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Expanding Horizons: Using Information in the 21st Century

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Expanding Horizons: Using Information in the 21st Century



A QUALITY ENHANCEMENT PLAN FOR TRINITY UNIVERSITY ■ 2008 - 2013



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Executive Summary

The development of information literacy—the ability to locate, gather, evaluate, and use information analytically and effectively—is the focus of Trinity University’s “Expanding Horizons” Quality Enhancement Plan. Trinity has always valued critical reading, analytical writing, and reasoned judgment as key components of a liberal arts education, and it supports a variety of opportunities for student research. However, the sheer volume of information and its rapidly changing forms challenge us to move beyond what we have traditionally done in and out of the classroom.

Expanding Horizons asks faculty to design a creative and systematic approach to information literacy that is an integral part of the academic curriculum, and it asks staff and student leaders to reinforce information literacy in the co-curriculum. Over the next five years, “Expanding Horizons” will ensure that students are better prepared to work conscientiously and ethically with information in their coursework, and it will provide opportunities for students to apply similar critical thinking and research skills in their co-curricular lives. The result will be a campus culture that is more thoughtful, more informed, and thus more energized. This, in turn, will lead to graduates who are well prepared for their lives beyond Trinity.



Expanding Horizons SNAPSHOT

YEAR	FOCUS	ACADEMIC CURRICULUM	CO-CURRICULUM
2008-2009	The First-Year Experience	First Year Seminar, Writing Workshop, Readings from Western Cultures (HUMA)	New Student Orientation
2009-2010	Curriculum & Campus Life	Common Curriculum & Majors	Campus Publications, Career Services, International Programs
2010-2011	Curriculum & Campus Life	Common Curriculum & Majors	Athletics, Health Services
2011-2012	The Senior Experience	Thesis, Capstone, Seminars	Community Service
2012-2013	Graduate Programs	Graduate	

The Topic

The development of information literacy both in the academic curriculum and in co-curricular activities is the heart of the Quality Enhancement Plan (QEP) for Trinity University. Information literacy may be defined as the ability to gather, critically evaluate, and use information creatively and ethically. The overarching goal of a QEP focused on information literacy is to ensure that all Trinity graduates receive systematic guidance and practical experience in order to prepare them for the knowledge economy of the twenty-first century. As this QEP is implemented, students will be able to access information more efficiently and to use it critically and competently. Students will more fully understand the information cycle, they will be more aware of search tools and strategies across disciplines, and they will learn to use the major resources in their majors. Concomitantly, the QEP will encourage students to apply these critical approaches to information in their co-curricular experiences.

We define student learning as a creative interdependence between skills and intellectual concepts. Student learning is the ability to recognize and define a problem, issue, or topic and then to devise methods for investigating that subject, solving that problem, or creating that project. Student learning is the ability to make analogies among different disciplines and methods and to be able to adapt a basic set of skills to new and increasingly complex investigations and conceptual problems. Above all, student learning is the ability to understand why a subject, process of investigation, problem, or topic is organized as it is and to be able to develop a commensurate understanding of the student's own thinking and investigative processes.

To be sure, Trinity University has always valued student research and the development of students' abilities as creative, informed citizens. This QEP builds on an already strong academic curriculum and a rich campus life. But the sheer

volume of information today and the fact that the mode of delivery of information is in constant flux challenge us to move beyond what we have traditionally done well. **Expanding Horizons** explicitly addresses the need for students to become highly sophisticated in their approach to information, while also developing a greater comprehension and facility with the changing landscape of information delivery. We believe that this can be done as an integral part of the liberal arts curriculum as well as in the social, cultural, and community lives of students. The same technologies that make locating, selecting, evaluating, and using information overwhelming for today's students can also provide faculty, librarians, staff, and student leaders with the tools to be creative in new and exciting ways. As we begin to align research

Trinity University's mission focuses on "excellence in the interrelated areas of teaching, research, and service."

with inquiry-based opportunities in the academic curriculum and as we build possibilities for applying systematic thought with social, volunteer, and leadership projects, we envision creating a campus culture that is more energized, more thoughtful, and more informed.

Trinity University's mission focuses on "excellence in the interrelated areas of teaching, research, and service." Trinity University has always valued faculty and student research, and faculty strive to maintain the highest standards in their teaching. Staff, working with student leaders, have established nationally recognized programs and activities. Yet, as we describe below, our own institutional research shows that the research component of our mission, as it pertains to student learning, requires a new focus.

Much of this is necessitated by a generation of students unfamiliar with traditional scholarly methods. Trinity students today have vastly different exposures to information in their primary and secondary education than was true even a decade ago. This is not unique to Trinity. As Randy Burke Hensley notes, "students do not understand research as the central construction of knowledge . . . or as a broadly applicable cognitive process in their daily lives."¹

Trinity University is an independent co-educational university whose mission is excellence in the interrelated areas of teaching, research, and service. Trinity seeks to provide broad and intensive educational opportunities primarily to undergraduates in liberal arts and sciences, and in selected professional and pre-professional fields. It also offers a small number of selected high quality graduate programs.

Mission Statement, Trinity University

In a Nutshell

Expanding Horizons asks faculty and staff to design a creative and systematic approach to information literacy that is an integral part of the academic curriculum and the co-curriculum. This will be developed through four basic strategies. First, **workshops**, held each summer, will provide a venue for faculty and staff to discuss how to enhance student learning with a focus on information literacy. Faculty will participate in workshops held in May that will provide an intense, systematic, and stimulating time to focus on information literacy and to explore how it can be accomplished creatively and effectively. These workshops will focus not on content but on methodology. The goal of the faculty workshops will be to encourage faculty to educate themselves in new technologies that enhance teaching, to design



assignments that address the changing landscape of information, and to familiarize themselves with information literacy goals. Bringing faculty together has historically worked well at Trinity, as major faculty initiatives have often begun with summer workshops that typically have involved exchanging ideas, developing new teaching strategies, and developing networks across disciplines. Examples of successful

campus initiatives begun through summer workshops include the First Year Seminar Program, the Readings from Western Cultures (HUMA) program, the Languages across the Curriculum program, the Difficult Dialogues initiative, and others. Staff will participate in a June workshop that will focus on how opportunities for information literacy can be encouraged in students' extra-curricular lives.

Second, **course development and programming grants** will be made available to faculty and staff so that they may undertake revisions, create new courses, and/or design co-curricular projects.

Third, **new positions** will provide the infrastructure to support the QEP. These include: an information literacy librarian, two instructional technologists, and a half-time secretary. The information literacy librarian will be essential to the success of the **Expanding Horizons** initiative. As faculty across campus develop information

literacy assignments in courses and as departments develop information literacy standards for their majors and capstone courses, more than one information literacy librarian will be needed. The Coates Library currently has one information literacy librarian: Michelle Millet. Two instructional technologists will be hired. Instructional technologists are skilled in working with technology and are experienced in adapting new technologies for classroom and library use. These individuals will work with teaching faculty to develop courses and/or class assignments and with library faculty to develop interactive teaching models, learning objects, and tutorials that introduce information literacy concepts, resources, and tools. We currently have one instructional technologist on staff: Vidya Ananthanarayanan. A half-time clerical position will support the work of the Information Literacy QEP.

Fourth, necessary **renovations** will be made in the teaching and office spaces needed to support the QEP.

Identification of Need

A variety of new technologies has made the universe of information, the processes for conducting research, and the ethics of using information vastly different for our students when compared to the experiences of previous generations. Not that long ago, information sites and sources were well organized, accessible, and predictable. The library, as the intellectual centerpiece of the college campus, was the physical place where students learned how to navigate published information. Learning experiences designed to help students search for information were a primary component of instruction in the library, which was then reinforced in the classroom.² Today, however, many students no longer see the library as the main gateway to information, confident that they can find the information they need via the Internet. Yet, when compared to the traditional searches performed using library tools, the information accessed by students on the Internet tends to be more chaotic, disorganized, random, and fragmented.³ Unsystematic, free-associating, unrestricted, and disorderly searching can sometimes lead to success. However, more often than not, the sheer volume and the uneven quality of resources make the searching process unmanageable, creating greater challenges in the critical and ethical use of information.

A national study recently conducted (2006) by Educational Testing Service (ETS) documents that information literacy deficiency is a problem among American high school seniors and college students. In testing the information and communication technology proficiency of 6300 high school seniors and college students, ETS found that most were neither technologically nor information literate. On average, students earned half of the possible points, and “few test takers demonstrated effective information literacy skills.”⁴ Other noted information literacy experts



have also argued that students are not more information-savvy today than previous generations of students, even with their exposure to far more sophisticated technology. Patricia Breivik notes that “what is growing ever more obvious is that today’s undergraduates are generally far less prepared to do research than were students of earlier generations, despite their familiarity with powerful new information-gathering tools.”⁵ The development of new resources and techniques designed to help students find information has not led to better searching and selection practices.

One of the challenges facing both incoming students and faculty at Trinity is the set of standards used to assess secondary education. The majority of Trinity students come from public schools that have increasingly relied on standardized testing to assess student progress, skills, and knowledge. This focus on testing, and the need to prepare students for these tests, leaves less time for classroom teachers to develop instruction in research methods or to experiment with other independent creative endeavors that might involve research. In Texas public schools, the possibility that students have had a significant library experience prior to coming to college is uneven. Since the ratio of students to librarians in Texas has been low (600 to 1 in the 1990s), it is probable that many incoming students have had limited opportunities to receive training in making use of the library and its resources.⁶

Specific assessment of incoming and graduating students at Trinity underscores the need for the information literacy QEP. These include the *First Year Information Literacy in the Liberal Arts Assessment (FYILLAA)*, which was conducted among first-year students just before their arrival on campus in the fall of 2006 and again at the end of their first semester; the results from the College Student Experience Questionnaire administered to selected classes of graduating seniors in the springs of 2001, 2003, and 2005; and comparative statistics from the annual Oberlin Group survey.

The First Year Information Literacy in the Liberal Arts Assessment was designed by librarians, faculty, institutional research staff, and academic technologists from

St. Olaf, Macalester, Carleton, Grinnell, Lake Forest, the University of Chicago, Ohio Wesleyan, and DePauw University. The survey, conducted through the Gould Library at Carleton College, provides participating schools with data about their students, along with comparison data from the other participating institutions.⁷ Trinity University participated in the survey by sending a link to the online instrument to all incoming first-year students in August 2007, before they had come to campus. Of the 660 incoming students, 171 responded. At the end of the first year, we once again asked the new first-year students to complete the same online survey; we received 130 responses.

Results of the survey indicated that Trinity's incoming students were not well prepared to deal with the information issues of the twenty-first century. Full details are available from the Office of Institutional Research, but a few examples will suffice to indicate the severity of the problem:

- Only 29% of Trinity respondents indicated that they had used an online index or database in the past year, compared to 48% of respondents at the peer institutions.
- Only 30% of Trinity respondents knew that "movies OR films" would retrieve more results than "movies AND films."
- Over 55% of Trinity respondents concluded that if an article were published in *Time*, *Newsweek*, or *U.S. News & World Report* it was likely to be scholarly.
- Only 40% knew that a peer-reviewed journal was one that published articles approved by other scholars.

Additionally, while many are unprepared, students feel that they are well-prepared and that locating and evaluating sources is easy. Despite the fact that only 29% indicated that they had used an online index or database in the past year:

- 45% felt that it was very easy to use an electronic index, and
- 40% felt that it was very easy to develop a list of sources to investigate.

While the results collected at the end of the first year indicate that progress has been made in some areas, it is not universal. Despite the substantial amount of library instruction that takes place (94% of respondents indicated that they had had library instruction), many students seem not to have mastered basic concepts of information literacy.

By the end of the first year:

- 32% indicated that they had not used an online database or index during their first year in college.
- 65% could not correctly identify "movies OR films" as the search resulting in the largest number of results.

- Over 35% concluded that an article published in *Time*, *Newsweek*, or *U.S. News & World Report* was likely to be scholarly.
- Over 40% did not understand that a peer-reviewed journal was one that published articles approved by other scholars.

In the spring of 2001, 2003, and 2005, randomly selected sections of senior classes were surveyed during class using the College Student Experiences Questionnaire (CSEQ) available through Indiana University, Bloomington.⁸ Some of these results indicate that even by the senior year Trinity students have not achieved an optimal level of information literacy. As examples:



- While over 40% of seniors at other selective liberal arts institutions indicate that they very often used an index or database during the academic year, only about 30% of Trinity seniors did so.
- While about 50% of seniors at other selective liberal arts institutions gave the highest possible rating (7 on a scale of 1 to 7) to the emphasis their institution placed on developing critical, evaluative, and analytical qualities, on average only about 30% of Trinity seniors gave Trinity this high ranking.
- While about 60% of seniors at other selective liberal arts institutions gave the highest possible rating (7 on a scale of 1 to 7) to the emphasis their institution placed on developing academic, scholarly, and intellectual qualities, on average only about 35% of Trinity seniors gave Trinity this high ranking.

Each year the Oberlin group institutions, an informal consortium of the libraries of 80 selective liberal arts colleges, share data for benchmarking purposes.⁹ Results from that comparison show that the average Trinity student checks out about 15 items from the library every year. Among the Oberlin Group institutions, the 75th percentile of this variable is about 24 circulations per student, the median is about 21 circulations per student, and the 25th percentile is about 17 circulations per student. This result suggests that Trinity has room to improve student use of information resources.

The need to focus on developing the ability of college students to navigate through vast amounts of information is not new. Writing in the 1950s, Homer Kempfer took up the cause of new requirements for researchers, arguing that students required instruction in finding, evaluating, and differentiating information “so that enlightenment will be of a broad social type rather than narrow self-interest.”¹⁰ The role of the librarian in teaching students how to use information has long been recognized, and librarians have been among the first to assert that research instruction should span the curriculum and not just reside in the library. In 1960 George S. Bonn noted that “as long as the library is just the library, as long as library use is just a library statistic, and as long as library training is just a library problem, that long will the library remain relatively alone, unused, and deplored.”¹¹ Beginning in the 1970s, “bibliographic instruction” became a focus of library educators to emphasize student understanding of the library and the way that information was produced and organized. In 1981, James Rice Jr.’s *Teaching Library Use: A Guide for Library Instruction* was one of the first texts to make hierarchical developmental distinctions between the activities of “orientation,” “library instruction,” and “bibliographic instruction.”¹² In the mid-1980s, theory and research on teaching in the library took a dramatic turn from teacher-focused to learner-focused pedagogy. The publication of Carol Kuhlthau’s research on the information-seeking strategies of library users was instrumental in this shift.¹³ The publication of research related to student learning and research methodology rose dramatically, and, as a result, teaching in the library shifted generally from lecture-style sessions to information-based models.¹⁴ In 1989, Patricia S. Breivik and E. Gordon Gee published their seminal *Information Literacy: Revolution in the Library*.¹⁵ Breivik and Gee described detailed work at the University of Colorado at Boulder that focused on how to integrate research and inquiry into the curriculum and how to utilize the wealth of information available in libraries.

Following the influence of Breivik and Gee’s work, and as the literature on library instruction increased exponentially in the late 1980s, the Association of College and Research Libraries (ACRL) anticipated the needs of librarians with the publication of *The Model Statement of Objectives for Bibliographic Instruction*. With this document, the ACRL’s Instruction Section sought to build a bridge

between “traditional” types of library training and the new learning experiences that students required.¹⁶ After ten years in practice, the *Model Statement* was replaced by the *Information Literacy Competency Standards for Higher Education*, a set of learning outcomes and instructional objectives that spoke to the academic community’s need to develop and assess information literacy ability.¹⁷

These national trends have been visible at Trinity University. Librarians at the Elizabeth Huth Coates Library have long partnered with teaching faculty to create bibliographic and information sessions tailored to specific assignments, courses, and majors. Bibliographic sessions have been staples of the First Year Seminar program since its inception in the 1980s. Liaison librarians work closely with departments and with individual faculty, in the belief that the library remains the primary training ground for students to learn how to access and evaluate information across subject areas.

Since 1989, two primary models for information literacy instruction have found popularity: the “separate or compartmentalized curriculum model” and the “integrated or distributed curriculum model.”

Since 1989, two primary models for information literacy instruction have found popularity: the “separate or compartmentalized curriculum model” and the “integrated or distributed curriculum model.”¹⁸ In the former, information literacy appears at various points in the curriculum as a stand-alone credit course. A number of these programs require such a course, many of which are available online, during the first or second year. However, most institutions have either avoided or abandoned this approach. The Information Literacy Program at the University of Louisville well sums up this preference in its statement that “while stand-alone information literacy courses certainly have their place and students can benefit from them, we believe students receive the maximum benefit when information literacy is placed in its disciplinary context and taught from that perspective.”¹⁹

The integrated model of information literacy ensures that students will develop a range of techniques and varying levels of expertise for seeking and evaluating information. Conducting research for different purposes in a variety of classes (for example, a first-year writing class and a mid-level sociology class) will promote students’ intellectual flexibility as well as inculcate a breadth of knowledge about the varieties of information available. Unlike stand-alone information literacy courses, the integrated model presents information literacy as a practice that is closely tied to academic disciplines. Instruction is provided within the context of a disciplinary course and is tailored to a specific assignment, thereby making the learning experience more relevant for students. In an extended analysis of

information literacy instruction and its reception in the sciences, Kate Manuel finds that developing knowledge and practices related to specific disciplines and classes may also be the best way to refrain from teaching “generic skills” and to encourage the discipline’s ownership of information literacy as an instructional focus.²⁰ The research of Trinity’s own information literacy coordinator librarian, Michelle Millet, shows that our peer institutions within the Oberlin Group of libraries are also actively working to integrate information literacy throughout their respective curricula, most often through the course-integrated model (see Appendix VII). Trinity will continue to develop this curriculum-based approach wherein information literacy is infused into content-based courses, as deemed appropriate by individual departments and programs.

The integrated and distributed model of information literacy instruction is currently in place at Trinity University. In this model, librarians work to create a purposeful presence throughout the curriculum. Typically, librarians and faculty members collaborate on course-integrated or course-related library instruction.

