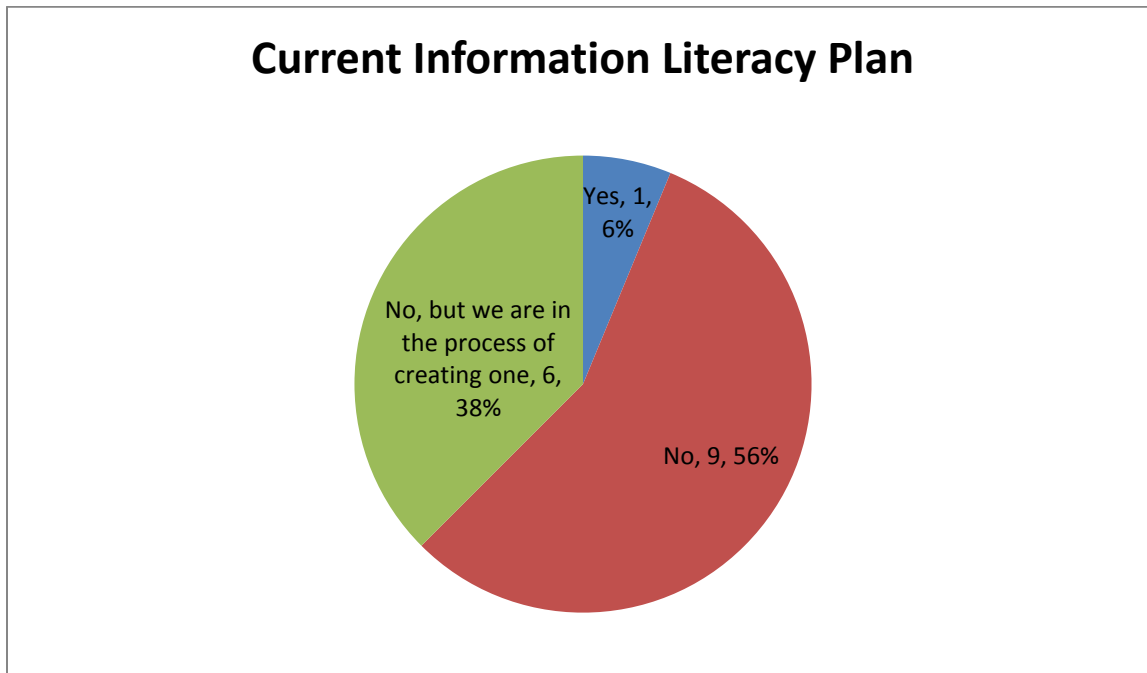
### Average Number of Sessions – Fall Semester (Colleges)



