Indiana University Kokomo Library
Information Literacy Program

Mission Statement

The Indiana University Kokomo Library is dedicated to developing an information literate university community. An information literate person is able to articulate an information need, identify relevant types of information, search for information effectively, evaluate the information found, and use information in an ethical and appropriate way. Library faculty members actively work with other disciplinary faculty members and administrators to integrate information literacy into curricula to prepare students for academic and life-long success.

Program Goals

Goal I - Collaborate with disciplinary faculty members to integrate and scaffold information literacy instruction across the curriculum (3-tier program structure).

Action Items:

1. Strengthen outreach to discipline/departmental faculty members and campus administration
   a) Library dean promotes information literacy program to academic deans and administrators.
   b) Library representative attends the New Faculty Connections orientation once a year to share the definition of information literacy and introduce the information literacy program.
   c) Identify additional strategies for introducing information literacy program to discipline/departmental faculty.

2. Foundation level: collaborate with course faculty to integrate information literacy into the Indiana University Kokomo General Education courses (ENG-W 131 and SPCH-S 121)
   a) Review the syllabi and identify the specific information literacy outcomes for each course.
   b) Create lesson plans and offer information literacy instruction to support student mastery of related learning outcomes.
   c) With faculty, assess the general education information literacy learning outcomes.

3. Entry level: through curriculum mapping, identify additional undergraduate courses that have research components or library assignments for information literacy support opportunities
   a) Review the academic bulletin to identify courses that may include research/library assignments
   b) Initiate communication with department chairs and faculty members to suggest information literacy support related to courses identified in 3a).
   c) With input from faculty, create and deliver targeted information literacy content.
4. Capstone level: provide support for the capstone research projects
   a) Contact faculty teaching capstone courses to encourage students connection with library
   b) Schedule librarians research consultations with capstone students

Metrics:
   • Information literacy instruction statistics
     o number of sessions taught
     o number of students taught
   • Number of capstone consultations
   • Number of discipline faculty partners
   • Number of new outreach courses
   • Number of collaborative assignments developed
   • ENG-W 131 and SPCH-S 121 students feedback in pre and post surveys

Goal II - Integrate information literacy instruction into online courses to provide support for research and information literacy skills.

Actions Items:

1. Investigate software for integrating information literacy concepts into the learning management system.
   a) Pilot software in selected course(s)
   b) Collect feedback from students and faculty members
   c) Select software based on the user feedback

2. Provide users with 24/7 access to resources that can help them develop information literacy skills
   a) Create library online guides
   b) Create library tutorials and learning objects
   c) Make the supporting resources accessible to students

3. Implement the online teaching strategies to engage students in learning
   a) Use the inclusive design methods to make the teaching accessible to students
   b) Apply gamification or other motivational methods in online teaching

Metrics
   • Online usage statistics of information literacy modules (e.g. click-ins, students completions)
   • Student learning progress (e.g. online grades for quizzes, badges earned)
Goals III – Create a culture of assessment to ensure effectiveness of teaching and learning

Action Items:
1. Identify a range of professional development opportunities for librarians to improve their teaching

2. Set expectations for librarians to do self-assessment and peer-assessment to improve teaching skills
   a) Provide self-assessment training for teaching librarians
   b) Create a peer reviewing template for reviewers

3. Collaborate with faculty to assess student mastery of the information literacy learning outcomes
   a) Identify the learning outcomes to be assessed
   b) Apply a variety of classroom assessment techniques to measure students learning

Metrics:
- Number of workshops/seminars attended
- Self-assessment reports
- Number of peer review letters
- Classroom assessment data
- Rubrics developed to assess student work