It is without question that the last two decades have changed the way students think about information and how they locate, select, and use information sources. As Barbara Maria Stafford claims, “the explosion of multimedia—that unstable collage of video, audio, text, and graphics collected within an electronic interface—raises serious questions concerning the kinds of training needed to navigate meaningfully through a blurred and fluid informatic realm.”²¹ To encourage critical thinking, reflective research, and writing at a time of lightning-speed communications is a new challenge that is forcing colleges and universities to revise their educational strategies. At the same time, libraries have become more complex as they combine traditional text and electronic resources. Snavely and Cooper emphasize the library’s central role in “the awareness and immersion in the large body of recorded knowledge” but argue that the complexity of knowledge today creates “the need for information literacy programs and other efforts to enable students to appreciate and find their way through the many voices contributing to knowledge.”²²

Eleven years ago, Jeremy J. Shapiro and Shelley K. Hughes wrote that “information literacy should . . . be conceived more broadly as a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact.”²³ They maintain that information literacy is as “essential to the mental framework of the educated information-age citizen as the trivium of basic liberal arts (grammar, logic, and rhetoric) was to the educated person in medieval society.”

Many colleges and universities now include information literacy as part of a revised curriculum and/or have written it explicitly into their institutional missions. Recently, Wesleyan University adopted information literacy as one of the “essential capabilities” in their strategic plan for the twenty-first century. A Mellon Grant awarded to the Five Colleges of Ohio also focuses on integrating information literacy learning across majors.²⁴ Other colleges and universities, such as North Georgia College and State University and the University of Central Florida, have developed information literacy programs as their Quality Enhancement Plans.²⁵

Recognizing these needs at Trinity, administrators at the Coates Library created the position of Information Literacy Coordinator in 2003. Charged with uniting



all of the professional librarians in the mission of integrating information literacy across the curriculum, the information literacy librarian sought to spearhead discussions on information literacy across campus. Previously, public service librarians conducted bibliographic instruction sessions, but there was no leader on campus to coordinate these initiatives or to foster the program. The University Librarian and the Information Literacy Coordinator held focus-group luncheons every semester from 2003 to 2005 to meet with First Year Seminar (FYS) teaching faculty to discuss information literacy outcomes and the importance of including instruction in the first year. Funding for these gatherings began with an Information Fluency Grant from

the Associated Colleges of the South in 2002. The focus-group luncheons yielded helpful qualitative data, indicating that faculty members had noticed a decline in student research at Trinity but were uncertain about appropriate solutions.

Practical changes in the library fostered the expansion of information literacy. To respond to student needs and to facilitate their use of the library, the main floor of the building was remodeled in 2003. The new Information Commons replaces the stacks and carrels of the 1970s with easy access to computer technology and inviting study and learning spaces. In addition to these physical changes, all professionals in the Coates Library now teach, uniting the information literacy team in a common goal. Librarians, as liaisons to their departments, work with faculty to create assignments, as well as preparing working bibliographies and occasionally grading assignments. Aspects of librarianship that had rarely been associated with teaching in the library, such as collection development and cataloging practices, receive renewed vitality with the focus on information literacy learning. Innovations

in programming and resources were a prime factor in the library's receipt of the 2007 Excellence in Academic Libraries award from the Association of College and Research Libraries.

These changes correspond to a dramatic increase in the number of requests for information literacy instruction sessions from faculty. The number of departments using library instruction has grown to 24, an increase of 50% over the 2003–2004 school years, while the number of faculty requests for instruction also increased 67% over that same time. Since 2003, over 90% of the First Year Seminar classes have included an information literacy component and face-to-face interaction with a librarian. In 2004–2005, the use of librarians in courses increased 78% over the 2003–2004 year, and 140% over the 2000–2001 year. The number of students who attended one or more library instruction sessions grew from 1,472 in 2000–2001

to 3,198 in 2004–2005, an increase of 118%. Over

the past four years, with the push to integrate information literacy into courses, students have found library instruction to be very useful and are happy, overall, with the sessions they attend.²⁶ While these numbers and initiatives are impressive, they are somewhat misleading. The numbers cited above reflect only students served in single class sessions. As a result, some students benefit from two or three sessions over the course of their college career, but others may never attend a single session. One of the most important goals of the **Expanding Horizons** QEP is to develop a systematic and reinforced approach to

Over the past four years, with the push to integrate information literacy into courses, students have found library instruction to be very useful and are happy, overall, with the sessions they attend.

information literacy, such that it will reach students in their first-year experience, in the Common Curriculum, in their major, and in their senior capstone course.

To assist in the assessment of these new initiatives, the library has taken part in several national information literacy assessment projects. Trinity was one of 80 participants during the research and development phase of Kent State's Project SAILS, a Web-based assessment project that sought to document the information literacy skills of students and to suggest "points of improvement."²⁷ And, as described above, to evaluate students' abilities prior to attending the university, the library also participated in the *First Year Information Literacy in the Liberal Arts Assessment (FYILLAA)* project sponsored by Carleton College.²⁸ Involvement in these national and regional surveys enables the information literacy librarian to access national data and to assess the needs at Trinity.

While our library instruction and information literacy program at Trinity has grown tremendously over the past few years (nearly 150% growth in instruction sessions since 2002), the Quality Enhancement Plan will allow Trinity to pursue a more comprehensive, systematic, and sequenced approach to the infusion of information literacy learning experiences across academic and co-curricular spheres. Embedding information literacy across the curriculum and in co-curricular activities will benefit student learning in numerous ways. The program will assist faculty members by ensuring that basic information literacy goals are met in the first year, addressed in the Common Curriculum, and integrated into majors, allowing faculty members to build on what students already know. The learning objectives for first-year students, the Common Curriculum, and specific disciplines will give faculty members a platform from which to create assignments that challenge students' critical thinking and research strategies. Faculty who are uncertain about how best to introduce

Embedding information literacy across the curriculum and in co-curricular activities will benefit student learning in numerous ways.

and reinforce research methods and critical writing abilities will have the support, guidance, and insight of their colleagues. Further, faculty members teaching senior capstone courses and seminars will be able to expect more from students who have been exposed to a variety of prior research experiences.

It is not enough to make information literacy development an aim across the curriculum. As a liberal arts and sciences institution with strong

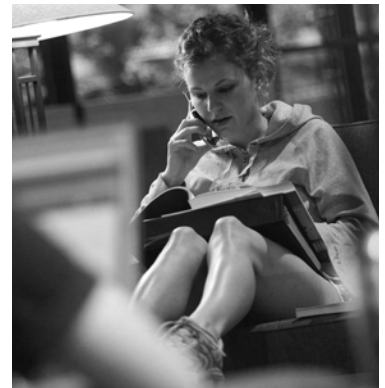
pre-professional programs, our institutional goal is to cultivate lifelong learners who "realize the potential of their abilities and engage their responsibilities to others" (from The Mission of Trinity University). Just as we prepare academically qualified candidates for professional positions, graduate schools, and national and international jobs, so too should the co-curricular college experience emphasize the importance of understanding, accessing, evaluating, and ethically using information in all aspects of one's life. Developing information literacy initiatives within the spectrum of the co-curricular environment—be it campus publications, student organizations, volunteer projects, the study abroad program, health services, or athletics—will reinforce the academic curriculum. This integrated academic and co-curricular approach will offer experiential learning opportunities that will help students understand the impact and importance of information literacy in their everyday lives, while giving initiatives within the academic curriculum a practical and immediate application.

Creating "whole" information-literate students will lead to more engaged, more responsible, more creative, and more successful lives beyond Trinity. Continued

acceptance to top graduate schools, training programs, and career-path, entry-level jobs requires that students are prepared to conduct research and to write well. Graduate program admissions have become increasingly competitive as the numbers of applicants have multiplied. Employers surveyed by the Partnership for 21st Century Skills recently identified lifelong learning and critical thinking abilities as some of the most important skills for the next generation entering the workforce.²⁹

Trinity University offers only a few graduate degrees—in Accounting, Education, School Psychology, School Administration, and Health Care Administration. In these programs, information literacy is essential to the success of students and graduates. Our graduate programs will also participate in the **Expanding Horizons** QEP, although the goals and objectives will be different and closely attuned to the needs of the specific programs.

Thus through this QEP Trinity University will enhance student learning by systematically and intentionally integrating information literacy into academic work and campus life. This emphasis will maintain and enhance Trinity’s excellence in the liberal arts.



Engagement of the Campus Community

Expanding Horizons has emerged from a series of meetings, formal and informal, developing as a conversation among constituencies of the university community: faculty, staff, administration, students, and alumni. All groups were represented in the original proposal committee, which was constituted in August 2006 with Dr. Judith Fisher appointed as chair.

TRINITY UNIVERSITY QEP PROPOSAL COMMITTEE (2006-2007)	
Judith Fisher	Professor, English, Chair
Angela Breidenstein	Associate Professor, Education, and Alumna
Bert Chandler	Associate Professor, Chemistry
Diane Graves	Professor/University Librarian
Heather Koch	Student Representative
Erich Menger	Alumni Representative
Thuy Nguyen	Student Representative
Sharon Jones Schweitzer	Assistant Vice President, University Communications, and Alumna
Linda Specht	Associate Professor, Business Administration
David Spener	Associate Professor, Sociology and Anthropology
Becky Spurlock	Director, Campus and Community Involvement
David Tuttle	Dean of Students and Director of Residential Life
<i>Consulting Members:</i>	
Michael Fischer	Vice President for Academic Affairs
Diane Saphire	Associate Vice President, Information Resources and Administrative Affairs
Deborah Bolster	Executive Assistant, President's Office

The proposal committee invited proposals from the entire campus community and encouraged different constituencies to work together to present proposals. By November 15, 2006, 12 initial proposals had been submitted to the proposal committee for evaluation; of these 12, 10 were formally presented to the proposal committee, which narrowed them down to 6:

- I. Difficult Dialogues
- II. Integrating Information Literacy across the Curriculum
- III. Service Learning: Enhancing Education through Community Engagement
- IV. Global Learning Enhancement through Coordinated Seminars
- V. Improving Science Appreciation at Trinity University
- VI. Towards Global Citizenship

These six proposals were presented to the campus community in a public forum held on January 24, 2007.

The proposal committee ultimately recommended three proposals as the most promising for significantly enriching student learning at Trinity University. On January 31, 2007, the three finalists were presented to the President of the University as equally beneficial. The proposal committee expressed no preference. The three finalists were:

- Global Citizenship: Coordinating and expanding our students' international experiences by promoting their ability to competently engage with members of cultures and societies outside the United States. Emphasis on multilingualism and the ability to understand cultural norms, values, and practices different from their own. Designed to build on already existing programs but would coordinate and diversify possibilities for student learning outside the United States.
- Information Literacy: Expanding information literacy throughout the student body, and, indeed, the entire university community. Essential goals are that all students be comfortable with the technology of information and able to understand and discriminate among the many varieties of information resources and research materials, both print and electronic.
- Improving Science Appreciation: Designed to improve science "literacy" at Trinity. Emphasis on interdisciplinary approaches to science by integrating the sciences with the social sciences and the humanities. Highlighting of extracurricular activities in addition to contextually relevant science courses accessible to all students.

After consulting with the proposal committee, the President selected Information Literacy, announcing the QEP to the university community on March 30, 2007. The President highlighted the potential of the plan to strengthen students' ability to use, understand, and critically discriminate among the unprecedented number of information resources available today.

In April 2007, the President formed a new committee, the Quality Enhancement Plan Committee, charged with developing the Information Literacy proposal into the University's QEP **Expanding Horizons**. This new committee, chaired by Dr. Alida Metcalf, included some members of the proposal committee, as well as new representatives from the faculty, students, staff, and alumni. At the last faculty meeting in April 2007, the QEP Committee chair presented an outline of the project to the faculty and invited all to attend a series of focus-group luncheons hosted by the committee. During the first week of May 2007, five faculty focus-group luncheons were held to acquaint faculty with the project and to garner their ideas and advice. On May 11, 2007, the chair of the QEP Committee presented an outline of the project to the Board of Trustees at its spring meeting, explaining how it would enhance student learning at Trinity. Board members were interested in the project and specifically asked for an update at their September 2007 meeting.

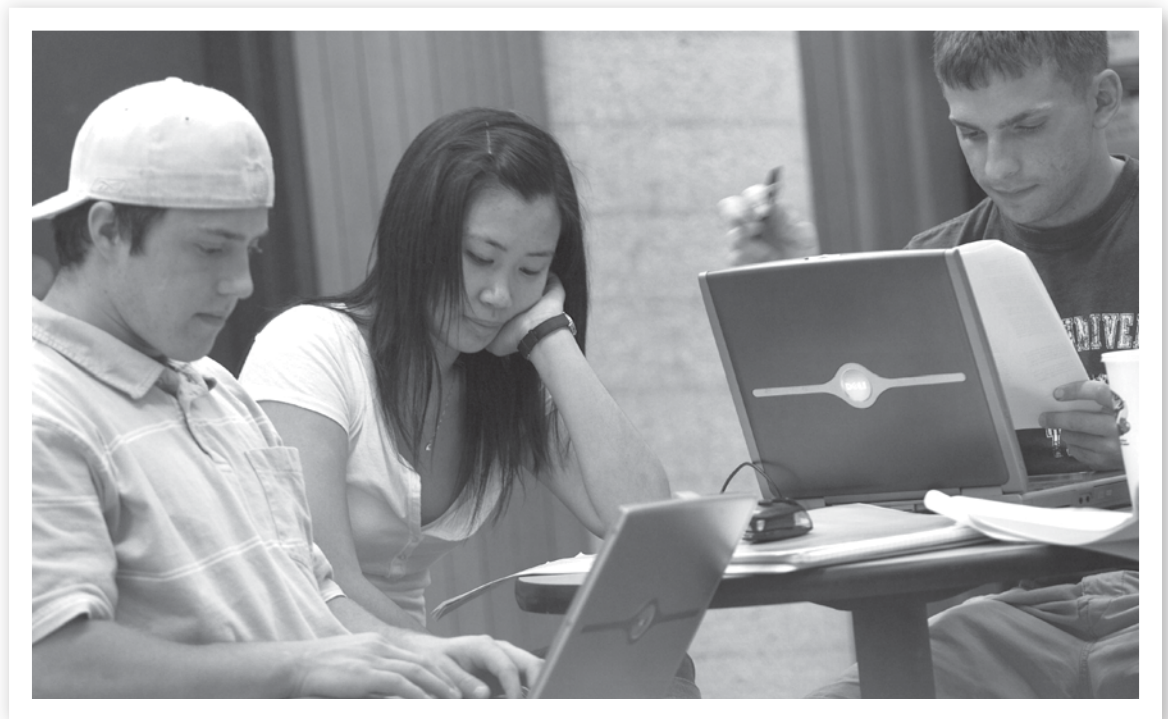
TRINITY UNIVERSITY QEP COMMITTEE (2007-2008)

Alida Metcalf	Professor, History, Chair
Bert Chandler	Associate Professor, Chemistry
Charlene Davis	Associate Professor, Business Administration
Judith Fisher	Professor, English
Diane Graves	Professor/University Librarian
Sara Hills	Student Representative
Mark Lewis	Associate Professor, Computer Science
Erich Menger	Alumni Representative
Michelle Millet	Information Literacy Coordinator, Coates Library
Megan Murphy	Student Representative
Ben Newhouse	Assistant Director, Campus and Community Involvement, and Alumnus
Diane Persellin	Professor, Music
Bladimir Ruiz	Associate Professor, Modern Languages and Literatures
Diane Sapphire	Associate Vice President, Information Resources and Administrative Affairs
Claudia Scholz	Coordinator of Research Programs, Academic Affairs

The Quality Enhancement Plan Committee began its formal planning process during the summer of 2007. A subcommittee met frequently to plan a summer workshop for the entire committee. The point of this workshop was to educate all committee members about information literacy and to brainstorm about its actual implementation at Trinity. This workshop was held on May 24, 2007, and included additional representatives from the library, staff, and faculty. An outside consultant, Jill Gremmels, well known in the field of Information Literacy for her work at Wartburg College, came to the workshop to discuss the key elements of a successful information literacy program and to offer specific advice for the Trinity project. One outcome of the workshop was the recognition that information literacy should not be limited to the academic curriculum but that it could and should be reinforced in the co-curriculum. On June 20, 2007, a second workshop was held for staff in order to introduce the topic to them and to encourage them to think about how information literacy could be incorporated into student life. In June and July 2007 the subcommittee began to draft the project narrative and the budget. The first complete draft of the narrative and budget was shared with the Vice President for Academic Affairs, who communicated the essential elements to the President of the University. Suggestions from the Vice President, President, and members of the entire Quality Enhancement Plan Committee were incorporated into the second draft of the proposal. Public Relations designed a plan to publicize the project to students, faculty, and staff during the fall and spring semesters.

At the end of the summer, the Quality Enhancement Plan Committee had a second workshop retreat (August 14, 2007) to discuss the second draft of the report and to plan for the fall semester. A detailed schedule of events was planned for the fall semester (2007) to educate faculty, staff, and students on the QEP process and to solicit their suggestions and concerns. These events included three social hours

for faculty, culminating in an Open Forum for the entire university community at the end of September. Committee members visited every department and made presentations at the Chairs' Retreat, the first Academic Assembly, the University Curriculum Council, the Faculty Senate, and the Board of Trustees' fall meeting. Two focus-group luncheons were held with student leaders. The QEP was discussed at multiple staff meetings of the Student Affairs Directors. Ideas, suggestions, reservations, and concerns raised by faculty, staff, and students were discussed at the QEP Committee meetings, and the narrative was revised accordingly. A complete draft of the **Expanding Horizons** narrative was posted on the campus Website for review on October 8, 2007. Comments were received from faculty, staff, students, and alumni, and all were considered as the draft was revised. A full draft was sent to an outside consultant for review the first week of November. A complete draft was presented to President Brazil on November 15, 2007. He communicated his comments to the committee on December 5, 2007. A final version was prepared for his approval on December 18 and delivered to University Communications for formatting and printing on December 20, 2007.