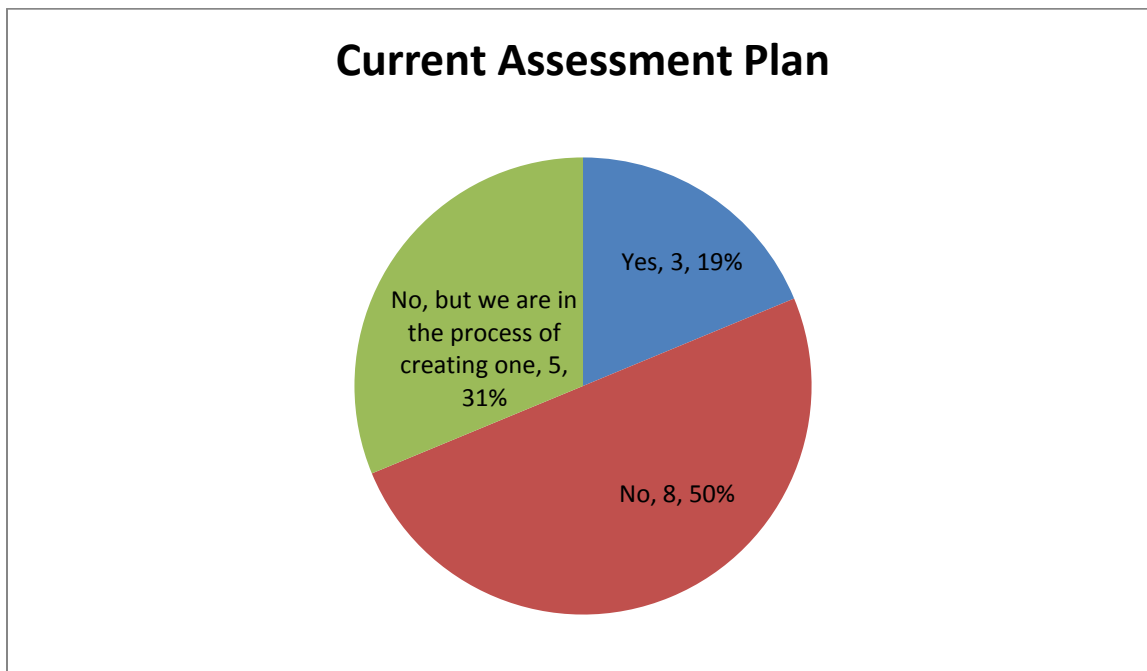


## Planning and Assessment

### Current Information Literacy Plan (Colleges and Universities)

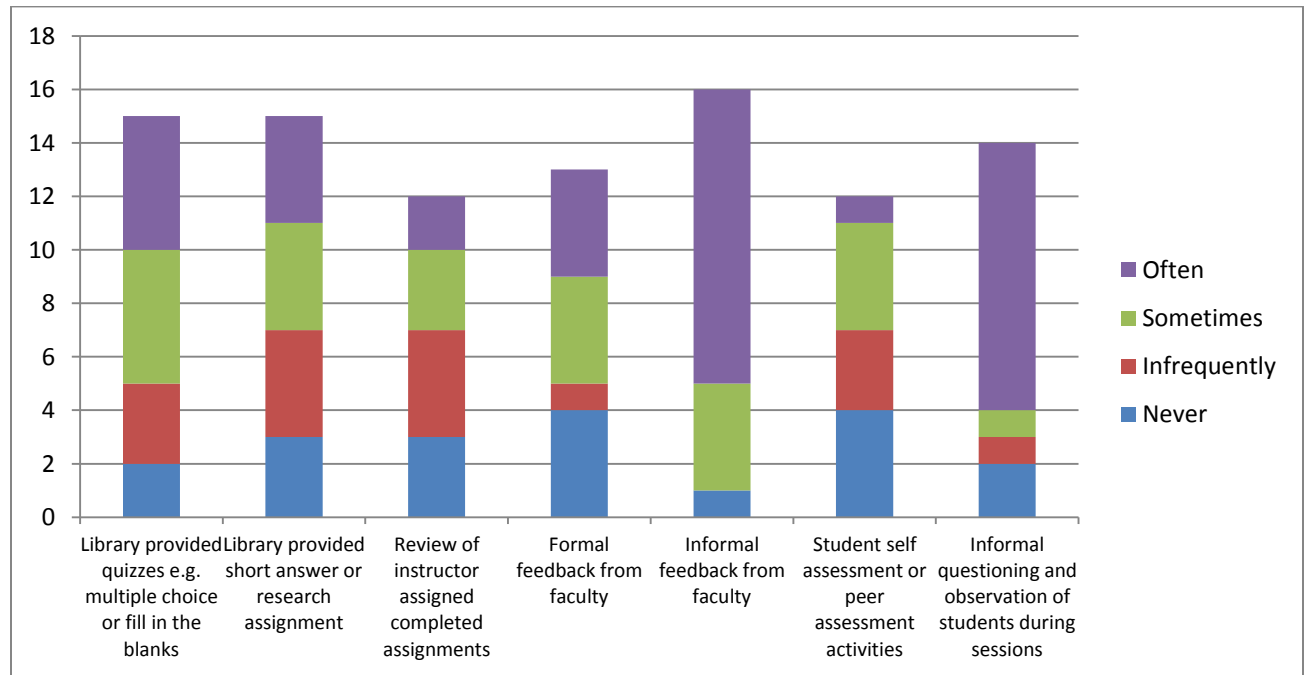


### Current Assessment Plan



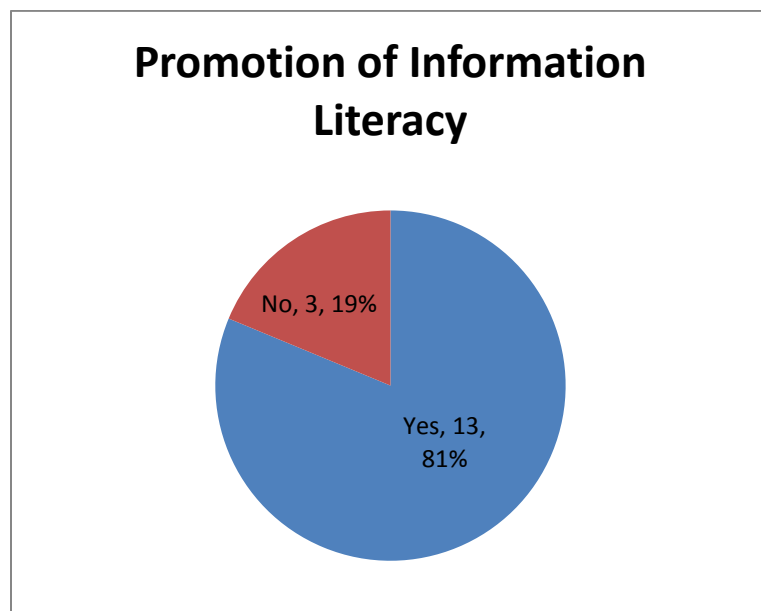
