A SCANNER DARKLY: Retooling the Tools for Environmental Scans

IUPUI
Indiana University–Purdue University Indianapolis

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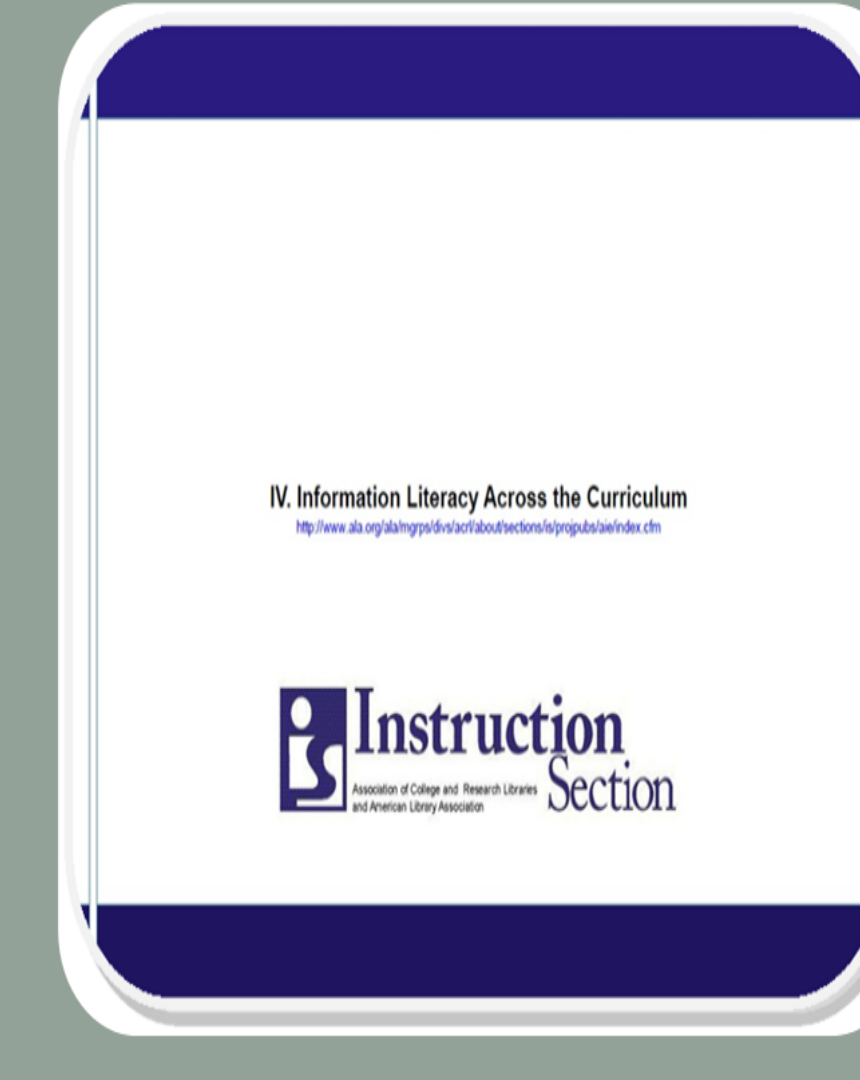| katemery@iupui.edu | rhuisman@iupui.edu | lacym@iupui.edu | sstaumku@iupui.edu | www.ulib.iupui.edu |

Once upon a time...

Since 1996, IUPUI University Library has focused on information literacy and instructional services as a strategic priority of the library. The 2011/2012 IUPUI University Library Strategic Planning Wiki describes the priority *as 'Implement University Library Information Literacy Strategy to Ensure Students have the Information Literacy Competency Skills that Contribute to their Academic Success and Lifelong Learning'*. The library's efforts to implement this priority have long covered a wide range of administrative-organizational levels, from the appointment of an associate dean to organizational administrative teams, and special ad hoc groups or task forces assigned with the charge. The library has struggled to define information *Literacy and instruction* - the who, what, how, why, when - what it looks like programmatically and how to design meaningful assessment activities that measure the impact of instruction on student success. Though much work has been accomplished and, IUPUI University Library has tools for liaisons to work from such as the library's Information Literacy Competencies described across the undergraduate level and aligned with the IUPUI campus Principles of Undergraduate Learning, the library is still developing a programmatic approach that allows for meaningful assessment of the impact to student success. In 2012, many initiatives on the IUPUI campus congealed to create an environment ripe for facilitating these information literacy conversations across the IUPUI cam-