The Planning Phase

FALL 2006–SPRING 2008

Fall 2006

Creation of the QEP Planning Committee

QEP Planning Committee officially convened
August 28, 2006
Meeting to establish guidelines for process
September 29, 2006

Presentations

Department Chairs at annual Chair Retreat
August 16, 2006
Board of Trustees at Fall Retreat
September 13-15, 2006
Faculty Senate
September 22, 2006
University Curriculum Council
October 6, 2007
Academic Faculty Assembly
October 20, 2007
Additional meetings with:
Association of Student Representatives
Staff groups
Capital Campaign Initiatives
Alumni Office staff

Communications and Publicity

University-wide letter from President
University-wide letter from Committee
E-mail to all staff directors
E-mail to all student organization leaders
Story in University newspaper, *Trinitonian*
Creation of Website

Solicitation of Proposals

Informal proposal submission deadline
(All submissions posted on Website)
November 15, 2006
Formal proposal deadline
December 8, 2006
Ten formal proposals posted on Website
December 8, 2006

Spring 2007

Selection of the Proposal

Six of ten proposals chosen
January 14, 2007
Presentation of the six to Board of Trustees
January 19, 2007
The six presented at a University Forum
January 24, 2007
Proposal Committee selects three finalists
January 26, 2007
Three finalists recommended to President
January 31, 2007
Information Literacy selected by President
March 2007

Creation of the QEP Committee

QEP Committee appointed
April 2007
First meeting with the President
April 3, 2007
Chair meets with VPAA
April 13, 2007

Presentations

To the faculty
April 27, 2007
To the Board of Trustees
May 11, 2007

Generation of Ideas

Faculty focus-group luncheons (five)
May 4-11, 2007

Summer 2007

Workshops

QEP Committee: May 24, 2007
Staff: June 20, 2007

Initial Drafting

First draft of plan and budget
July 6, 2007
Revised plan and budget
July 23, 2007

Meetings

VPAA: May 30, June 28, July 11, 2007
QEP planning retreat: August 14, 2007

Fall 2007

Presentations

Department Chairs at Annual Chair Retreat
August 15, 2007
First Academic Faculty Assembly
August 16, 2007
Board of Trustees
September 21, 2007
Last Academic Faculty Assembly
December 6, 2007

Generation of Ideas

Social hour/discussion sessions with faculty
September 7, 11, and 19, 2007
Focus-group luncheons with student leaders
September 26 and October 3, 2007
Open Forum, entire university community
September 28, 2007
Draft of narrative posted for review
October 8, 2007
Comment return deadline
October 22, 2007

Meetings

QEP Committee meetings
August 14, 2007
September 14, 2007
October 5, 2007
October 26, 2007
November 9, 2007
December 6, 2007
With VPAA
August 22, 2007
September 17, 2007
October 4, 2007
October 25, 2007
November 12, 2007
December 10, 2007
With President
November 15, 2007
Visits to academic departments
September – November 2007

Final Drafting

Proposal sent to outside reviewer
October 29, 2007
Draft budget finalized by QEP Committee
November 9, 2007
President's comments to QEP Committee
December 5, 2007
Final version to the President
December 18, 2007

Final version to University Communications
December 20, 2007

On-going Activities

Experimentation with pilot courses
August - December 2007
HUMA 1600
SOCI/ANTH 3359
HIST 4470

Spring 2008

Preparation for SACS Onsite Visit

Plan sent to On-Site Review team
January 15, 2008
Final plan publicized to faculty, staff, students, and alumni
January – February 2008
Onsite visit
February 26-28, 2008

Information Literacy Committee Formed

Selection of QEP co-chairs
February 2008
Committee members appointed
March 2008

Final Touches

Any revisions from SACS on-site team
March 5, 2008
Final report from QEP Committee
March 31, 2008

On-going Activities

Planning for summer workshops
January – May 2008
Experimentation with pilot courses
January – May 2008
ENGL 1302
GNED 1300
Information Literacy Librarian search
April – May 2008





Our Goals

The following goals and outcomes are adapted from the Association of College and Research Libraries' *Information Literacy Competency and Standards for Higher Education*. The goals are adapted to fit the Trinity University Mission, the specific characteristics of our QEP, and the student profile of Trinity students. While the goals are interactive and ongoing within the university curriculum and student life, the specifics of the Trinity Plan emphasize the accumulation of abilities and knowledge from first-year courses to the senior experience.

That is, while all the goals are operative in all information literacy courses, there is a differing emphasis on the goals and outcomes from introductory courses to advanced courses. Students will develop basic skills and thinking that will be reiterated and refined in increasingly complex courses and in their co-curricular lives. The overarching goal of this program is to develop information literacy as a coherent and systematic part of a Trinity student's academic career.

Expanding Horizons Goals

- Understanding the nature of information and the varieties of information sources [UNDERSTAND]
- Accessing internal and external information efficiently and effectively [ACCESS]
- Understanding the concept of intellectual property and the economic, legal, and social contexts of information and using information ethically [USE ETHICALLY]
- Evaluating information and its sources [EVALUATE]
- Incorporating and synthesizing information into existing knowledge for individual and group products [CREATE]

A. Addressing the Goals in the Undergraduate Curriculum

Discussion of the goals will be an integral part of all faculty and staff workshops. As a result, the outcomes listed below are intended to present basic guidelines for developing curricular and co-curricular classes and projects. Different instructors, groups, organizations, and programs will develop additional concepts and varying practices to realize these goals.

1. First-Year Experience—Basic Goals

During the first year, students will lay a foundation for becoming skilled users of information. They will be introduced to basic tools in the library, and they will learn how to use information ethically.

- **Understand the varieties of information sources available (UNDERSTAND)**

Students will demonstrate an understanding of the nature of information sources, such as books, journals, newspapers, Websites, and media, and an understanding of how they vary in audience orientation and authority.

- **Access information efficiently and effectively (ACCESS)**

Students will understand and apply techniques for accessing information which may include general searching principles, accessing appropriate Web-based resources, becoming familiar with specialized collections, and using Interlibrary Loan.

- **Understand the concept of intellectual property and the economic, legal, and social contexts of information, and use information ethically (USE ETHICALLY)**

Students will understand the concepts of plagiarism and copyright and will appropriately use citation/documentation systems in their work. Students will demonstrate an understanding of the University Academic Honor Code.

2. Common Curriculum and Departmental Majors—Basic Goals

During the course of Trinity students' immersion in the Common Curriculum and their majors, students will enhance their abilities to access information efficiently. They will develop further and refine their understanding of the concept of intellectual property and its ethical use. Students will learn to evaluate information and its sources.

- **Access information efficiently and effectively (ACCESS)**

Through a variety of courses, students will use and reinforce such techniques as advanced searching, accessing appropriate Web-based resources, becoming familiar with specialized collections, and using Interlibrary Loan.

- **Understand the concept of intellectual property and the economic, legal, and social contexts of information and use information ethically (USE ETHICALLY)**

Students will be introduced to the history and reasoning behind attribution in academic writing, as well as the history of copyright. Students will learn to distinguish plagiarism from copyright violations.

In the Common Curriculum: Students will understand that different disciplines use different citation and documentation styles.

In the Major: Students will learn and appropriately use the citation/documentation system specific to their major.

- **Evaluate information and its sources (EVALUATE)**

Students will articulate and apply initial criteria to evaluate both information and its sources. Students will understand the peer-review process and be able to judge the relative merits and authority of resources.

In the Common Curriculum: Through a variety of courses, students will be able to recognize and evaluate the cultural, historical, or physical contexts within which the information is/was created.

In the Major: Students will be expected to understand how research is conducted, evaluated, and published in their major field.

3. The Senior Experience—Basic Goals

As part of their senior experience, students will demonstrate in their use of information a sophisticated understanding of Information Literacy.

- **Incorporate and synthesize information to create individual and group products (CREATE)**

Students will demonstrate their ability to define a problem or topic, conduct the necessary research, and write/create/perform a project or performance

B. The Co-Curricular Experience

As a residential university, Trinity offers an unprecedented opportunity to teach information literacy in the classroom and reinforce it in campus life. This combination of academics with co-curricular experiences will enable our students to practice necessary life skills while in college. In order to encourage students to apply their growing expertise in understanding, accessing, evaluating, and using information ethically, various campus offices and programs will stress the importance and relevance of information literacy. The learning goals—Understand, Access, Use Ethically, Evaluate, and Create—for the academic program will be reinforced by the co-curricular program. Co-curricular areas include:

- The Academic Honor Council, constituted and administered by students (with two faculty advisors), is charged with educating the Trinity population about academic integrity and adjudicating any violations of the Academic Honor Code. Its activities and proceedings promote the knowledge of the varieties of information and the ethical use of information. As the established student organization most substantively connected to these two areas of the QEP, the honor council will have a student representative on the Information Literacy Committee. Activities already in place, such as presentations to new students during New Student Orientation, outreach activities to international students, and periodic events such as Ethics Day, educate both students and faculty about the concept of literary property and the ethical use of information. In spring 2008, students from the Honor Council will work with the implementation committee to add the student perspective (for topics such as class assignments, paper-writing habits, and study practices) to the faculty summer workshop. Students may also participate in the summer workshop to develop the existing system of liaisons between individual departments and the Academic Honor Council.
- Athletics: Trinity fields some of the most competitive teams in the NCAA Division III and the Southern Collegiate Athletic Conference (SCAC). Its athletic director, programs, and students have been recognized with multiple awards: athletic director Bob King has been named (twice) Regional Athletic Director of the Year by the National Association of College Directors of Athletics, and 28 student athletes have received the prestigious NCAA post-graduate scholarships. Outside of varsity sports, club sports at Trinity offer tremendous leadership opportunities because students organize all the day-to-day

operations, from running practices to maintaining an operating budget. Student Athletes must be informed on Division III rules, and there are a host of other issues related to athletics, health, and nutrition that affect them. Through the Student Athlete Advisory Committee, which includes 18 students, one from each sport; the Health Committee; and pre-season compliance meetings, information literacy will be stressed. In addition, athletics has been interested in exposing student athletes to broader health and nutrition issues. This initiative, which is in its early phases, includes faculty/staff drawn from the Departments of Athletics and Psychology and from campus dining services. For example, all female athletes are currently participating in a pilot research study, the Female Athlete Body Project, developed by Dr. Carolyn Becker in the Psychology Department in collaboration with the Department of Athletics. Implemented with the assistance of the head athletic trainer, the project focuses on women's body image, eating disorders, and the Female Athlete Triad (inadequate energy intake, amenorrhea, and osteoporosis), which is considered to be one of the top health concerns for female athletes. During its two-year tenure, this project will among other things encourage female athletes to seek out reliable information regarding the Female Athlete Triad and nutrition. All of these activities create a strong foundation for information literacy, as it applies to physical fitness, athletic competition, health, and travel, to be encouraged as a part of the athletic program.

- Campus Publications: Information literacy is essential to the success of campus publications, as accuracy in citing sources, the ability to evaluate and conduct research, and the practice and ethics of publication are criteria that student writers and editors must address constantly. There are a variety of campus publications that offer students extensive experience in writing, editing, and publishing. Over 50 students each year work to produce a weekly campus newspaper, the *Trinitonian*, and the annual yearbook, the *Mirage*. Both publications are edited entirely by students. Student account executives generate most of the funds to print the newspaper, while a business staff manages payables, receivables, and payroll for both publications. Both publications adhere to common principles of good journalism and good business; both are dedicated to the vital roles of free inquiry and free expression in a self-determining community, as embraced in the university's *Joint Statement on Rights and Freedoms of Students*. Other campus publications are *Trinity Review* and *The Expositor*. The *Trinity Review* consists of a selection of poetry, fiction, and art by members of the Trinity community and is published annually. *The Expositor* likewise appears once a year, in April; it is a cross-disciplinary journal of expository prose by members of the



Trinity community. Both publications are sponsored by the English Department; the *Trinity Review* is entirely run by students, while essays for *The Expositor* are screened and selected by the English Faculty who offer a prize for the outstanding essays in the humanities, social sciences, and sciences. An explicit focus on information literacy by students and staff involved with campus publications will reinforce the lessons learned in classroom settings in these co-curricular activities.

- **Career Services:** Last year, over 870 students utilized one or more services that Career Services provides. While seniors formed the greatest percentage of users (32%), a good range of first-years, sophomores, and juniors recognized the importance of seeking information on careers early. Information literacy is crucial to enable students to effectively research graduate and professional programs, to help them determine possible career paths, and to provide them with the skills to ascertain the validity of career guidance that they may receive from a variety of sources during their time at Trinity. There should be considerable overlap between advanced academic information literacy and the research and evaluation skills needed to shape students' post-graduate lives.
- **Health Services:** As students explore independence and newfound freedom at college, the importance of health and wellness is forgotten for much of the student population. Many students engage in one or more of these behaviors—irregular sleeping patterns, limited exercise, unhealthy eating habits, and risky choices regarding caffeine, tobacco, alcohol, drugs, and sex—all of which can impair a student's ability to perform in their academic and co-curricular lives. Information literacy about health and wellness is an integral part of the mission of Health Services, which seeks to enhance the educational process by modifying or removing health-related barriers to learning, and by promoting and empowering students to develop an optimal level of wellness so they can participate fully in academic and co-curricular activities.

- International Programs: A large number of Trinity students study abroad (approximately 50% of the class of 2008 will have studied abroad), and this experience is an excellent example of the need to combine academic with co-curricular information literacy. Students need to research prospective programs to evaluate their suitability for their needs as well as to understand the cultural context of their study abroad choices. In order to meet the rigorous standards for research characteristic of most international universities, students must be well prepared in their majors. Concomitantly, travel and life abroad require that students be proactive and able to research quickly and effectively in multiple languages issues related to health, safety, political situations, or cultural norms. Information literacy will become an integral part of the process through which students select, prepare for, participate in, and later draw upon their study abroad programs.
- New Student Orientation: Each August, approximately 640 first-year and transfer students experience a six-day New Student Orientation (NSO) to help them acclimate to academic and co-curricular life at Trinity. Information literacy is already implicit in this experience. For example, the Academic Honor Council meets with students to review the importance of academic integrity in their coursework and research papers. The Coates Library guides students through an experiential journey of its resources through “Blood on the Stacks,” a game that uses virtual and tangible clues to familiarize students with the library. Concepts such as copyright infringement and illegal file sharing are discussed as well. These and new presentations will become the foundation for a more visible and explicit discussion of information literacy in the co-curricular experience at Trinity.
- Service: Through involvement in organizations like Trinity University Volunteer Action Community (TUVAC), Alpha Phi Omega (APO), and efforts coordinated by other student organizations or by faculty and staff, community service touches many of our students’ lives at Trinity. Information literacy can play a significant role in enhancing our students’ experience with service. It will provide an opportunity for students to evaluate the broader context of community need, models of successful projects, and the impact of their contributions. Currently our students invest their time in service because they feel a call to action or have a passion for a specific cause, but this contribution can be further enriched if students apply information literacy skills to understand and evaluate their service.

C. The Graduate Programs

Trinity University's five graduate programs reside in the three departments of Health Care Administration (M.S. Health Care Administration), Business Administration (M.S. Accounting), and Education (M.A.T., M.Ed. School Administration, and M.A. School Psychology). The graduate program goals will be developed by the faculty in each program. As the graduate programs will be the last to be incorporated into the QEP, the goals for these programs will be developed over the next three years. In several cases, as these programs undergo their own cycles of reaccreditation, goals relating to information literacy will be explicitly included.

The Health Care Administration graduate program will be adopting a competency model within the next three years to meet the new standards imposed by the professional accrediting agency, the Commission on Accreditation for Healthcare Management Education. Competencies related to *Information Management/ Understanding and Using Technology Skills* have become vitally important for today's health care managers and leaders. Faculty in Health Care Administration will be adopting a competency model that incorporates these information literacy outcomes.

The Master of Science in Accounting Program has identified broad information literacy goals based on the following criteria: students will be introduced to relevant professional pronouncements and databases; students will learn to distinguish authoritative from non-authoritative resources in accounting; students will learn to use relevant authoritative materials in identifying, analyzing, and providing solutions to problems and case studies in all areas of accounting, including ethics, taxation, and auditing.

Each of the Department of Education's three graduate programs – teacher education, school psychology, and school leadership – has developed and is implementing proficiency standards for students in technology and information literacy. The development of these student outcomes was required for the most recent accreditation by the National Council for the Accreditation of Teacher Education (NCATE) in 2004. In trying to ensure that students achieve the required proficiencies, as will be required for the next accreditation in 2010, the Department of Education is currently engaged in a curriculum review to determine the extent to which the proficiencies are taught. This analysis will allow the faculty to identify gaps and redundancies and to implement changes to address them. In support of these efforts to strengthen student learning in this area, the department received a \$150,000 federal grant to equip a technology center. Over the next several years, the department will continue to develop curricula that fully address these standards and that make effective use of the technology center. The focus and support that the QEP information literacy initiative provides will be enormously useful to these efforts to bring all these elements – standards, curricula, teaching, and resources – together into a coherent program.

Experimentation with Pilot Courses

In the fall 2007 semester, three faculty members agreed to experiment with the goals for **Expanding Horizons** in their courses; and two faculty members will experiment with their courses in the spring 2008 semester. In these pilot courses, in consultation with the Information Literacy Coordinator, faculty developed assignments that addressed specific goals. The faculty also developed assessment tools in consultation with the Associate Vice President for Information Resources and Administrative Affairs. These pilot courses offer practical experience in “doing” information literacy and serve as models that can be used as starting points for discussions in the faculty workshops. In addition, the assessment instruments will provide us with feedback on how well students are responding to assignments that specifically target information literacy. The courses selected address the different levels of the curriculum—from first-year courses, to major courses, to the senior experience—and range among three departments. A brief description of each of these pilot courses follows.

HUMA 1600

Dr. Judith Fisher, Department of English

Fall 2007

The Humanities (HUMA) 1600 course combines Writing Workshop (ENGL 1302) and First Year Seminar (GNED 1300) in a team-taught course that uses significant readings in Western history to examine persistently contested ideas in the history of Western cultures. The readings in the course range from classical texts including *The Iliad*, the *Symposium*, and the *Bacchae*, to Late Antiquity texts such as *The Golden Ass*. The goal of this pilot course was to test how information literacy could be integrated into an existing course that had only relied on primary texts. Since the students are unfamiliar with the texts and their historical contexts, the course lent itself to an active research component. The seminar section in the fall of 2007 concentrated on the three goals that **Expanding Horizons** establishes for first-year students (UNDERSTAND, ACCESS, USE ETHICALLY). In two sessions in the library students experimented with pertinent databases and using the library’s search engines and documentation tools such as RefWorks. These practical sessions were based on assignments demanding research into historical contexts for a specific text. A later session in the classroom concentrated on finding and evaluating web-sites based upon historical topics relevant to a particular text (*The Golden Ass*). All practical sessions included a discussion of the ethics and methods of documentation. Two other assignments required the students to research historical and contemporary analogies to the content of the text (*History of the Peloponnesian*

War) and, in the case of the *Aeneid*, to the circumstances of its production as a commissioned piece of “political” art. The goal was to make students comfortable using the library’s facilities and to teach first-year students to move beyond superficial electronic surfing, to understand research as a deepening, linked process. The final products of these assignments included group reports, graded papers, classroom performance, and annotated bibliographies.