## Use of Assessment Tools (Colleges & Universities)

Assessment tools were ranked on how frequently they were used.



## Promotion of Information Literacy

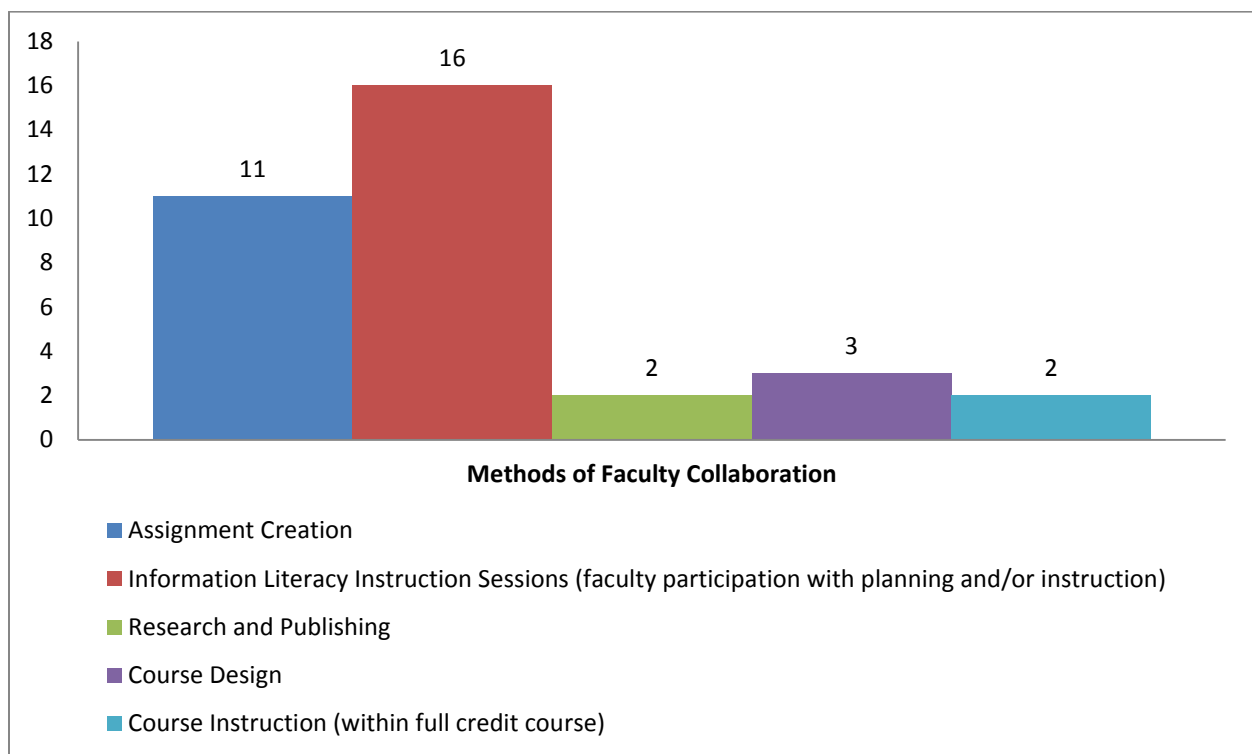
Active Promotion at Institution of Information Literacy