I. Programmatic Approaches

- **Objective:** Identifying how our IL program aligns with peer institution and national best practices
- **Resources:** Library Admin, University Research Office, Campus Unit
- **Revision:** Identified which sections to convert to online survey format; clarified ambiguous questions/results
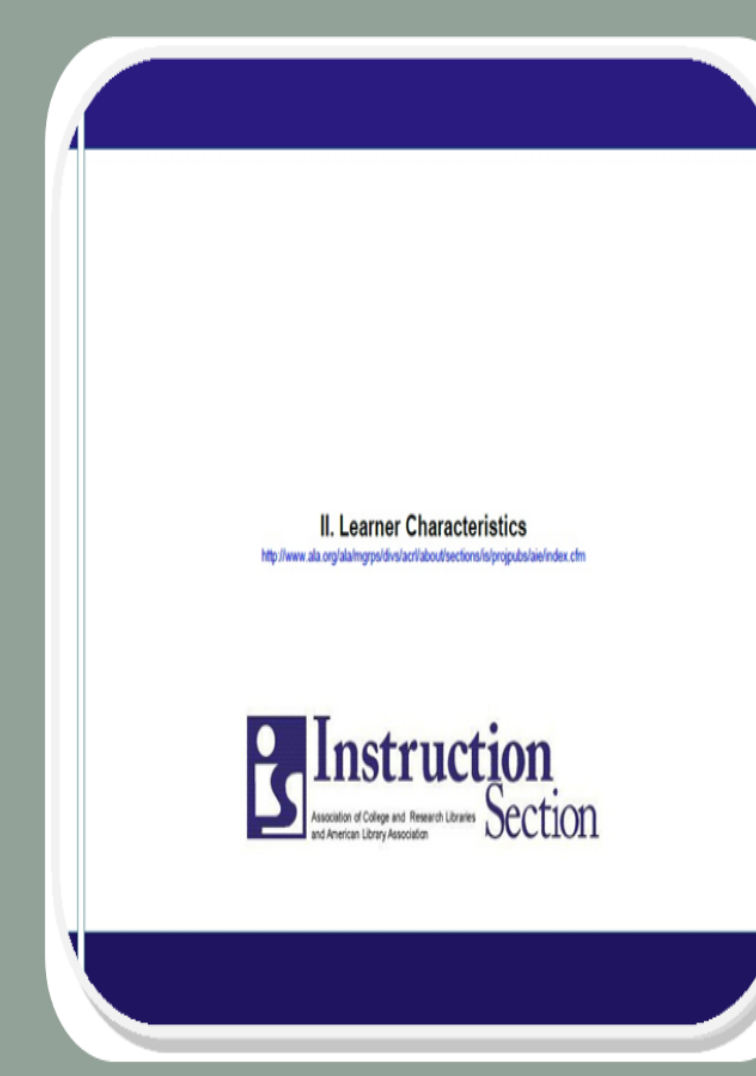
II. Learner Characteristics

- **Objective:** Gaining a broad understanding of the users librarians serve, as well as those who are underserved or represented
- **Resources:** Institutional Research Office; NSSE/BSSE, IES, ARL
- **Revision:** Research office completed; many data points not available (no data collected)

III. Current Library Instruction

- **Objective:** Providing documentation of instructional impact
- **Resources/People:** Instructional librarians, Information Literacy Community of Practice, IRB approval
- **Revision:** Pilot section with faculty; convert to online (Survey Monkey); faculty/student satisfaction survey through Institutional Research Office; focus group/interviews (inclusion of student input)

ASSESS THE NEEDS

WHO CARES?

Resources
Time
People
Funding

Write objectives or goals for your library for each section, and how you intend to reach those goals

ASSESS THE RESULTS

WHO CARES?