SOCI/ANTH 3359

Dr. Amy Stone, Department of Sociology and Anthropology
Fall 2007

Social Research Design (SOCI/ANTH 3359) is a class intended for Sociology, Anthropology, and Urban Studies majors to introduce them to basic social scientific research methods. Throughout the semester, students are engaged in one group project that analyzes a research question using multiple methods. The goal of this pilot course was to explicitly address information literacy goals for majors in Sociology, Anthropology, and Urban Studies. The pilot serves, therefore, as an example of how the **Expanding Horizons** goals can be integrated into a course in the major. In this pilot course, the traditional curriculum was enhanced by systematically focusing on the information literacy goals (ACCESS, USE ETHICALLY, and EVALUATE) as students worked with social scientific research.

Early in the semester, students spent several weeks conducting a progressive literature review, in which they had to analyze one to two new journal articles or books every week. They evaluated these sources in terms of their credibility and their contribution to their research project. Students conducted this literature review in conjunction with other assignments in which they evaluated the credibility of various online journals. Through this literature review, students had many opportunities to understand both the origins of social scientific research and the role a literature review plays in social research design. In addition to learning how to access research online, students learned how to access other relevant resources online, such as quantitative databases from ICPSR (Inter-University Consortium for Political and Social Research) and spatial data on GoogleEarth.

A central focus of the course was how to ethically conduct social scientific research. Students’ research projects were all approved by the Trinity Institutional Review Board. Students learned how to write consent forms and receive informed consent from research participants. Students were instructed in the use of RefWorks and were graded within assigned papers on their ability to cite appropriately and create a reference/bibliography page.

HIST 4470 U.S. History Seminar
Dr. Carey Latimore, Department of History
Fall 2007

The senior seminar in history expects advanced work from students both in the classroom and in the library. While classes may be devoted to discussion of common readings that are designed to help the student master the major secondary works, special research time in the library is allocated for the development of students' individual topics. Addressing the **Expanding Horizons** goal of incorporating and synthesizing information to create an original research paper (CREATE), this pilot course also explicitly focused on the need for students to be able to ACCESS and EVALUATE primary and secondary sources for their research papers.

The research component of this course required students to complete three tasks specifically designed to prepare them for the final research paper. Each individual assignment was created with the intent of assisting students to frame their entire research project from its inception to the completion of a final draft through a graduated-step process. The rationale behind the graduated-step process resulted from the instructor's previous experience, wherein many students waited until the end of the semester to do the majority of their research and writing, a fact that often rendered the final product unsatisfactory. Therefore, these tasks not only forced the students to work on their projects throughout the course but also compelled them to consistently interpret, examine, and reframe their topics, theses, and arguments.

The first task asked students to formulate a topic and develop a thesis. The next two tasks required students to locate and annotate 20 primary and secondary sources. Students were directed to primary sources first because locating and annotating primary sources helps acquaint them with the available sources on their topic. Once they are familiar with the primary sources, they can then seek secondary sources to build on the foundation established by their primary source research. Furthermore, they can also use secondary sources to locate additional primary sources. Both annotation assignments also asked students to explore how each source fit their specific topics, or, if possible, their thesis. The intent of requiring students to examine the importance of the source to their prospective papers was to force them to carefully scrutinize each individual source to ascertain its relation to their research. Both tasks also required students to use the Turabian format, an abbreviated version of the *Chicago Manual of Style*. The intent of having them work with the Turabian format was to help familiarize them with the proper citation format for research papers in history. Students were graded not only on the content and interpretation of the annotation but also on following proper citation format.

First Year Seminar
Dr. Alida Metcalf, Department of History
Spring 2008

The First Year Seminar (FYS) is intended to introduce students to a rigorous intellectual discussion of a particular topic. Students are expected to read and discuss texts, write analytical papers, present ideas or information orally, and develop bibliographic skills. This pilot course is intended to demonstrate the kind of collaboration possible between teaching faculty and instructional technologists. It will also serve as an example of how information literacy goals can be achieved through the use of traditional and new sources of information.

The topic of the FYS is “Vespucci’s Map.” As originally envisioned, Metcalf intended to ask students to read traditional primary sources, such as Vespucci’s letters, and the traditional secondary sources, such as histories and biographies, and to examine facsimile copies of maps available in Special Collections. These texts would have been discussed in class, and students would have written traditional papers and delivered traditional oral reports. Jeremy Donald, a librarian, and Vidya Ananthanarayanan, an instructional support manager, stood in for the instructional technologists, and suggested dramatically new ways that the course could be enhanced through technology. Donald contributed his knowledge of mapping software and Ananthanarayanan her knowledge of alternate platforms for student communication. Donald suggested creating a technologically rich learning environment by using an online map viewer that would allow students to view and interact with high-resolution images of several historical maps. Specifically, the technology would enable them, in response to the parameters of their semester-long assignment, to create original annotations, overlays, captions, links, and other content that engages the assigned readings from the course. Ananthanarayanan recommended that Metcalf create a course blog for students to share information, discoveries, and ideas.

Through this enhanced format, the traditional First Year Seminar goals of critical thinking, reading, and research will be achieved using traditional classroom strategies as well as the interactive platform. Students will have the opportunity to develop their own analysis of a particular aspect of a sixteenth-century map, and they will share their research through annotations that will be entered onto the map. In addition to the traditional focus on reading and writing, the course—with the aid of technology—would place substantial emphasis on the visual. Visual analysis of spatial representations and visual evidence of original claims will take a place of equal importance with textual media. The social aspects of the proposed technology will be utilized as well, especially the use of digital media to collaborate on various aspects of the project, to create communal resources for research (e.g.,

share annotated bibliographies), and to distribute and seek comment on drafts and final results. In addition, students will make a presentation of their findings to the seminar. Students will leave the class with an understanding of critical inquiry in the humanities and the importance of critical evaluation of textual and visual primary sources, and they will have learned how to manipulate new media. Metcalf will teach the course, with the assistance of Donald and Ananthanarayanan, in the spring semester, 2008.

Implementation

A. Leadership

The Information Literacy Committee will be constituted as soon as possible in the spring semester 2008, but no later than March 31, 2008. The committee will report to the Vice President for Academic Affairs and will be composed of 10 members, with the following structure:

- **Two co-directors.** The essential foundation of **Expanding Horizons** rests on collaboration between librarians and faculty. Recognizing the integrative nature of the project, an information literacy librarian and a full-time member of the teaching faculty will co-direct the project. They will report directly to the Vice President for Academic Affairs.
- **The Associate Vice President for Academic Affairs, Faculty Development and Recruitment**, *ex-officio*. This committee member will serve as the liaison with the University Curriculum Council.
- **Three faculty representatives.** Care shall be taken to select faculty, who in addition to the co-director, represent the following areas: Humanities and Arts; Professional Programs; Sciences; Social Sciences.
- **One instructional technologist.**
- **One professional staff representative.**
- **Two student representatives, one from the Academic Honor Council.**

The members of the Information Literacy Committee will be appointed by the President in consultation with the Vice President for Academic Affairs.

B. Major Elements of the Program

1. Workshops

Faculty and staff workshops are the foundation of the **Expanding Horizons** QEP. In order to create a viable program that will enrich the information literacy of Trinity students during every year of their college careers, faculty and staff will need to think creatively and to share ideas. For faculty, workshops will provide an intense, systematic, and stimulating time to focus on the nature of information literacy and to explore how it can be integrated into the curriculum. Emphasis will be placed on creating effective new methods for teaching students how to access, evaluate, and use information ethically. A second goal of the faculty workshops will be to encourage faculty to educate themselves in new technologies that enhance teaching and to use those technologies to design assignments that include new forms of information delivery. Instructional technologists will work with groups of faculty to introduce new technologies and to discuss how such technologies can be used in the classroom. For preliminary workshop agendas, see Appendix IV.

Faculty workshops work best during certain windows during the academic year, such as in mid-May, when faculty are free from teaching responsibilities and have not yet immersed themselves in summer projects. Faculty workshops will be held each May for the next five years. These workshops will be designed to encourage the development of new courses and the revision of existing courses. After participating in a workshop, faculty will be eligible to apply for competitive course development grants. These grants may be used to redevelop an existing course or to create a new course in order to incorporate information literacy goals. Faculty will share their experiences in teaching their new or revised courses in an annual Open Forum held each February. Workshop participants will also attend a follow-up workshop to review the results of assessments conducted during the year.

Staff leadership, key to the success of the **Expanding Horizons** QEP, will also be developed in a workshop. In these workshops staff will be educated about information literacy and will explore ideas on how campus co-curricular activities can reinforce information literacy goals. These staff workshops will be held each summer during the month of June. It is expected that they will lead to projects and adaptations that will encourage students to apply information literacy skills to their co-curricular activities. Following these workshops, staff will be eligible to apply for competitive grants that will support the creation of projects that encourage information literacy in the co-curriculum.

WORKSHOPS AT A GLANCE		
<i>Year</i>	<i>Faculty Workshops (May)</i>	<i>Staff Workshops (June)</i>
2008	First-Year Courses First Year Seminar, Writing Workshop, HUMA	New Student Orientation
2009	Common Curriculum and Majors	Campus Publications, Career Services, International Programs
2010	Common Curriculum and Majors	Athletics, Health Services
2011	The Senior Capstone Thesis, Capstone Courses, Seminars	Community Service
2012	Graduate Programs	

2. New Personnel

Expanding Horizons requires a second information literacy librarian in order to successfully carry out the goals of this QEP. Trinity currently has one librarian who specializes in information literacy. A second librarian will make it possible for every department to participate fully in the program. The two information literacy librarians will work closely with faculty, plan the workshops, develop information literacy assignments in courses, and help departments develop information literacy standards for their majors and capstone courses.

Two instructional technologists will be hired to work with faculty to fully utilize new information technologies in their courses. The instructional technologists are individuals who track best practices in instructional design theory and follow their applications as they relate to college teaching. They will work to ensure that faculty are aware of pedagogical applications of technology and that uses of technology are supported properly through consulting services and training. The instructional technologists will also work with librarians to develop and coordinate information resources training for faculty who wish to learn about new library-based resources. Training formats may include targeted workshops, one-on-one consultation, online tutorials, or the development and distribution of online and printed documentation.

Building on the successful peer tutor program in the First Year Seminar and on the successful peer tutors in the Writing Center, the Expanding Horizons QEP will create six information literacy peer tutors. These student tutors will be selected on the basis of their outstanding work and their interest in research. They will assist

students in developing sound research techniques. The information literacy peer tutors will receive training from the information literacy librarians before they work with students. These positions will expand the resources available to students and will recognize and validate the achievements of outstanding students.

A half-time secretary will be hired to support the work of the information literacy librarians, the instructional technologists, the project co-directors, and the Information Literacy Committee. This position will report to the senior information literacy librarian.

NEW PERSONNEL AT A GLANCE	
<i>Position</i>	<i>Year to be hired</i>
Information Literacy Librarian	2008
Instructional Technologist	2008
Half-time Secretary	2008
Instructional Technologist	2010
Six Information Literacy Peer Tutors	Annually, beginning in 2009

3. Renovations

Expanding Horizons will provide the necessary office and classroom renovations to make the project a success. This will include providing office space for the new information literacy librarian, the two instructional technologists, and the half-time secretary. It will also include refurbishing one electronic classroom that seats 30 students and transforming two seminar rooms into electronic classrooms, suitable for teaching small groups using technology. The Writing Center, where the information literacy peer tutors will be housed, will also be upgraded, as it is currently housed in an old storage/work room.

The essence of this QEP consists of a series of faculty and staff workshops that will stimulate new ideas on how to incorporate information literacy into the curriculum and campus life; the hiring of additional staff—an information literacy librarian, two instructional technologists, and a half-time secretary; course development and redevelopment grants for faculty; project development grants for staff; the creation of information literacy peer tutors; and the needed infrastructure, such as office renovations, technological support, and supplies.

C. Implementation Timeline

The QEP will unfold over five years, and each year will target a different aspect of the curriculum or campus life.

Year One (2008–2009) will focus on the first-year experience. The faculty workshop (May 2008) will be planned for faculty who teach in the First Year Seminar Program, the HUMA course, and the Writing Workshop. The staff workshop (June 2008) will be planned for staff who work directly with first-year students and first-year orientation. Following the workshop, faculty will be eligible to apply for course development or course revision grants that target the information literacy goals for first-year students. Staff will be eligible to apply for information literacy project grants that target the first-year experience. In August, the traditional peer tutor workshop, which is designed for the students who work with faculty in the First Year Seminar and HUMA programs, will incorporate information literacy into discussion and training. During the fall and spring semesters the redesigned and/or new courses will be offered for the first time. An information literacy librarian, an instructional technologist, and a half-time secretary will be hired. An open forum will be scheduled for February so that faculty who have participated in the program can share with others the new ideas they have introduced into their courses. Planning for summer workshops will take place in the spring. A follow-up workshop will be held to review the results of assessments conducted during the year.

Year Two (2009–2010) will focus on curriculum and campus life. Here we envision that the faculty workshop (May 2009) will focus primarily on courses in the common curriculum and a selected group of majors. The staff workshop (June 2009) will focus on Campus Publications, Career Services, and International Programs. Following the workshop, faculty will be eligible to apply for course development or course revision grants that specifically target information literacy goals for the common curriculum and majors. Staff will also be eligible to apply for information literacy project grants that target the areas identified above. An information literacy peer tutor program will be created, modeled on the peer tutors in the Writing Center that will train exceptional students so that they can be tutors for students seeking help with research. A research awards program will be inaugurated that will award prizes for the best examples of student research. As in many academic departments, cash prizes will be awarded for the best examples of student research. During the fall and spring semesters the redesigned and/or new courses will be offered for the first time. Planning for summer workshops will take place, and an open forum will be scheduled for February so that faculty who have participated in the program can share with others the new ideas they have introduced into their courses. A follow-up workshop will be held to review the results of assessments conducted during the year.

Year Three (2010–2011) will again focus on curriculum and campus life. Here we envision that the faculty workshop (May 2010) will focus primarily on courses in departmental majors, some of which will also be in the common curriculum. The staff workshop (June 2010) will focus on Athletics and Health Services. Following the workshop, faculty will be eligible to apply for course development or course revision grants specifically targeting information literacy goals for majors. Staff will also be eligible to apply for information literacy project grants that target the areas identified above. In addition to these new initiatives, the information literacy peer tutor program will continue, as will the research awards program. During the fall and spring semesters the redesigned and/or new courses will be offered for the first time. Planning for summer workshops will take place, and an open forum will be scheduled for February so that faculty who have participated in the program can share with others the new ideas they have introduced into their courses. A follow-up workshop will be held to review the results of assessments conducted during the year.

Year Four (2011–2012) will focus on the senior capstone course and on community service. Here we envision that the faculty workshop (May 2011) will focus exclusively on the departmental major capstone courses as well as the campus-wide senior capstone courses. The staff workshop (June 2011) will focus on information literacy opportunities as they relate to service projects. Following the workshop, faculty will be eligible to apply for course development or course revision grants that specifically target information literacy goals for seniors. Staff will also be eligible to apply for information literacy project grants that target the areas identified above. In addition to these new initiatives, the information literacy peer tutor program will continue, as will the research awards program. During the fall and spring semesters the redesigned and/or new courses will be offered for the first time. Planning for summer workshops will take place, and an open forum will be scheduled for February so that faculty who have participated in the program can share with others the new ideas they have introduced into their courses. A follow-up workshop will be held to review the results of assessments conducted during the year.

Year Five (2012–2013) will focus on graduate programs. Here we envision a single workshop (May 2012) that will focus exclusively on graduate programs. Following the workshop, faculty in the graduate programs will be eligible to apply for course development or course revision grants that incorporate an information literacy component. In addition to these graduate initiatives, the undergraduate program will continue as in previous years. Staff will also be eligible to apply for information literacy project grants, as they have in previous years, that target any of the areas identified before. During the fall and spring semesters the redesigned and/or new courses will be offered for the first time. An open forum will be scheduled for February so that graduate faculty who have participated in the program can share with others the new ideas they have introduced into their courses.