## Methods of Promotion

- Attending program/faculty meetings
- Attending orientation
- Develop relationship with Centre for Teaching and Learning
- New Hires required course
- Emails to faculty
- Institutional electronic newsletter
- Web presence
- Mapped/embedded into programs
- Posters
- Word of mouth
- Social media

## Collaboration with Faculty

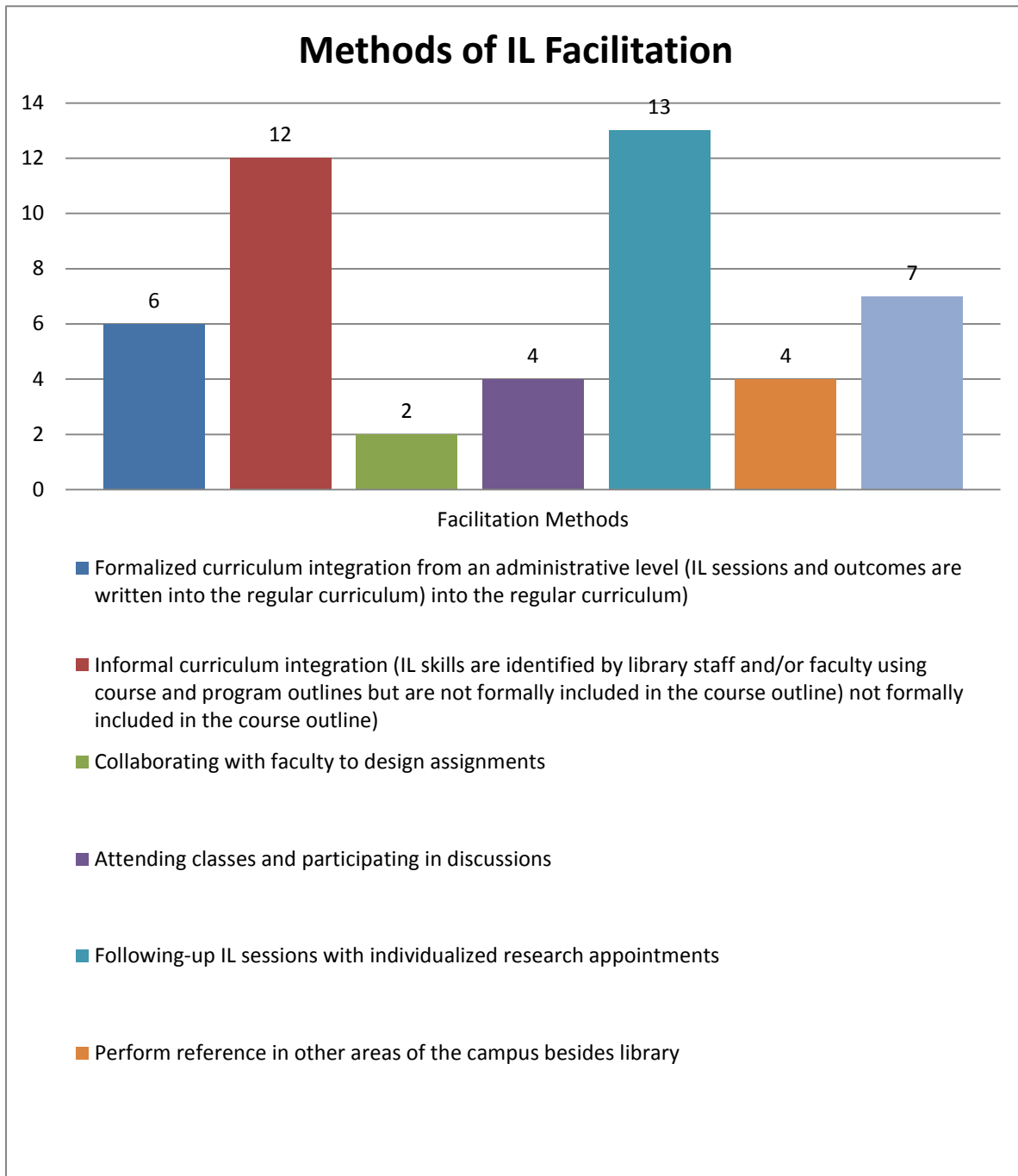


### Other methods of faculty collaboration:

- Program reviews
- Program accreditations

# Embedded Experience

Methods employed to facilitate the development of Information Literacy skills



# Copy of Information Literacy – Institutional Survey

## Information Literacy – Institutional Survey

### Consent

**\*1. The purpose of this survey is to gain further understanding of Information Literacy (IL) practices at post-secondary institutions in Ontario. This survey is being conducted by the Information Literacy team at Conestoga College.**

**Your participation in this survey is voluntary and you may withdraw at any time.**

**The procedure involves filling out an online survey that will take approximately 5-10 minutes.**

**This survey is part of the environmental scan we are conducting to help inform our updated Comprehensive Plan for Information Literacy. The results of the survey may also be shared with the participating institutions and for other scholarly purposes in future. The survey does not record your identity or that of your institution unless you voluntarily provide it. If you choose to identify yourself and/or your institution, your responses will remain anonymous to all but the survey administrators.**

**If you have any questions about the survey, please contact Trish Weigel Green (PWeigel-Green@conestogac.on.ca)**

**ELECTRONIC CONSENT: Please select your choice below.**

**Clicking on the "agree" button below indicates that:**

- you have read the above information