IV. Info Lit Across the Curriculum

- **Objective:** Providing embedded approach to information literacy
- **Resources:** Library Admin, Librarian Annual Review, Information Literacy Community of Practice
- **Revision:** Identified and clarified ambiguous questions/results; determined what data was critical
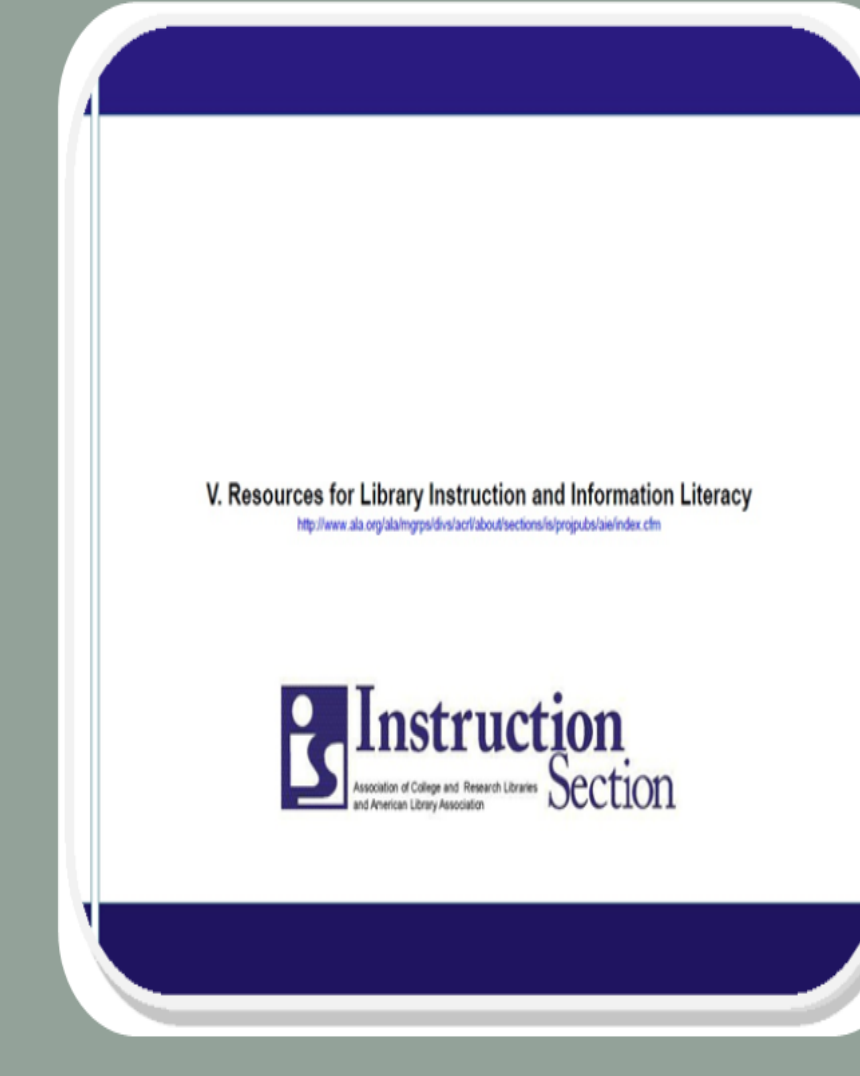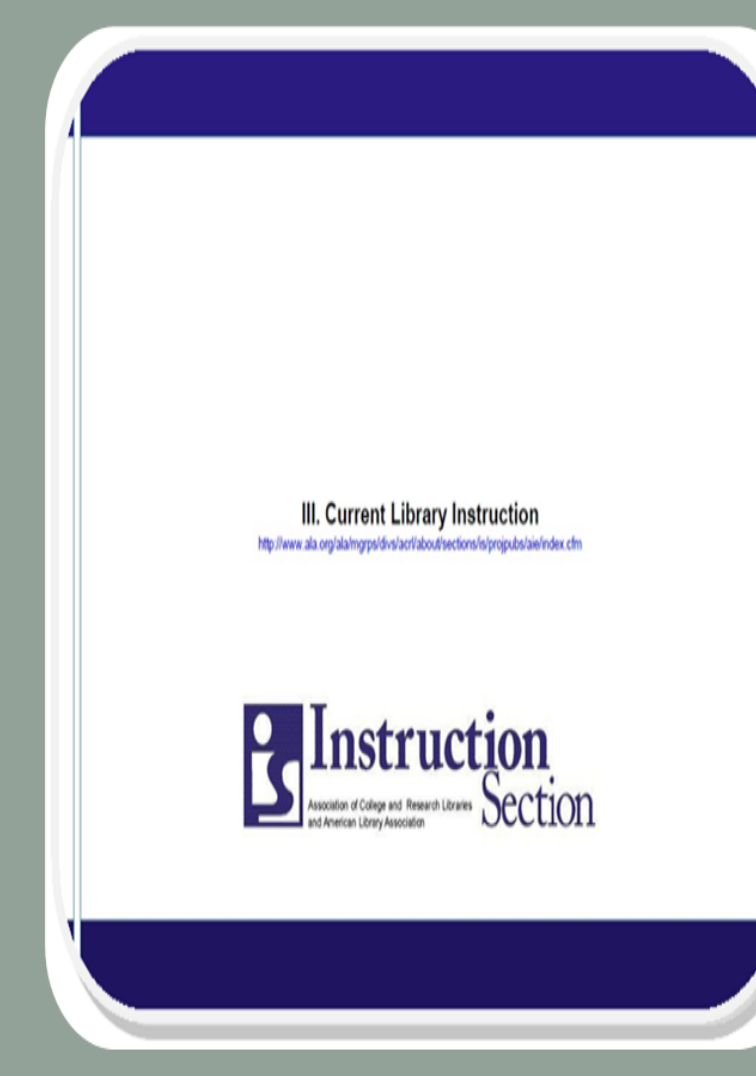