Five-Year Implementation Schedule

The First-year Experience (2008–2009)

Summer 2008

May 20-21, 2008

- Faculty workshop targeting the first-year experience

June 2008

- Staff workshop targeting the first-year experience

June–August, 2008

- Redesign of courses to incorporate Information Literacy
- Creation of office space
- Renovation of Writing Center for Peer Tutors
- Renovation of Information Literacy classroom

Fall 2008

- New Information Literacy Courses taught for first time in First Year Seminar, HUMA, Writing Workshop, and other first-year courses
- Pre- and post-assessment of first-year students
- Co-directors plan summer workshops
- October – March Recruitment of information technologist

Spring 2009

- New Information Literacy Courses taught for first time in First Year Seminar, Writing Workshop, and other first-year courses
- Pre- and post-assessment of first-year students
- Co-directors plan summer workshops

February

- Open Forum with Teaching and Learning Committee featuring faculty who have taught new Information Literacy courses

May

- Follow-up workshop

Curriculum and Campus Life (2009–2010)

Summer 2009

Mid-May

- Faculty Workshop to focus on Common Curriculum; Majors

June

- Staff Workshop to target Campus Publications, Career Services, and International Programs

June – August, 2009

- Redesign of core courses in common curriculum and design of projects in Campus Publications, Career Services, and International Programs
- Create Information Literacy Peer Tutors Program
- Renovation of Information Literacy seminar room
- Establish Research Awards Program

Fall 2009

- New Information Literacy Courses taught for first time in Common Curriculum and selected majors
- Projects for Campus Publications, Career Services, International Programs
- Pre- and post-assessment
- Co-directors plan summer workshops

Spring 2010

- New Information Literacy Courses taught for first time in Common Curriculum and selected majors
- New Information Literacy Projects in Campus Publications, Career Services
- Pre- and post-assessment
- Co-directors plan summer workshops
- February Open Forum
- May Follow-up workshop

Curriculum and Campus Life (2010–2011)

Summer 2010

- Mid-May Faculty Workshop to focus on Common Curriculum; Majors
- June Staff Workshop: Athletics and Health Services
- June - August Design and redesign of courses, projects, and opportunities for Information Literacy in Common Curriculum, Majors, and Campus Life
- Renovation of Information Literacy seminar room
- Create office space

Fall 2010

- New Information Literacy courses taught for first time in Common Curriculum; Majors
- New Information Literacy projects in Athletics and Health Services
- Co-directors plan summer workshops

Spring 2011

- New Information Literacy courses taught for first time in Common Curriculum; Majors
- New Information Literacy projects in Athletics and Health Services
- Pre- and post-assessment
- Co-directors plan summer workshops
- February Open Forum
- May Follow-up workshop

Information Literacy and the Senior Experience (2011–2012)

Summer 2011

- Mid-May Faculty Workshop: The Senior Capstone
- June Staff Workshop: Service
- June - August Design and redesign of courses, projects, and opportunities for Information Literacy in senior seminars; capstone courses; honors' theses

Fall 2011

- New Information Literacy courses offered in: senior seminars; capstone courses; honors' theses
- New Information Literacy projects related to Service
- Co-directors plan summer workshops

Spring 2012

- New Information Literacy courses offered in: senior seminars; capstone courses; honors' theses
- New Information Literacy projects related to Service
- Pre- and post-assessment
- Co-directors plan summer workshops
- February Open Forum
- May Follow-up workshop

Graduate Programs & Service Learning (2012–2013)

Summer 2012

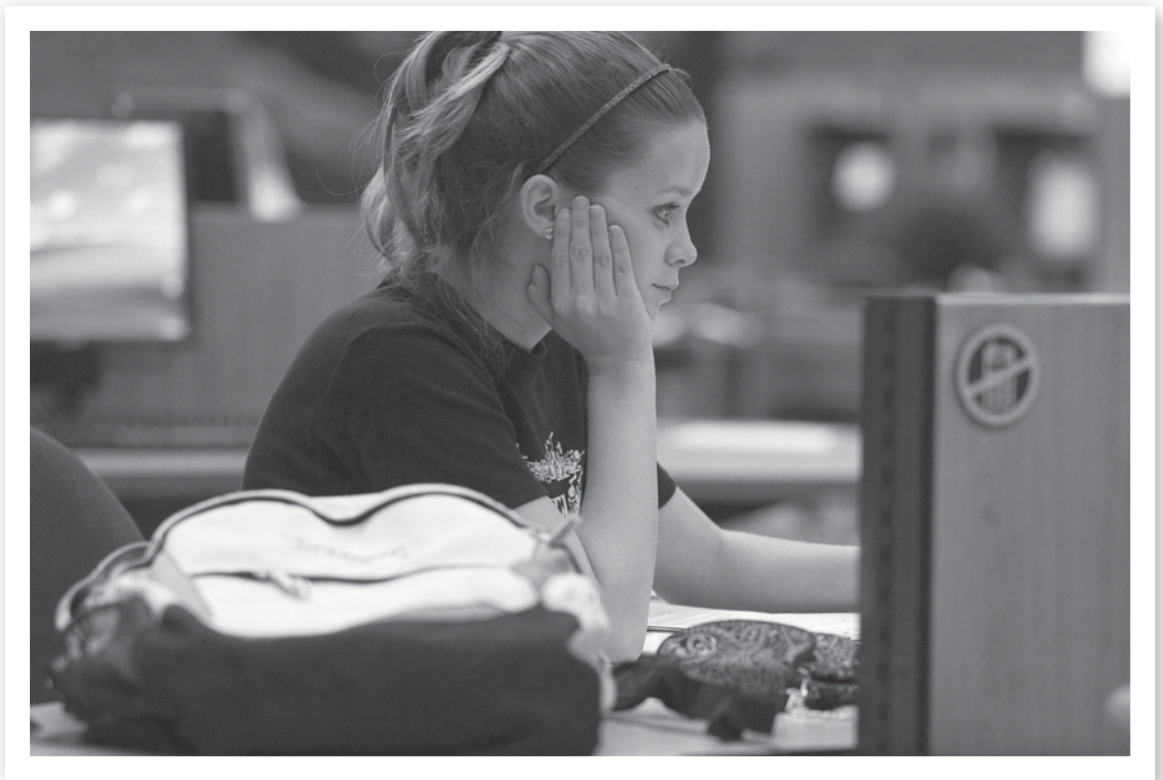
- Mid-May Faculty workshop targeting Graduate Programs
- June - August Design and redesign of courses, projects, and opportunities for Information Literacy in graduate courses

Fall 2012

- New Information Literacy courses in Graduate Programs

Spring 2013

- New Information Literacy courses in Graduate Programs
- Pre- and post-assessment
- February Open Forum



Assessment

A. Instruments

Assessment of the learning goals will be accomplished through a variety of tools, including tests, surveys, embedded questions, and rubrics. Some of these have been developed and are in use and/or being tested. Others will be developed during the summer workshops along with the development of specific assignments and courses. The assessment of each of the three sets of goals is discussed below.

1. First-Year Experience

There are three basic learning goals for the first-year experience.

- Understand the varieties of information sources available (UNDERSTAND)
- Access information efficiently and effectively (ACCESS)
- Understand the concept of intellectual property and the economic, legal, and social contexts of information, and use information ethically (USE ETHICALLY)

Substantial data that may serve as a baseline are already available through the *First Year Information Literacy in the Liberal Arts Assessment (FYILLAA)* survey that was administered to first-year students before their arrival on campus in the fall of 2006 and again at the end of their first year in the spring of 2007.³⁰

The questions from the *FYLLAA* are now available under a Creative Commons License (<http://www.nitle.org/index.php/nitle/content/view/full/1586>) and we have excerpted, and in some cases modified, questions from this survey for use in assessing the three goals above. Additionally, we have included several items from other instruments (with the permission of the authors) and have added a few items developed in-house to increase the number of items in the area of using information ethically (see Appendix I). The items there are labeled to indicate which of the three goals they are intended to address. This modified test was administered as a pilot in the fall of 2007 to a select group of first-year classes, including some of the experimental courses in which a faculty member is working to enhance information literacy goals. This test was administered to the same first-year students again at the end of the fall semester, 2007. (For summary results, see Appendix I.) Data from the pilot will be used to make further modification if deemed necessary, and a larger-scale administration of the test will be conducted with first-year students at the beginning and the end of the fall semester of 2008.

This first-year test will help us understand what the students know when they arrive at Trinity and what they learn during their first semester. It initially ascertains how well incoming first-year students know the varieties of information sources available, how to access information efficiently and effectively, and how to use information ethically. The follow-up administration will provide information on how much first-year students have learned by the end of the first semester, and whether or not the enhanced courses are effective in improving information literacy. The results will also help faculty who plan and participate in workshops to effectively develop courses to meet the specific needs identified.

On a pilot basis, we used a variation of this test in a number of senior-level courses at the end of the fall semester, 2007 (see Appendix II). Our rationale for this is clear. While information from related items that have appeared on the senior surveys (College Student Experience Questionnaire) provide some sense that the information literacy problems identified at the first year have not all been resolved by the senior year, more specific information would be useful in determining precisely what facets of the Understand, Access, Use Ethically, and Evaluate goals are well-understood by our seniors and which are not. The senior version of the test includes questions from the first-year version but also includes some questions that address the goals described for the Common Curriculum, Majors, and Senior Experience. These results will guide the workshop participants as they develop methods for best enhancing student mastery of information literacy.

2. Common Curriculum and Departmental Majors

There are three major goals for Common Curriculum and Majors courses.

- Access information efficiently and effectively (ACCESS)
- Understand the concept of intellectual property and the economic, legal, and social contexts of information and use information ethically (USE ETHICALLY)
- Evaluate information and its sources (EVALUATE)

While the Access goal was addressed at the first-year level, here it is anticipated that students will learn more advanced techniques specific to the discipline of the course. Similarly, while the Use Ethically goal was addressed at the first-year level, in the Common Curriculum and Majors courses we expect that students will gain a more sophisticated understanding of intellectual property and ethical use of information.

At the Common Curriculum and Departmental Major level, the information literacy tools will be more specifically tied to the particular discipline of the course. Thus the assessment tools used here will need to be tailored to the course and/or assignment. We anticipate that most of these assessment tools will be designed during the workshops in tandem with the work done on the courses.

As examples of the tools that may be used at the departmental level, pilot testing is currently underway in a sociology course. Dr. Amy Stone developed objectives for her course Social Research Design (SOCI/ANTH 3359) that include skills such as: understanding whether or not a source is credible, finding and evaluating research tools on the Internet, and designing an appropriate research strategy for the information needed. These outcomes are being assessed through homework assignments completed early in the semester and a formal assessment at the end of the semester. Weekly homework assignments targeted information literacy skills, such as evaluating the credibility of online journals and finding research databases on the Internet. Students received weekly feedback on their homework, and each homework assignment built on the weaknesses in students' information literacy skills that emerged in the previous assignment. A formal assessment to be completed in the last days of the course gauges students' understandings of the impact of this course on their information literacy skills (see Appendix III).

3. The Senior Experience

As part of the senior experience, students will be expected to

- Incorporate and synthesize information to create individual and group products (CREATE).

Again, assessments here will have to be tailored to the major and the type of product that the student produces, such as a thesis, a recital, or an exhibit. Departments already assess the quality of senior projects in a variety of ways, and we anticipate that such assessments can be enhanced to include assessments specific to information literacy. Some departments utilize rubrics which could be expanded to include information literacy criteria. A sample rubric that might serve as a basis for developing departmental assessment tools is available in Appendix III.

Dr. Carey Latimore is piloting an assessment instrument in his history senior capstone seminar on the Civil War (HIST 4470). At the beginning of the semester students were asked to complete a survey that asked them specific questions about library databases suitable for historical research and if they were knowledgeable about how to access and search them. A second set of questions asked students to define primary and secondary sources. Latimore determined that students were well aware of what secondary sources were and where to find them but that students were less knowledgeable about primary sources. Even though students believed they understood what a primary source was, the information from the survey demonstrates that students had problems understanding where to find them, the different forms primary sources take, and the distinctions between secondary and primary sources. Following the pretest, Latimore was able to explicitly address gaps in the information literacy backgrounds of his students. This assessment therefore provided a foundation from which Latimore's students could more successfully develop their individual research projects. (See Appendix III.)

The Office of Institutional Research will continue to administer a senior survey each spring, and the College Student Experience Questionnaire items discussed above in the "Identification of Need" section will be followed longitudinally.

B. Assessment Timeline

Pre-fall 2007: Trinity University has already been regularly assessing information literacy in a number of ways. The *First Year Information Literacy in the Liberal Arts Assessment (FYILLAA)* was conducted in the fall of 2006 with incoming first-year students and then again with this same group of students towards the end of their first year. The College Student Experience Questionnaire was used as a senior survey in the springs of 2001, 2003, and 2005, providing results about library and technology usage, as well as other information literacy-related information that is valuable for setting baselines. Trinity has participated in the Oberlin Group Survey every year, providing substantial information on library usage that will also be important as baseline information. Standardized Assessment of Information Literacy Skills (SAILS) was administered in 2005. Results were not found to

be particularly useful, and at this point we are not planning to continue using this assessment tool.

These data have been used to help campus community members recognize and understand the need for the current QEP. They have also helped those developing pilot materials (courses, assignments, assessments, etc.) understand the key information literacy areas in which our students are lacking.

2007–onward: A timeline for ongoing assessment, the groups involved in the assessment, and the goals addressed is provided in the following table:

Instrument	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Trinity University First Year IL Test (based on FYILLAA)	Administered to subset of fall 2007 first year students, pre and post their first semester. Addresses Understand, Access, and Use Ethically goals.	Administered to all first year students, pre and post their first semester. Addresses Understand, Access, and Use Ethically goals.				→
Trinity University Senior IL Test (based on TU First Year IL Test)	Administered to all students in senior level courses. Addresses Understand, Access, Use Ethically, and Evaluate goals.					→
Instructor-designed instruments within individual courses (embedded questions, surveys, etc.)	Pilot courses. Address Understand, Access, Use Ethically, and Evaluate, as appropriate to course.	All courses for which faculty receive stipends. Address Understand, Access, Use Ethically, and Evaluate as appropriate to course.				→
Faculty-designed assessment of senior experiences (possibly based on rubric with some common items.)			Selected senior experience courses. Main focus on Create goal, but may also address other goals.			→
Staff end-of-year reports		New Student Orientation Staff. Addresses Understand, Access, and Use Ethically.	Campus Publications, Career Services, and International Programs Staff. Addresses Understand, Access, use Ethically, and Evaluate goals	Athletics and Health Services Staff. Addresses Understand, Access, use Ethically, and Evaluate goals.	Community Service staff. Addresses Understand, Access, use Ethically, and Evaluate goals.	
Follow-up workshops for previous summer's workshop participants		Discussion of all assessment done during the year. Addresses all 5 goals.				→
Co-director summary reports		Summary of all assessment done during the year. Addresses all 5 goals.			→	Five-year longitudinal summary, addressing all 5 goals.

C. Use of Assessment Results

Assessment results collected each year will be reviewed during follow-up workshops. Faculty and staff will share information about experiences, activities, and assignments. They will discuss what has been particularly effective and what has not worked as well. They will make recommendations for improvement. A summary report will be made available to the campus community.

Both the first-year and senior tests will be used to assess the degree of achievement of the Understand, Access, and Use Ethically student learning goals. Additionally, the senior test will be used to assess the degree of achievement of the Evaluate goal. The senior test results conducted in the early years will serve as a baseline against which to monitor anticipated future improvements. Results of these tests will be broadly disseminated to the campus and will form a key part of the summer workshops. They will also be used by the workshop planners and participants to help them produce effective tools for addressing the areas where our students are found to be most in need of additional guidance and training.

Instruments used in specific courses will be used primarily by the instructor to learn whether the students in the course are mastering the desired concepts and to improve upon the information literacy materials in that course. These instruments will also be used as guides to participants in the May workshops to help them envision the types of assessment tools that might work most effectively with the materials, assignments, exercises, etc., they are developing.

Information from staff reports will be used in developing the staff workshops. In each summer, staff workshop participants from the previous summer will attend to share successful co-curricular strategies.

As the project progresses, accumulated results of assessment in individual classes will help identify the best practices for enhancing information literacy learning in a variety of classes. Results of assessment in the senior experience classes will begin to provide baseline data for subsequent comparisons and will also serve as models for other departments as they begin to assess information literacy in the capstone, thesis, and seminar courses. These assessments will be the main assessment of the Create goal and may also add to the ongoing assessment of the Understand, Access, Use Ethically, and Evaluate goals.

The five-year longitudinal report of the undergraduate project will help identify for the campus the successes of the information literacy program and will encourage discussion of possible areas for improvement.



Resources

A. QEP Budget Line Item Justification

The numbers below refer to line numbers on the budget found on page 57.

Personnel and Related Support

1. Information Literacy Librarian:

This position will be essential to the success of the **Expanding Horizons** initiative. As faculty across campus develop information literacy assignments in courses and as departments develop information literacy standards for their majors and capstone courses, two information literacy librarians will be needed. One of the information literacy librarians will co-chair the **Expanding Horizons** initiative. The Coates Library already has one information literacy librarian (Michelle Millet). The QEP initiative will fund the hiring of a second. The position will be focused on the development of the Information Literacy QEP, but will participate as a bibliographer/departmental liaison as well. This new position will be filled by June 1, 2008. For position description, see Appendix VI.

2. Benefits for the position, above.

3. Clerical support:

This is a half-time clerical position designated to support the work of the Information Literacy co-directors and the Information Literacy Committee. This individual will be responsible for tracking the QEP budget, monitoring course development grants, and providing the necessary support for planning and running the campus workshops every summer. This position will also provide continuity as the leadership of the Information Literacy Committee changes over time. This line will go into effect in year one of the QEP, or 2008–09. This half-time clerical position will report to the senior information literacy librarian.

4. Benefits for the position in line 3.

5. Instructional technologists:

Two new instructional technologists will be hired. Instructional technologists are individuals who are skilled in working with technology and who are experienced in adapting new technologies for classroom and library use. These individuals will work with teaching faculty to develop courses and/or class assignments and with library faculty to develop interactive teaching models, learning objects, and tutorials that introduce information literacy concepts, resources, and tools. They will also assist in the development of assessment tools for use by teaching faculty, the Information Literacy Committee, and the Director of Institutional Research. Most of

our peer institutions have several instructional technologists on staff. An informal survey conducted through the Oberlin Group of library directors showed that many of those institutions have 3–6 instructional technologists, supporting smaller FTE students and faculty than Trinity has. We currently have one instructional technologist on staff: Vidya Ananthanarayanan. One instructional technologist will be hired to start in year one of the project (2008–09) and the second in year three (2010–11.) For position description, see Appendix VI.

6. Benefits for the positions, above.

7. Office start-up for information literacy librarian, instructional technologists, and clerical position:

Included in the budget are funds for office furniture, computers and peripherals, telephones, etc. for three new professional positions. We have budgeted \$10,000 for each position. The equipment will be acquired as the positions are filled: three in 2008–09 and one in 2010–11.

8. Administrative stipend for teaching faculty co-director:

The Information Literacy initiative will require oversight by two directors: a full-time teaching faculty member and an information literacy librarian. The teaching faculty co-director will receive an administrative stipend that will compensate him or her for work that will fall during the summer months. This line goes into effect in year one of the QEP (2008–09).

9. Course reduction for teaching faculty co-director:

The co-directors will be expected to provide true leadership, devote a significant investment of time, and organize, chair, and plan extensive meetings and workshops. In order to enable the teaching faculty co-director to achieve these objectives, a course reduction will be granted each semester during the first two years of the project and one course per year during the following years. This funding will cover the hiring of a qualified adjunct professor. This line goes into effect in year one of the QEP (2008–09).

10. Administrative stipend for library faculty co-director:

The co-directors will be expected to provide true leadership, devote a significant investment of time, and organize, chair, and plan extensive meetings and workshops. It is not possible to offer the library faculty co-director the equivalent of a course reduction. However, the library faculty co-director will be taking on significant new duties as he or she supports teaching faculty as they develop new assignments and courses, and analyze syllabi for curricular mapping. This stipend acknowledges that additional burden and offers compensation for it. This line goes into effect in year one of the QEP (2008–09).

11. FICA costs associated with lines 8,9, and 10.

12. Travel/continuing education/supplies and expenses for two Information Literacy Committee co-directors and two Instructional Technologists:

These positions will require additional travel above and beyond existing departmental budgets. These funds will support travel to professional conferences, such as the annual Academic Library Assessment at the University of Virginia. Because the success of the QEP rests on our ability to quantify the need, identify areas for improvement, and assess our efforts, Trinity should at minimum send representatives to this conference. Similarly, the instructional technologists will need ongoing continuing education to stay abreast of new software, pedagogical theory as it relates to the use of technology, and faculty needs. Professional conferences that they should be expected to attend include EDUCAUSE Learning Initiative, New Media Consortium, and other events targeted at those who support teaching and learning with technology. This line goes into effect in year one of the QEP (2008–09).