- you voluntarily agree to participate

**If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.**

Agree

Disagree

### Demographics

## Information Literacy – Institutional Survey

### 2. Please tell us about yourself.

This is optional, however including this information will enable us to share the results of the survey with you. This information will not be shared with anyone other than the survey administrators, Trish Weigel Green and Melanie Parlette.

Your Name:

Your Position/Title:

Your Email:

### 3. Please tell us about your institution.

Institution Name (optional):

Approximate FTE:

Number of Libraries at your Institution:

## Your Institutional Information Literacy (IL) Model

### 4. Does your Library offer instructional sessions/information literacy sessions?

- Yes
- No

### 5. If yes, who delivers these sessions?

- Library Technicians
- Librarians
- Library Managers

Other (please specify)

### 6. Does your Library employ staff with information literacy-related duties formally included in their job descriptions?

- Yes
- No

If yes, what is/are the titles of these positions? E.g. Program Liaison

## Information Literacy – Institutional Survey

### 7. What level of education does this role require?

- Diploma
- Bachelors
- Masters

Other (please specify)

### 8. What level of education is desirable for this role (even if it is not an explicit requirement per the job description)?

- Diploma
- Bachelors
- Masters

Other (please specify)

### 9. Which other responsibilities are also included in this role? (Check all that apply)

- Reference
- Collection Development
- Marketing and Outreach

Other (please specify)

## Information Literacy – Institutional Survey

### 10. How would you classify the Information Literacy Model at your Library?

You may choose more than one option if that applies.