13. Information Literacy Peer Tutors:

The QEP will support the hiring of students as peer tutors to assist students in developing sound research techniques. These positions will complement those in the Writing Center and will have parallel position descriptions. The information literacy librarians will provide in-depth paid training to these tutors before they start work; they will also continue to update tutors as new resources and technologies become available. There will be six peer tutors hired at \$2,000/year. This line goes into effect in year two of the QEP (2009–10). For position description, see Appendix VI.

Workshops

14. Information Literacy and the Curriculum Workshops:

The faculty and staff workshops are the foundation of the QEP. In recognition of the fact that faculty will be giving up time that would normally be spent on research or other projects, faculty will be compensated at a rate of \$400 per day. This stipend also serves as an incentive. Faculty workshops will be held each May and will focus on the development of new courses and the revision of existing courses within the context of the first-year program, the common curriculum, department majors, the senior capstone, service learning, and graduate programs. This line goes into effect in year one of the QEP (2008–09).

Staff workshops will be held each summer during the month of June:

These will be one-day workshops in which staff will work with information literacy librarians to develop successful strategies for reinforcing information literacy in

their programming. As staff are on 12-month contracts, they will not be paid a stipend, but they will be released from their normal duties in order to attend the workshop.

The first faculty workshop will be held in May 2008. This first workshop will be the largest, as it will target all faculty who currently teach in the First Year Seminar, the HUMA, and Writing Workshop programs. The second faculty workshop will take place in May 2009. It will be directed at faculty who teach common curriculum courses and departments that are ready to begin to review their curriculum to include information literacy. A second, shortened faculty workshop will be held in May 2009 for the first-year experience faculty who were unable to attend the initial workshop in the previous year. This second offering is due to the critical importance of the first-year experience and the large number of faculty involved. The focus of the faculty workshop in May 2010 will be integrating information literacy into the majors. The focus of the faculty workshop in May 2011 will be the senior capstone. The focus of the faculty workshop in May 2012 will be the graduate programs.

15. FICA costs associated with line 14.

16. Travel for guest presenters:

This line covers honoraria and travel expenses for nationally recognized guest presenters who will speak at the faculty and staff workshops or visit campus mid-year to share research or insights from the perspective of another institution. We have budgeted approximately \$10,000 per year.

17. Refreshments for faculty workshops, above:

These funds will cover coffee breaks and lunches for the workshops, above.

18. Refreshments for staff workshops:

These funds will cover coffee breaks and lunches for the annual one-day staff workshop in June.

19. Follow-up on workshops and course development:

Short (1/2 day) faculty workshops will be held beginning in year two of the QEP to assess the outcomes of the workshops described in line 13. Participants will gather to share successes, obstacles, and lessons learned and to identify revisions as needed. Here, too, participants will share data and other results from more formal assessments.

20. Refreshments for follow-up faculty workshops, above:

The funds will cover light morning refreshments and lunch for participants.

New Course Development/Curricular Revision

21. Competitive course development grants:

These grants of up to \$3,000 will be offered to faculty in order to support course development, redevelopment, experimentation, etc. These will be administered by the Information Literacy Committee.

22. Course reductions to instructors developing major projects:

We anticipate that one or two programs, such as the Writing Workshop, First Year Seminar, Senior Seminar, and HUMA, will require major analysis and reworking to accommodate the goals of **Expanding Horizons**. To support the work of teaching faculty members who will coordinate these projects, we will offer course reductions to two individuals per year in years one and two. This will encourage interested parties to take the time to analyze and design significant and lasting changes to existing programs. These will be administered by the Information Literacy Committee.

23. Prizes for student research:

These prizes will be awarded to students for exceptional research and writing. The program will be administered by the Information Literacy Committee.

24. Competitive project grants for students and staff:

These grants of up to \$1,000 are intended to support the co-curricular aspect of the QEP. These might include projects proposed by student publications, health services, athletics, and those active in service learning. These grants will be administered by the Information Literacy Committee.

25. Travel grants:

These will be offered to members of the faculty and staff who wish to visit institutions that have particularly strong information literacy programs in the applicant's discipline or area of work. Four grants of up to \$2,000 will be offered annually. These will be administered by the Information Literacy Committee.

26. FICA costs associated with lines 21, 22, and 24.

QEP Promotion

27. Publicity:

Successful Quality Enhancement Plans are marked by a high degree of awareness and familiarity of them across campus. This budget line will support marketing and publicity for the **Expanding Horizons** initiative, including flyers, advertisements in the *Trinitonian*, printing of QEP documents, and T-shirts for student leaders.

Technology

28. New Technology:

A hallmark of the QEP is the integration of new technologies into teaching and learning. This budget will support the acquisition of new servers, software for development, and related resources that will support the instructional technologists as they create interactive learning objects and other tools for faculty incorporating information literacy into their courses.

Assessment and Analysis

29. Tools:

This line item supports participation in formal assessment tools available for use by colleges interested in analyzing student information literacy—both as they enter college and as they achieve milestones in their college experience. One such example is the *First Year Information Literacy in the Liberal Arts Assessment (FYILLAA)* which Trinity has participated in for two years. ETS now has an information literacy test on the market which may also be of value. This budget line will be used to cover registration and participation in such national assessment efforts. This line goes into effect in year one of the QEP (2008–09).

Teaching Spaces

30–33. Classrooms:

While much of the emphasis of the QEP involves changes to courses and assignments, we anticipate that there will be increasing demand for hands-on instruction in the library. Currently, requests for sessions that enable each student to use a computer to access electronic resources may only be held in Room 310 in the Information Commons. This room is booked solid for much of the semester, particularly during popular class times (i.e., between 10 a.m. and 3 p.m. daily). Furthermore, the Writing Center, where we anticipate providing space for the information literacy peer tutors, is long overdue for an overhaul, as it is currently located in one end of a storage/work room on the library's main floor. Renovations to rooms to accommodate library instruction and expand the Writing Center to include the new peer tutors will take place over several years.

Year one, 2008–09, includes a renovation of Room 103 and the writing center. Room 103 was built in 1995 to be “state of the art.” The room is no longer so and requires updating in terms of its equipment and furniture. It is also the largest of the spaces we propose to renovate, and it can accommodate a class of up to 30 students.

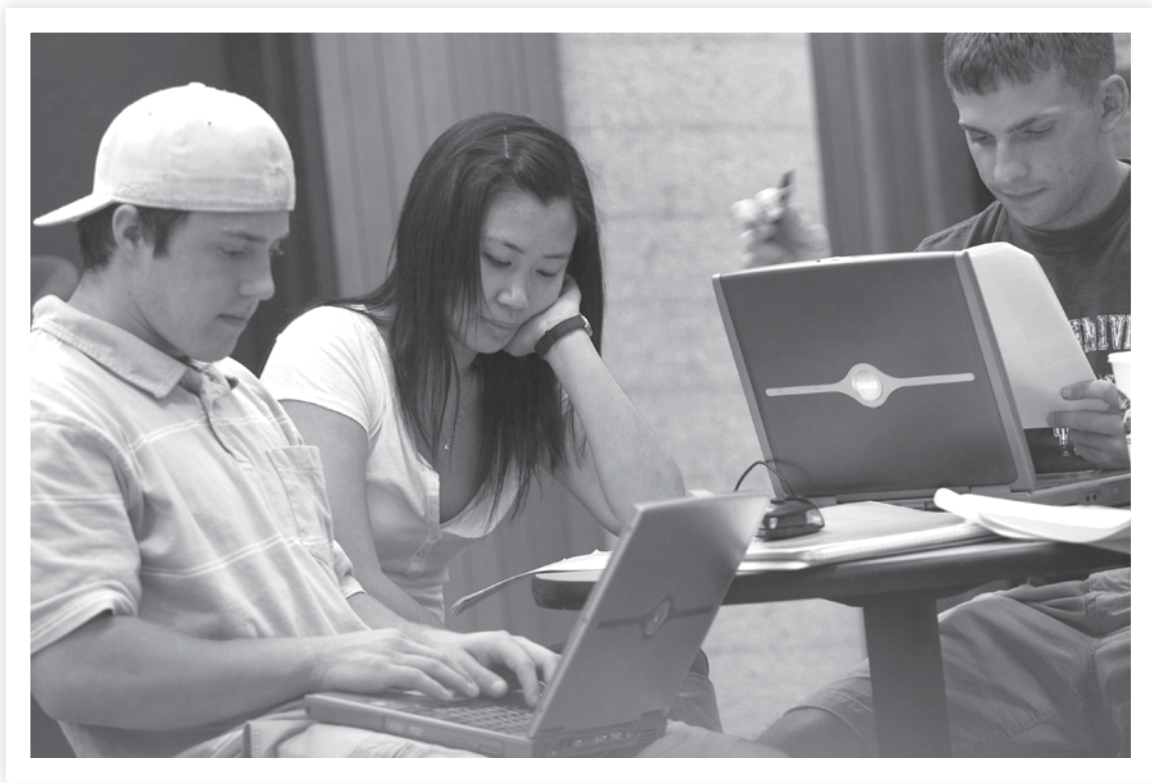
Year two features a renovation of Room 405 into a small seminar space suitable for teaching small groups using technology. Room 405 is currently a simple seminar

room with no provision for projection of audio/visual/Web-based content or hands-on computing.

Year three includes a renovation of the seminar room (209) just outside of Special Collections. Room 209 is a simple seminar room—again, with no teaching technology permanently installed. The emphasis of all renovations will be to create spaces where technology for teaching and learning can be easily taught to faculty, students, and staff and where faculty and librarians and/or instructional technologists can present special sessions.

B. Budget

The Quality Enhancement Plan budget is retained internally.



Notes

- ¹ Randy Burke Hensley, "Ways of Thinking: Doing Research and Being Information Literate," in *Student Engagement and Information Literacy*, ed. Craig Gibson, (Chicago: American Library Association, 2006), 56.
- ² Patricia Senn Breivik and E. Gordon Gee, *Higher Education in the Internet Age: Libraries Creating a Strategic Edge*, rev. ed. (Westport, CT: Praeger Publishers, 2006).
- ³ Michael Gorman, "The Corruption of Cataloging," *Library Journal* 120, no. 15 (1995), 34.
- ⁴ Andrea L. Foster, "Students Lack 'Information Literacy,' Testing Services Study Finds," *Chronicle of Higher Education*, Oct. 17, 2006, <http://chronicle.com/daily/2006/10/2006101701t.htm> (accessed 10/18/2006); the ETS preliminary findings are available at http://www.ets.org/Media/Products/ICT_Literacy/pdf/2006_Preliminary_Findings.pdf (accessed 10/28/07).
- ⁵ Patricia S. Breivik, "21st Century Learning and Information Literacy," *Change* 37, no. 2 (March/April 2005): 22.
- ⁶ Barbara Holton, Yupin Bae, Susan Baldrige, Michelle Brown, and Dan Hefron, U.S. Department of Education, National Center for Education Statistics, *The Status of Public and Private School Library Media Centers in the United States: 1999–2000*, <http://nces.ed.gov/pubs2004/2004313.pdf> (accessed November 8, 2007).
- ⁷ Details are available at the Carleton College library Web site: <http://apps.carleton.edu/campus/library/about/infolit/fyillaa/>.
- ⁸ The *College Student Experiences Questionnaire (CSEQ)* http://www.indiana.edu/~cseq/cseq_generalinfo.htm.
- ⁹ <http://www.oberlingroup.org/members>.
- ¹⁰ Homer Kempfer, quoted in George S. Bonn, *Training Laymen in the Use of the Library* (New Brunswick, NJ: Rutgers University Press, 1960), 54.
- ¹¹ Bonn, *Training Laymen in the Use of the Library*, 70.
- ¹² James Rice, Jr., *Teaching Library Use: A Guide for Library Instruction* (Westport, CT: Greenwood Press, 1981).
- ¹³ Carol Kuhlthau, "Longitudinal Case Studies of the Information Search Process of Users in Libraries," *Library and Information Science Research* 10 (1988): 257–304.
- ¹⁴ Maurine Pastine and Linda Wilson, "Curriculum Reform: The Role of Academic Libraries," in *The Evolving Educational Mission of the Library*, ed. B. Baker and M. E. Litzinger (Chicago: Association of College and Research Libraries, 1992), 90–108.
- ¹⁵ Patricia S. Breivik and E. Gordon Gee, *Information Literacy: Revolution in the Library* (New York: Macmillan, 1989).
- ¹⁶ "Model Statement of Objectives for Academic Bibliographic Instruction," in *Read This First: An Owner's Guide to the New Model Statement of Objectives for Academic Bibliographic Instruction* (Chicago: Association of College and Research Libraries, 1991), 5–15.
- ¹⁷ Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (Chicago: American Library Association, 2000).
- ¹⁸ Middle States Commission on Higher Education, "Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum. Executive Summary" (Philadelphia: Middle States Commission on Higher Education, 2003), 3-4.
- ¹⁹ University Libraries, "Information Literacy Program: U of L Libraries," University of Louisville, <http://library.louisville.edu/infoliteracy/overview.html> (accessed 9/27/07).
- ²⁰ Kate Manuel, "Generic and Discipline-Specific Information Literacy Competencies: The Case of the Sciences," *Science and Technology Libraries* 24, no. 3/4 (2004): 279–308.
- ²¹ Barbara Maria Stafford, *Good Looking: Essays on the Virtue of Images* (Boston: MIT Press, 1998), 71.
- ²² Loanne Snavely and Natasha Cooper, "The Information Literacy Debate," *Journal of Academic Leadership* 23 (January 1997): 13.
- ²³ Jeremy J. Shapiro and Shelley K. Hughes, "Information Literacy as a Liberal Art," *Educom Review* 31, no. 2 (1996), <http://www.educause.edu/pub/er/review/reviewarticles/31231.html> (accessed 12/06/06). Wesleyan University, "Wesleyan University Planning," <http://www.wesleyan.edu/wesleyanplanning/final/essential.html>

(accessed 11/13/06); Five Colleges of Ohio, "Integrating Information Literacy into the Liberal Arts Curriculum: Definitions of Information Literacy and Related Concepts," <http://collaborations.denison.edu/ohio5/grant/about/definitions.html> (accessed 11/14/06). The Five Colleges include the College of Wooster, Denison, Kenyon, Oberlin, and Ohio Wesleyan.

²⁵ "IL=IL: Information Literacy = Informed Leaders," North Georgia College and State University Quality Enhancement Plan, January 2007, http://www.ngcsu.edu/sacs/enhancement_plan/Final_QEP_Jan18.pdf (accessed 9/22/07); "What If? A Foundation for Information Fluency," University of Central Florida Quality Enhancement Plan: 2006–2011, http://iaaweb.ucf.edu/qep/UCF_QEP_document.pdf (accessed 10/28/07).

²⁶ On a scale of 1–5, with 1 being "Strongly Agree" and 5 being "Strongly Disagree," the average student response to the prompt "The information I learned today will be useful" was 1.5. Students similarly answered the prompt "My overall impression of the library session is favorable" with a 1.6.

²⁷ Project SAILS (Standardized Assessment of Information Literacy Skills), Kent State University, 2000–2007, <https://www.projectsails.org> (accessed 9/22/07).

²⁸ FYILLAA (First Year Information Literacy in the Liberal Arts Assessment) Project, Carleton College, 2005–2007, <http://apps.carleton.edu/campus/library/about/infolit/fyillaa/> (accessed 9/22/07).

²⁹ The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management, "Are They Really Ready to Work? Employers Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century Workforce," September 29, 2006, http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf (accessed 10/4/07).

³⁰ FYILLAA Project, <http://apps.carleton.edu/campus/library/about/infolit/fyillaa/> (accessed 10/4/07).

Further Reading

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Additional Information Literacy Resources

Augustana College. "Information Literacy Program."
<http://www.augustana.edu/library/Services/InfoLiteracy/index.htm>

Five Colleges of Ohio. Andrew W. Mellon Foundation Grant Project.
"Integrating Information Literacy into the Liberal Arts Curriculum."
<http://www.denison.edu/collaborations/ohio5/grant/>

"IL=IL: Information Literacy = Informed Leaders," North Georgia
College and State University Quality Enhancement Plan, January 2007,
http://www.ngcsu.edu/sacs/enhancement_plan/Final_QEP_Jan18.pdf (accessed 9/22/07).

"What If? A Foundation for Information Fluency" University of Central Florida
Quality Enhancement Plan: 2006–2011,
http://iaaweb.ucf.edu/qep/UCF_QEP_document.pdf (accessed 10/28/07).

Wartburg College. "Information Literacy across the Curriculum Plan."
<http://www.wartburg.edu/library/infolit/index.html> (accessed 12/04/07).

Appendices

I

Trinity University First-Year Test of Information Literacy

In the fall of 2007, this test was administered electronically to students in six small first-year courses at both the beginning and the end of the semester as a pilot test of the instrument. At the beginning of the semester, 54 students responded. However, at the end only 16 responded. So one lesson learned from the pilot is that more effort will need to be made to get students to participate in the post-test when we move to a larger-scale administration in 2008.

Numbers following the questions below indicate the pre-test / post-test percentages.

1. Please give your student ID number. This number is found on your TigerCard. It is not necessary to include leading zeros. (This information will not be used to attach your name to your responses. It will only be used to attach your responses to a similar questionnaire administered at the end of the semester to the responses you are giving today.)
2. (*Access*) How challenging is it for you to use library resources? Please rate the difficulty of each of the following activities:

	Very easy ("I can usually do this without assistance from a teacher, librarian, or peer tutor")	Somewhat easy ("I can usually do this with some initial assistance")	Somewhat difficult ("I need a fair amount of help to do this, but I can manage")	Very difficult ("This is hard for me even when I've received help")	No experience ("I haven't had any assignments requiring this kind of activity")
determining whether a source is appropriate for an academic project	26% / 44%				
deciding what information from your sources to integrate into your project	24% / 31%				
knowing when to document a source	35% / 56%				
knowing how to document a source	10% / 31%				

3. (*Use Ethically*) If Lauren prepares a PowerPoint presentation using information from books and some charts and pictures from a Web site, her professor expects her to (select the best answer):
 - ask her roommate about citation rules
 - cite the books on her PowerPoint slides
 - cite the books and the Web site on the slides **87% / 94%**
 - just mention the sources as she is giving her presentation
 - none of the above

4. (Access) You have found a book that is right for your topic. Which section of the book will you consult to find other documents on the topic?
- the glossary
 - the index
 - the bibliography **69% / 75%**
 - the table of contents
 - the cover page
5. (Access) You have to write a paper on the treatment of depression. Which search strategy below will find the least number of documents?
- depression and psychotherapy
 - depression or psychotherapy or antidepressants
 - depression and psychotherapy and antidepressants **59% / 67%**
 - depression or psychotherapy
 - depression
6. (Access) To find all the documents about Margaret Atwood in the library catalog, you would do a search
- by title
 - by publisher
 - by subject **39% / 50%**
 - by author
 - by keyword
7. (Access) You find the following entry in the references section of a recent article: Erisman, H. M. (2002). The Cuban Revolution's evolving identity. *Latin American Politics and Society* 44(1), 145–153. In what issue of *Latin American Politics and Society* will you find this article?
- Volume 2002, Number 44
 - Volume 44, Number 1 **85% / 100%**
 - Volume 1, Number 145–153
 - Volume 145, Number 153
 - the issue cannot be determined
8. (Use Ethically) You found magazine articles and Web pages presenting different views on a current issue. You want to use this information to write your paper. Which of the answers below best describes the case(s) in which you need to include a reference to the source of information?
- when you copy word for word a paragraph from a magazine article
 - when you copy word for word a paragraph from a Web page
 - when you write in your own words what is being said in a magazine article
 - when you write in your own words what is being said in a Web page
 - all of the above **100% / 100%**
9. (Access) A friend told you that you should read an article published in the November 2001 issue of *Internet Guide*, "The Microsoft Xbox Console," by Mark Kenney. To check the availability of this article at the library, you search in the catalog under
- Mark Kenney
 - The Microsoft Xbox Console
 - November 2001
 - Internet Guide **17% / 6%**
 - The first 3 answers above are all correct

10. *(Access)* Which of the following searches would retrieve the MOST results in an online search?
- films NOT movies
 - movies OR films **48% / 50%**
 - movies AND films
 - movies NOT films
 - movies INSTEAD OF films
11. *(Use Ethically)* A citation is NOT required when
- you are paraphrasing, rather than quoting, a source
 - more than one source says the same thing
 - you are describing your own findings or analysis **100% / 100%**
 - you are citing a Web page
 - all of the above
12. *(Use Ethically)* Rodrigo used journal articles and Web sites to research a topic for his biology lab report. He should (select the best response):
- cite the Web sites but not the journal articles
 - cite the journal articles and the Web sites **87% / 81%**
 - cite the journal articles but not the Web sites
 - not cite anything since this is just a lab report
 - cite only the journal articles and Web sites from which he quoted in his report
13. *(Use Ethically)* Joan read an article that gave her some good ideas for an argumentative paper, although she didn't quote or paraphrase anything from the article. She should (select the best response):
- either list the article in her bibliography or cite the article within the text of her paper
 - cite the article within the text of her paper
 - not list the article in the bibliography or cite the article within the text of her paper
 - list the article in her bibliography and cite the article within the text of her paper **26% / 13%**
 - list the article in her bibliography
14. *(Use Ethically)* When you are not sure whether or not information is considered "common knowledge" or whether it should be attributed to a source, the best solution is to
- assume that the information is common knowledge and not cite it in your paper
 - exclude the information from your paper to save time and trouble
 - all of these solutions are appropriate
 - assume that the information should be attributed to a source and cite it in your paper **91% / 94%**
 - none of these solutions are appropriate
15. *(Understand)* A peer-reviewed or refereed journal is BEST described as
- a journal that includes references for each article it publishes
 - a journal that publishes articles that have been approved by other scholars **37% / 56%**
 - a journal that includes only articles written collaboratively by peers
 - a journal that publishes reviews of other articles
 - don't know

16. (Access) How challenging is it for you to identify and retrieve sources?
Please rate the difficulty of each of the following activities:

	Very easy ("I can usually do this without assistance from a teacher, librarian, or peer tutor")	Somewhat easy ("I can usually do this with some initial assistance")	Somewhat difficult ("I need a fair amount of help to do this, but I can manage")	Very difficult ("This is hard for me even when I've received help")	No experience ("I haven't had any assignments requiring this kind of activity")
using a library catalog	22% / 44%				
using an electronic index (InfoTrac, Academic Search Premier, etc.)	22% / 50%				
using a print index	13% / 38%				
using an Internet search engine	68% / 100%				
physically locating sources in a library	17% / 38%				
obtaining materials through interlibrary loan	11% / 6%				

17. (Use Ethically) John finds an article that he wants to use as a source for his paper. The article has information from a book that he also wants to use. What are the appropriate ways of handling this situation?
- he uses the quotations from the book used in the article he found, and cites the book in his paper
 - he uses the quotations from the book used in the article he found, and cites the article in his paper
 - he finds the book and uses it like any other source he found
 - both the first and third answers above are correct
 - both the second and third answers above are correct **48% / 56%**
18. (Access) Which of the following is likely to yield the most comprehensive list of relevant scholarly articles for a research project?
- using a general Internet search like Google or Yahoo
 - paging through print volumes of an academic journal in a specific academic field
 - searching the library catalog
 - searching an electronic index or database in a specific academic field (History, Biology, Music, etc.) **60% / 63%**
 - all of the above are equally effective

19. (Know) Researchers must distinguish between primary and secondary sources. Which of the following statements is MOST ACCURATE?
- primary sources are more scholarly than secondary sources
 - primary sources are old; secondary sources are new
 - primary sources examine subjects first-hand; secondary sources examine the findings of other scholars **83% / 94%**
 - primary sources are more appropriate for academic projects than are secondary sources
 - don't know
20. (Know) For each of the following, indicate whether the item is an entire book, a journal article, a portion of a book, or a conference proceeding.

	entire book	journal article	portion of a book	conference proceeding	don't know
Jorgenson, Lars W. "Reinterpreting Navajo Rites." <i>Navajo Culture</i> 6 (1946): 469–78.		56% / 81%			
Allen, Glover Morrill. <i>Bats</i> . Cambridge: Harvard University Press, 1939.	57% / 81%				
Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970–1990." In <i>Japanese Women</i> , edited by Kumiko Fujimura-Fanselow. New York: Feminist Press, 1995.			15% / 63%		

21. (Use Ethically) When is it ethical to use the ideas of another person in a research paper?
- it is never ethical to use someone else's ideas
 - only if you do not use their exact words
 - only when you give them credit **89% / 100%**
 - only when you receive their permission
 - only if you use their published works
22. Please feel free to include any comments you may have about this questionnaire or about information literacy.

II

Trinity University Senior Test of Information Literacy

Faculty members teaching senior-level courses were asked to email a link to this survey to their students in the fall of 2007. 129 students responded, including over 20% of all seniors.

1. What is your class?
 - First-year **0%**
 - Sophomore **5%**
 - Junior **10%**
 - Senior **84%**
 - Other **2%**

2. Which of the following ONLINE sources have you used for research in the past year? Check as many as apply.
 - Google, Yahoo, Search, or other general Internet Search engines **85%**
 - Online journals, magazines, newspapers, or encyclopedias **93%**
 - Online library catalog **80%**
 - Online booksellers (such as Amazon.com, BarnesandNoble.com, etc.) **26%**
 - Online indexes or databases (such as EBSCO, JSTOR, Expanded Academic ASAP, InfoTrac, etc.) **87%**
 - Google Scholar **43%**
 - Other **19%**
 - I did not use any online sources for research in the past year. **1%**

3. In the past year, when you were given research project assignments, how often were you required to use a specific format (such as APA, MLA, Chicago, or some other style) for the sources in your bibliography?
 - Almost always **58%**
 - Often **15%**
 - Sometimes **7%**
 - Rarely **16%**
 - Never / not applicable **5%**

4. (*Access*) How challenging is it for you to use library resources? Please rate the difficulty of each of the following activities:

	Very easy ("I can usually do this without assistance from a teacher, librarian, or peer tutor")	Somewhat easy ("I can usually do this with some initial assistance")	Somewhat difficult ("I need a fair amount of help to do this, but I can manage")	Very difficult ("This is hard for me even when I've received help")	No experience ("I haven't had any assignments requiring this kind of activity")
determining whether a source is appropriate for an academic project	73%				
deciding what information from your sources to integrate into your project	60%				
knowing when to document a source	76%				
knowing how to document a source	53%				

5. (*Use Ethically*) If Lauren prepares a PowerPoint presentation using information from books and some charts and pictures from a Web site, her professor expects her to (select the best answer):
- ask her roommate about citation rules
 - cite the books on her PowerPoint slides
 - cite the books and the Web site on the slides **93%**
 - just mention the sources as she is giving her presentation
 - none of the above
6. (*Access*) You have found a book that is right for your topic. Which section of the book will you consult to find other documents on the topic?
- the glossary
 - the index
 - the bibliography **85%**
 - the table of contents
 - the cover page
7. (*Access*) You have to write a paper on the treatment of depression. Which search strategy below will find the least number of documents?
- depression and psychotherapy
 - depression or psychotherapy or antidepressants
 - depression and psychotherapy and antidepressants **82%**
 - depression or psychotherapy
 - depression
8. (*Access*) To find all the documents about Margaret Atwood in the library catalog, you would do a search
- by title
 - by publisher
 - by subject **57%**
 - by author
 - by keyword
9. (*Access*) You find the following entry in the references section of a recent article: Erisman, H. M. (2002). The Cuban Revolution's evolving identity. *Latin American Politics and Society* 44(1), 145–153. In what issue of *Latin American Politics and Society* will you find this article?
- Volume 2002, Number 44
 - Volume 44, Number 1 **96%**
 - Volume 1, Number 145–153
 - Volume 145, Number 153
 - the issue cannot be determined
 - all of the above
10. (*Access*) A friend told you that you should read an article published in the November 2001 issue of *Internet Guide*, "The Microsoft Xbox Console," by Mark Kenney. To check the availability of this article at the library, you search in the catalog under
- Internet Guide **17%**
 - Mark Kenney
 - The Microsoft Xbox Console
 - November 2001
 - The first 3 answers above are all correct

11. *(Evaluate)* Among the challenges of research is determining whether a source is scholarly. Below is a list of source characteristics. For each characteristic, if this were the only information you had about a source, what conclusion would you draw about whether the source is likely to be scholarly? If a source...

	scholarly	non-scholarly	cannot be determined	don't know
is available online			91%	
is translated from another language			88%	
is published in a peer-reviewed journal	91%			
is posted on a political blog		82%		
was recently published			83%	
has a lengthy list of references			63%	
was published by a university press	86%			
was published in <i>Time</i> , <i>Newsweek</i> , or <i>US News & World Report</i>		45%		

12. *(Access)* Which of the following searches would retrieve the MOST results in an online search?
- films NOT movies
 - movies OR films **77%**
 - movies AND films
 - movies NOT films
 - movies INSTEAD OF films
13. *(Use Ethically)* Rodrigo used journal articles and websites to research a topic for his biology lab report. He should (select the best response):
- cite the Web sites but not the journal articles
 - cite the journal articles and the Web sites **84%**
 - cite the journal articles but not the Web sites
 - not cite anything since this is just a lab report
 - cite only the journal articles and Web sites from which he quoted in his report
14. *(Use Ethically)* Joan read an article that gave her some good ideas for an argumentative paper, although she didn't quote or paraphrase anything from the article. She should (select the best response):
- either list the article in her bibliography or cite the article within the text of her paper
 - cite the article within the text of her paper
 - not list the article in the bibliography or cite the article within the text of her paper
 - list the article in her bibliography and cite the article within the text of her paper **14%**
 - list the article in her bibliography

15. (Evaluate) You are required to write a research paper for your American History class examining the roles of women in the American Civil War. An initial search turns up the following sources. Which one is LEAST likely to be appropriate for your paper?
- Edwards, L. F. (1980). *Scarlett doesn't live here anymore: Southern women in the Civil War era*. Urbana: University of Illinois Press.
- Heidled, D. S., & Heidler, J. T. (Eds.). (2000). *Encyclopedia of the American Civil War: A political, social and military history* (Vols. 1–5). Santa Barbara, CA: ABC-CLIO.
- Schultz, J. E. (2002). Seldom thanked, never praised, and scarcely recognized: Gender and racism in Civil War hospitals. *Civil War History* 48, 220–236.
- Wilson, B. A. (2006). Women in the Civil War. Retrieved July 1, 2006, from <http://userpages.aug.com/captbarb/femvets2.html> **71%**
16. (Evaluate) On what basis did you select your response to the preceding question?
- whether the source is likely to be scholarly 62%
- how recently the source was published
- whether the source was a print or Internet source
- the number of pages with information about this topic
- all of the above equally influenced my response to the preceding question.
17. (Understand) A peer-reviewed or refereed journal is BEST described as
- a journal that includes references for each article it publishes
- a journal that publishes articles that have been approved by other scholars **86%**
- a journal that includes only articles written collaboratively by peers
- a journal that publishes reviews of other articles
- don't know
18. (Access) How challenging is it for you to identify and retrieve sources? Please rate the difficulty of each of the following activities:

	Very easy ("I can usually do this without assistance from a teacher, librarian, or peer tutor")	Somewhat easy ("I can usually do this with some initial assistance")	Somewhat difficult ("I need a fair amount of help to do this, but I can manage")	Very difficult ("This is hard for me even when I've received help")	No experience ("I haven't had any assignments requiring this kind of activity")
using a library catalog	66%				
using an electronic index (InfoTrac, Academic Search Premier, etc.)	62%				
using a print index	33%				
using an Internet search engine	87%				
physically locating sources in a library	62%				
obtaining materials through interlibrary loan	31%				

19. (*Use Ethically*) John finds an article that he wants to use as a source for his paper. The article has information from a book that he also wants to use. What are the appropriate ways of handling this situation?
- he uses the quotations from the book used in the article he found, and cites the book in his paper
 - he uses the quotations from the book used in the article he found, and cites the article in his paper
 - he finds the book and uses it like any other source he found
 - both the first and third answers above are correct
 - both the second and third answers above are correct **39%**
20. (*Evaluate*) Your professor has assigned a paper on the whole language movement. You are not familiar with the topic, so you decide to read a brief history and summary about it. Which of the following sources would be best?
- a book on the topic, such as *Perspectives on whole language learning: A case study*
 - a Wikipedia article
 - an article on the topic, such as "Whole language in the classroom: A student teacher's perspective."
 - an education encyclopedia, such as *Encyclopedia of Education* **44%**
21. (*Access*) Which of the following is likely to yield the most comprehensive list of relevant scholarly articles for a research project?
- searching an electronic index or database in a specific academic field (History, Biology, Music, etc.) **75%**
 - using a general Internet search like Google or Yahoo
 - paging through print volumes of an academic journal in a specific academic field
 - searching the library catalog
 - all of the above are equally effective
22. (*Evaluate*) Statement: "Describe the effects of automobile emissions on air quality." Which source would most likely provide you with objective information for the main concepts in the statement?
- a personal interview with an influential lobbyist
 - a Web site that advocates clean air
 - the latest annual report from a major automobile manufacturer
 - a study featured in a peer-reviewed periodical **87%**
 - a Wikipedia article
23. (*Know*) Researchers must distinguish between primary and secondary sources. Which of the following statements is MOST ACCURATE?
- primary sources are more scholarly than secondary sources
 - primary sources are old; secondary sources are new
 - primary sources examine subjects first-hand; secondary sources examine the findings of other scholars **90%**
 - primary sources are more appropriate for academic projects than are secondary sources
 - don't know
24. (*Know*) For each of the following, indicate whether the item is an entire book, a journal article,

a portion of a book, or a conference proceeding.

	entire book	journal article	portion of a book	conference proceeding	don't know
Jorgenson, Lars W. "Reinterpreting Navajo Rites." <i>Navajo Culture</i> 6 (1946): 469–78.		62%			
Allen, Glover Morrill. <i>Bats</i> . Cambridge: Harvard University Press, 1939.	87%				
Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970–1990." In <i>Japanese Women</i> , edited by Kumiko Fujimura-Fanselow. New York: Feminist Press, 1995.			51%		

25. (*Use Ethically*) When is it ethical to use the ideas of another person in a research paper?
- it is never ethical to use someone else's ideas
 - only if you do not use their exact words
 - only when you give them credit **89%**
 - only when you receive their permission
 - only if you use their published works

26. Please feel free to include any comments you may have about this questionnaire or about information literacy.

Sources for First-Year and Senior Information Literacy Tests:

National Institute for Technology and Liberal Education, "FYILLAA (First Year Information Literacy in the Liberal Arts Assessment) Project, Research Practices Survey." Electronic document, 2007. <http://www.nitle.org/index.php/nitle/collaborations/fyillaa> (accessed 11/14/07).

Penny Beile O'Neil, "Development and Validation of the Beile Test of Information Literacy for Education (B-TILED)." (Dissertation, University of Central Florida, 2005).

Terence Mech, "Information Literacy Assessment Matrix." King's College, 2007.

Diane Mittermeyer and Diane Quirion, "Information literacy: Study of incoming first-year undergraduates in Quebec." Conférence des recteurs et des principaux des universités du Québec. Montréal, 2003. http://crepuq.qc.ca/documents/bibl/formation/studies_Ang.pdf

III

Samples of Course-Specific Assessment Tools

Summary of Pre- and Post- Survey Given to Civil War Seminar Students Dr. Carey Latimore, Fall 2007

7 students took the pre-test; 9 took the post-test

	Pre-test		Post-test	
	Number Correct	% Correct	Number Correct	% Correct
What is a primary source?	5	71%	9	100%
Please name one library subscription resource appropriate for historical research.	5	71%	9	100%
What is the most common citation style used in the discipline of history? (Example: APA, which is not correct)	2	29%	8	89%
Name one prominent academic journal in the field of history—you can choose one from any subfield of the discipline.	3	43%	4	44%
	Number Yes	% Yes		
Have you completed a major research paper in a history course at Trinity prior to this semester?	4	57%	N/A—Students had written paper in this course	
If so, how many?	Responses ranged from 0 (three students) to "15+" (one student)			
	Number strongly agree	% strongly agree	Number strongly agree	% strongly agree
I can find scholarly research articles.	3	43%	7	78%
I know the difference between primary and secondary sources	5	71%	7	78%
I understand what plagiarism is	7	100%	9	100%
I understand the difference between plagiarism and copyright violations	0	0%	1	11%
I know how to use correct citation styles	2	29%	4	44%

**Questionnaire and Results from SOCI/ANTH 3359:
Social Research Design
Dr. Amy L. Stone, Fall 2007**

Reflect back on your semester so far. Think about what you knew about how to do social research at the beginning of the semester and comment on whether you agree or disagree with the following statements. Please circle the appropriate response.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand where to find relevant and recent journal articles in my major.	62%	39%	4%	0%
I have a better understanding of how to conduct a literature review.	19%	65%	15%	0%
I have a better understanding of how to let a literature review shape my research project.	8%	77%	15%	0%
I understand how to determine if a journal is a credible source.	46%	54%	0%	0%
I have a better understanding of the resources available to me online in my major.	31%	58%	12%	0%
I have a better understanding of the benefits and disadvantages of using various research methods to answer my research questions.	50%	42%	8%	0%
I have a better understanding of the most efficient and effective way of answering my research question.	27%	65%	8%	0%
I understand the resources and databases available online for quantitative research.	31%	50%	19%	0%
I am able to use online resources to do mapping and spatial analysis.	12%	54%	35%	0%

Qualitative Results:

- Thinking back on what we've learned this semester about conducting literature reviews, what assignments or activities did you find most useful? Do you have any suggestions for additional assignments, demonstrations, or activities that would have helped you learn this skill?