- Program Liaison Model: staff are assigned schools, departments, subject areas or programs. Staff liaise with the faculty and students in those areas and develop and conduct sessions for them. In many cases this model also includes collection development for the same program areas.
- Functional Team Model: staff are assigned to provide Information Literacy Instruction as a service for any program. Other teams, staff or groups focus on collection development, marketing etc.
- Mandatory Research Course: this may be a single class or a series of classes (course) that is required for students to complete and is administered or administration is shared with the Library.
- Other Models: Variations of the models above.

Use the space below to best describe your model if none of the choices apply. Also use the space below to provide comments or additional information on your selection.

### 11. Is your Library considering changing your current model?

- Yes
- No

If yes, why and what changes are you considering?

## Delivery of IL

### 12. What methods do you use to deliver IL Sessions? (Check all that apply)

- Face to Face in Library
- Face to Face in Classroom
- Online

Other (please specify)



## Information Literacy – Institutional Survey

**13. Approximately how many information literacy classes does your institution teach in a typical Fall semester (September to December)?**

- <5
- 6-25
- 26-50
- 51-75
- 76-100
- >100
- Don't Know

**14. Approximately how many information literacy classes do you teach in a typical year?**

- 1-50
- 51-100
- 101-150
- 151-200
- 201-250
- 251-300
- >300
- Don't Know

**15. Select the group(s) that best represent the audience of your information literacy classes?**

- College Diploma
- College Applied Degree
- University Undergraduate
- University Graduate

Other (please specify)

## Information Literacy – Institutional Survey

**16. In what type of classes do you typically provide information literacy classes? (Check all that apply)**

- Introductory English, Communications or Writing classes
- Discipline based classes (e.g. Intro to Operations Management, Marketing Research, Population Health)

Other (please specify)

**17. Are your sessions more frequently offered:**

- Within a scheduled class, coordinated with the instructor (In-person)
- As a drop-in or sign-up outside of class time (In-person)
- Online lesson or tutorial

Other:

## Planning and Assessment

**18. Does your Library/Institution have an Information Literacy Plan?**

- Yes
- No
- No, but we are in the process of creating one.

**19. Does your institution have a formal Assessment Plan?**

- Yes
- No
- No, but we are in the process of creating one.

## Information Literacy – Institutional Survey

### 20. Rank the following assessment tools based on how often you use them.

	Never	Infrequently	Sometimes	Often
Library provided quizzes e.g. multiple choice or fill in the blanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library provided short answer or research assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review of Instructor assigned completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal feedback from faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal feedback from faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student self assessment or peer assessment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal questioning and observation of students during sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 21. Do you actively promote your Information Literacy program at your institution?

Yes

No

If yes, list 2 or 3 of the main ways in which this is done (e.g. attending faculty meetings, web presence, marketing materials)

## Collaboration with Faculty

### 22. If you collaborate with faculty, how? (Check all that apply)

Assignment Creation

Information Literacy Instruction Sessions (Faculty participation with planning and/or delivery)

Research and Publishing

Course Design

Course Instruction (within full credit course)

Other or Comments:

## Information Literacy – Institutional Survey

### Embedded Experience

**23. Which of the following methods do you employ to facilitate the development of information literacy skills? (Check all that apply)**

- Formalized curriculum integration from an administrative level (IL sessions and outcomes are written into the regular curriculum)
- Informal curriculum integration (IL skills are identified by library staff and/or faculty using course and program outlines but are not formally included in the course outline)
- Collaborating with faculty to design assignments
- Attending classes and participating in discussions
- Following-up IL sessions with individualized research appointments
- Perform reference in other areas of the campus besides library
- Contact/Chat information on the Course Content Management System (i.e. Moodle, CourseLink, ANGEL)

Other (please specify)

### Additional Comments

**24. Please add any information you think may be useful that we did not capture with our questions or clarify your responses to any of the questions.**

Thank you for taking the time to complete the survey. Once the results are compiled we will share them with all of those institutions who have participated.