Responses: Students discussed homework the most as something that helped them learn about literature reviews. Because the literature review was progressive, one student commented that "each time I practiced them I felt more comfortable looking for literature and making use of it."

2. Thinking back on what we've learned about the benefits and disadvantages of using different types of research methods to answer your research questions, what assignments or activities did you find most useful? Do you have any suggestions for additional assignments, demonstrations, or activities that would have helped you learn this skill?

Responses: They reflected positively on our computer lab days, where we learned software programs. They wanted PowerPoints to be used more often and to be more detailed.

3. Just reflecting on the research design portion of this course (before we began doing SPSS), what activity or topic did you find most useful in helping you understand how to design social research? What activity did you find the least useful in helping you understand how to design social research? What could we have done differently to make it more useful?

Responses: Most of them mentioned both in-class exercises and homework assignments that helped them learn about designing social research. They didn't like the guest lecturers we had and didn't find them as useful as I would have liked in learning about designing social research.

Sample Information Literacy Rubric

To be used as a suggestion for faculty members working on assessment of the senior experience.

Level 5	Level 4	Level 3	Level 2	Level 1
GOAL 1: UNDERSTAND				
Develops a high quality research plan and thesis; chooses a topic that is manageable; acquires a general familiarity with the topic	Develops a focused project and thesis; acquires general familiarity with the topic.	Develops a focused project and thesis.	Develops a project and thesis that need more focus.	Fails to develop project or thesis; does not pursue familiarity.
GOAL 2: ACCESS				
Locates reliable, discipline-specific information from a variety of sources; uses appropriate investigative methods for discipline; locates information in a variety of formats depending on discipline (both at TU and outside of TU)	Locates quality information from a variety of sources; uses appropriate investigative methods for discipline.	Locates needed information.	Minimally successful at locating needed information.	Unsuccessful at locating information on topic.
GOAL 3: EVALUATE				
Analyzes quality, discipline-specific information from various sources; assesses accuracy, authority, and timeliness (when applicable); uses appropriate technologies to study correlations in findings.	Analyzes quality information for accuracy, authority, and timeliness (not discipline-specific).	Analyzes information from various sources to assess accuracy, authority, and timeliness.	Shows minimal evaluation of sources.	Shows no evidence of source evaluation.
GOAL 4: USE ETHICALLY				
Follows laws, guidelines, and institutional policies regarding use of information resources; demonstrates an understanding of plagiarizing; identifies and uses citation style appropriate for discipline.	Follows laws, guidelines, and institutional policies regarding use of information resources; demonstrates an understanding of plagiarizing; identifies and uses citation style appropriate for discipline.	Follows laws, guidelines, and institutional policies regarding use of information resources; demonstrates an understanding of plagiarizing.	Lacks adequate knowledge of laws, guidelines, and institutional policies regarding use of information.	Lacks knowledge of laws, guidelines, and institutional policies regarding use of information resources; may commit plagiarizing.
GOAL 5: CREATE				
Information and work is organized; articulates new knowledge; integrates new and prior information (including quotations or paraphrasing); manipulates data or original findings; work clearly accomplishes original research plan.	Successfully organizes and integrates compiled information in appropriate format to accomplish planning objectives; manipulates data, integrates new knowledge.	Successfully integrates information; work is somewhat organized.	Minimally successful at integrating compiled information; project lacks integration of new and prior information.	Unable to integrate information; does not attempt to integrate new and prior knowledge; lacks original findings or use of data; fails to accomplish original research plan

IV

First-Year Experience Faculty Workshop

May 2008

- Would you like your students to critically evaluate information for relevance, validity, and reliability?
- Would you like to know more about how you can use the QEP first-year student objectives in course?
- Would you like to do that with extra support and funding?
- Would you like to know how it can be done without extra work?

The learning outcomes specific to first-year students include:

- Understand the nature of information and the varieties of information sources
Students will demonstrate an understanding of the nature of information sources. This will normally include: learning how to access different information sources; understanding how information is produced, organized, and disseminated; and applying ethical criteria to the use of information.
- Access internal and external information efficiently and effectively
Students will demonstrate their ability to access internal and external information by knowing how to use internal tools available in the Trinity educational system, such as the Quest system, Interlibrary Loan, and Trinity databases, and by knowing how to navigate external tools, primarily the Internet.
- Understand the concept of intellectual property and the economic, legal, and social contexts of information, and use information ethically
This outcome accompanies the Trinity University Academic Honor Code. Students will demonstrate their understanding of intellectual property by appropriately using citation/documentation systems and showing in their work that they understand the concept of plagiarism.

Expectations for Faculty Participants:

Faculty are expected to:

- Attend the two-day workshop “Information Literacy and the First-Year Experience” and read materials in advance of the workshop.
- Modify a course to include:
 - General information literacy objectives for the FYE
 - Specific assignments addressing these objectives
 - Assessing these objectives
- Teach the course using the modifications.
- Report on results at the following year’s faculty workshop.
- Submit a copy of the modified syllabus and accompanying assignments for the “Information Literacy at Trinity” Web site and assignment database.

Workshop Agenda

Day 1 (8:30–3:00)

Part I: All FYS, HUMA, and WW faculty (8:30-12:30)

Introductions/coffee/setting (8:30–9:00)

Outside Speaker (TBA): Information Literacy and First-Year Courses (9:00–10:00)

Break (10:00–10:15)

What we know: Pre-and Post-Testing 2007-2008 (10:15–10:30)

Hear from Beta-testing participants: FYS, Writing Workshop, HUMA (as appropriate) (10:30–11:30)

Lunch (11:30–12:30)

Part II: HUMA, WW, and FYS will break out into separate rooms (12:30–3:00)

Brainstorm how this can be done in WW, FYS, or HUMA in pairs. Answer specific questions: How do I integrate each learning objective? How will I assess it?
(12:30–1:30)

- WW, HUMA, and FYS will break out into their own groups. How could each goal be covered in the different courses?

Break (1:30–1:45)

Report back to larger group (1:45–2:45)

Homework: Looking at the individual syllabus (2:45–3:00)

Day 2 (9:00–4:00): First Year Seminar Faculty

****Note: All three groups will break out in separate rooms.***

Introduction to the day and coffee (workshop leader) (9:00–9:30)

Meet in faculty pairs or small groups to talk about homework. Problems? Issues? (9:30–10:30)

Individual faculty meet with library liaisons (10:30–11:30)

Lunch (11:30–12:30)

Break (12:30–1:00)

Day 2 (9:00–4:00): Writing Workshop Faculty

Introduction to the day and coffee (workshop leader) (9:00–9:30)

Meet in faculty pairs or small groups to talk about homework. Problems? Issues? (9:30–10:30)

Individual faculty meet with outside speakers (10:30–11:30)

Lunch (11:30–12:30)

Break (12:30–1:00)

Day 2 (9:00–4:00): HUMA Faculty

Welcome and introduction to the day (9:00–9:30)

Meet in faculty pairs or small groups to talk about homework. Problems? Issues? (9:30–10:30)

Faculty meet in two groups: seminar and writing workshop and work with outside speakers and/or librarians (10:30–11:30)

- What does the HUMA writing workshop cover?
- What does the FYS HUMA cover?

Lunch (11:30–12:30)

Break (12:30–1:00)

Day 2: Combined Workshop for FYS, WW, and HUMA Faculty

Introduction to the afternoon (1:00–1:15)

Large group work/discussion/brainstorming (1:15–2:15)

- Discussion from FYS classes
 - What to cover?
- Discussion from WW class
 - What to cover? How can these two work together on objectives?
- Discussion from HUMA
 - What gets covered? How to include some of the same experiences as a FYS/WW?
 - Can the WW and FYS sections be a team in the HUMA course?

Break (2:15–2:30)

Assessment—pre- and post-testing for First-Year Experience (2:30–3:00)

Feedback from outside speakers (3:00–3:45)

Closing remarks (3:45–4:00)

- Where we go from here
- Summer deadlines to Information Literacy Committee

V

First-Year Experience QEP Staff Workshop

June 2008

Focus: First-Year Experience
9:00 am–1:00 pm

Agenda

(9:00–9:15) Welcome and Agenda—Workshop Leader

(9:15–9:45) What is Expanding Horizons?

- The plan and timeline
- The Information Literacy Committee
- The role of staff in the Quality Enhancement Plan
 - Project grants available for staff projects

(9:45–10:30) Focusing on the First-Year Experience

- Discuss the first-year experience curricular goals
- Outcome/discussion of faculty workshop to share
- Student services associated with the QEP (Writing Center, Help Desk, research assistance)

(10:30–10:45) Breakout brainstorming time within groups

- How can we adapt our model to the curricular goals in the co-curricular experience?
 - How does this apply to the departments within your discussion group?

(10:45–11:00) Break

(11:00–11:45) Groups report back on discussion

(11:45–12:00) Wrap-up—Workshop Leader

(12:00–1:00) Lunch

[Expectations for Staff Participants](#)

Staff who sign up for the workshop will be expected to:

- Read any assigned readings beforehand;
- Participate in discussions during workshop;
- Report on the workshop to any staff in your department who could not attend;
- Report on the workshop to your supervisor.

VI

Position Descriptions

1. Information Literacy Librarian

General Position Responsibilities and Qualifications:

Trinity University, winner of the 2007 ACRL Excellence in Academic Libraries Award, seeks a proactive and innovative librarian to join its information literacy program efforts. The information literacy librarian, a member of the library faculty, is one of a team that supports an innovative information literacy program at Trinity University. The university selected information literacy as its Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools (SACS) reaffirmation of accreditation in 2007, and this position is an integral part of that plan's success.

Specific responsibilities include teaching information literacy skills and concepts in assigned liaison areas; working closely with the Information Literacy Coordinator to develop departmental specific objectives as well as designing and hosting faculty workshops related to the QEP work; and providing instructionally focused reference service. Other responsibilities include development of alternative service models to assist students and faculty and to encourage use of the library as a resource (including use of electronic products and services). Additional duties include: acting as liaison with designated academic departments, preparation of guides and tools to advance student learning, assigned reference desk hours, and collection development in assigned subject areas. Required to meet standards of librarianship, scholarship, and service for promotion and tenure.

Required qualifications: include ALA-accredited MLS. One to three years experience in teaching or instruction in an academic setting is essential; knowledge of print and electronic reference sources, as well as skill in searching Web-based resources; strong communication skills and a high energy level; experience with Web-based courseware, such as Blackboard or Moodle; ability to plan, organize, implement, and promote information literacy projects; ability to communicate well both orally and in writing; track record of participation in or development of innovative instruction programs, particularly those that use technology to enhance student learning; evidence of creative approaches to service problems; and an ability to understand and communicate to others the library user experience.

Desirable qualifications: experience in design of Web-based learning objects and assessment tools; participation in the ACRL Immersion program; background in instructional and/or curriculum development and design.

Specific Responsibilities:

Specific responsibilities of this position include, but are not limited to, the following:

- Works closely with the Information Literacy Coordinator to design an integrated information literacy program that will meet the needs of Trinity University students.
- Stays abreast of best practices in information literacy, including teaching techniques, theory, and new technologies.
- Coordinates with faculty in assigned departments to incorporate information literacy components into course content as appropriate.
- Develops content for faculty workshops related to the campus's information literacy efforts, with particular focus on specific departmental learning objectives and objectives for graduating seniors.

General Responsibilities:

General responsibilities of this position shared with other reference/instruction librarian positions include but are not limited to:

- Participate in providing reference service.
- Provide specialized in-depth reference service in assigned subject areas.
- Keep up with current electronic and print resources in subject areas.
- Evaluate and select library materials, which requires involvement with approval, firm order, serial, and gift processes.
- Handle other collection development tasks, including weeding and reclassification decisions.
- Offer advanced library instruction in appropriate general areas and for classes taught by faculty in assigned subject areas.
- Prepare and produce instructional material, library guides, and Web pages for assigned departments.

This position will be housed in the Coates Library, and the individual will report to the Assistant University Librarian/Head of Public Services.

2. Faculty Technology Liaison (Instructional Technologist)

Description:

The faculty technology liaisons support faculty use of instructional technology (software and hardware) for teaching. This position develops partnerships with faculty in teaching departments and in the library and is a specialist in selected software applications. He or she will serve as a consultant, teacher, and colleague on special projects and long-term course development related to the implementation of the Information Literacy Quality Enhancement Plan. This position collaborates with the Information Literacy Committee, the information literacy librarians, and the librarian liaisons to departments to design workshops and teaching sessions for faculty and to encourage and support advancements in teaching as it relates to the goals of the Information Literacy QEP.

Essential Job Functions:

- Stays abreast of best practices in instructional design theories and applications as they relate to college teaching.
- Ensures that faculty are aware of pedagogical applications of technology and that uses of technology are supported properly through consulting services and training.
- Works with library faculty to develop appropriate tools to support the implementation of the Information Literacy QEP, including but not limited to ASP and PHP applications.
- Maintains the Information Literacy and Quality Enhancement Plan Web site, including information pertaining to a wide variety of instructional materials, curricular support, availability of software and technology support.
- Works with librarians, develops and coordinates an information resources training program for faculty who wish to learn about new library-based resources but have not had time to work with them. Training formats may include but will not be limited to targeted workshops, one-on-one consultation, online tutorials for research tools, and the development and distribution of online and printed documentation and instructional materials. Some of these materials may be redeployed as student support.

- Supports faculty use of instructional technology in course-based applications.
- Designs and co-presents (with the information literacy librarians) workshops related to information literacy.
- Prioritizes work and performs related work as required.
- Serves on various committees related to the use of information technology.

Supervision Exercised:

May supervise student assistants.

Qualifications:

1. Required: Master's degree in Instructional Design, Instructional Technology, Educational Technology or related field.
2. Preferred: Candidates with the Masters in Library and Information Science with an emphasis in Instructional Design.
3. Other desirable qualifications: Two or more years experience in teaching with technology and curriculum development.
4. Demonstrated understanding of learning theories.
5. Familiarity with the concept of information literacy and/or the ACRL Competency Standards.
6. Demonstrated ability to seek out and learn/master new technology, e.g., RSS, blogs, and wikis.
7. Strong commitment to user service and support.
8. Knowledge of information literacy competencies and standards.
9. Experience creating and/or maintaining Web sites, including familiarity with HTML, CSS, and/or Javascript.
10. Broad knowledge and technical skills with Windows and Macintosh environments; ASP, PHP, and other open-source interactive software applications.
11. Proven strength in interpersonal, organizational, and problem-solving skills, and a strong service orientation.
12. High level of energy, creativity, and a positive attitude.
13. Ability to work independently and prioritize own work as well as work cooperatively with a team.
14. Excellent verbal and written communication skills are a must. Sensitivity to the needs of end users is also critical.
15. Supervisory skills, including ability to maintain firm yet amiable relations with student assistants.

This position will be housed in the Coates Library, and the individual will report to the University Librarian.

3. Information Literacy Peer Tutors

Basic Function and Responsibility:

The student research assistants, in close collaboration with the Writing Center student workers, will provide research consultations for Trinity students on an as-needed basis. Student research assistants will be able to guide their peers to the best resources available to them for conducting research and help them evaluate possible information resources. If necessary, student research assistants will recommend relevant literature or Web-based tutorials for students to utilize.

Essential Job Functions:

- Help students organize their research into a workable plan.
- Help students evaluate proper academic resources to use in their projects.
- Assist students in documenting sources and creating RefWorks accounts.
- Refer students to their liaison librarian for more in-depth consultations.

Qualifications:

- Junior or Senior standing.
- Completion of at least one major project, demonstrating a clear understanding of basic information literacy principles.
- Nomination from a member of the teaching faculty.
- Excellent oral and written communication skills.

These positions will be housed in the Coates Library and will report to the Information Literacy Coordinator.

VII

Information literacy and library instruction offered at Oberlin Group libraries

	Does your library offer stand-alone credit information literacy courses?	Does your library offer course-integrated library instruction?	Does your library offer a required online tutorial as an option?	Does your library offer an optional online tutorial for information literacy?
Gettysburg College	No	Yes	No	Yes
Franklin & Marshall College	No	Yes	No	No
Oberlin College	Yes	Yes	No	No
Berea College	No	Yes	No	Yes
Wheaton College (MA)	No	Yes	No	No
College of the Holy Cross	No	Yes	No	No
Lafayette College	No	Yes	No	No
DePauw University	No	Yes	No	No
Carleton College	No	Yes	No	No
Occidental College	Yes	Yes	No	No
Connecticut College	No	Yes	Yes	No
St. Olaf College	No	Yes	No	No
Macalester College	No	Yes	No	Yes
Wellesley College	No	Yes	No	No
Dickinson College	No	Yes	No	No
Davidson College	No	Yes	No	No
St. Lawrence University	Yes	Yes	No	No
Lake Forest College	No	Yes	No	No
Colgate University	No	Yes	No	Yes
Rollins College	Yes	Yes	No	No
Eckerd College	No	Yes	Yes	No
Smith College	No	Yes	No	No
Randolph-Macon College	No	Yes	No	No
Gustavus Adolphus College	Yes	Yes	Yes	Yes
Whittier College	No	Yes	No	No
Williams College	No	Yes	No	No
Simmons College	No	Yes	No	No
Beloit College	No	Yes	No	No

This survey data was collected by the Coates Library at Trinity University.