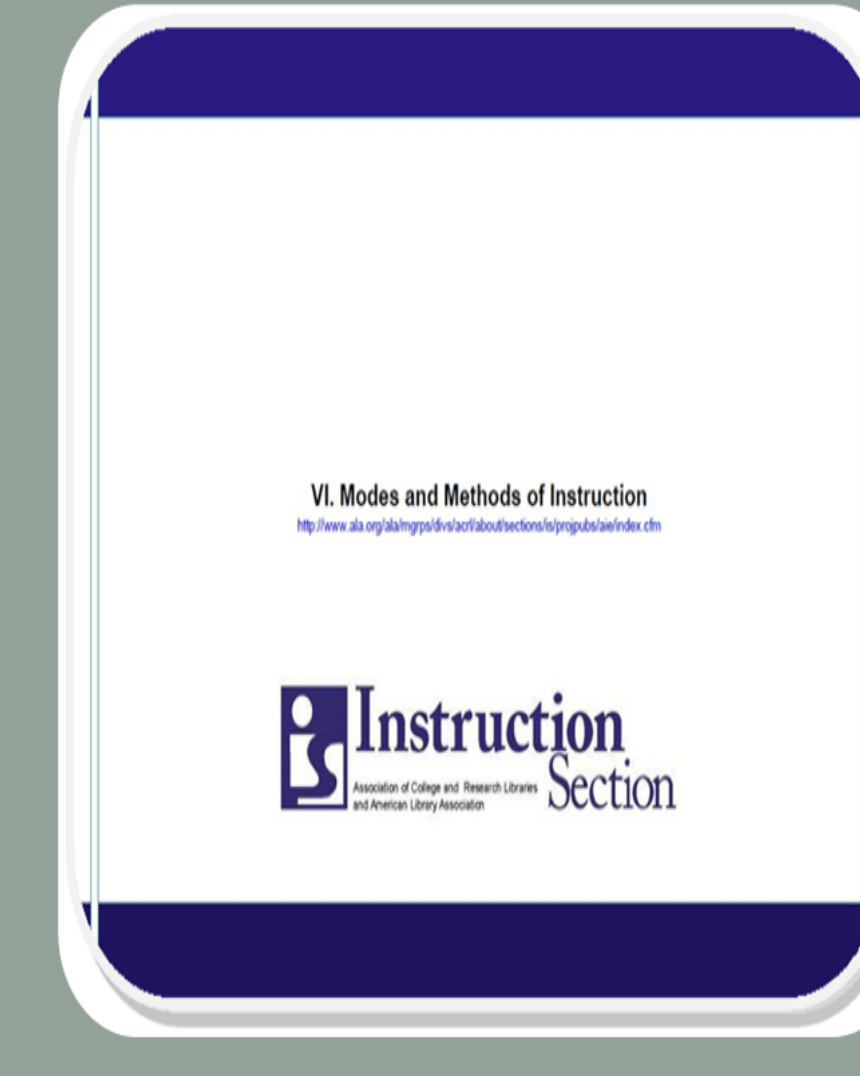## V. Resources for Instruction and Info Lit

- **Objective:** Identifying current & needed resources to support teaching
- **Resources:** Library Admin
- **Revision:** Research office completed; many data points not available (no data collected)

VI. Modes & Methods of Instruction

- **Objective:** Recognizing and approaching library instruction in a variety of methods and formats to meet the needs of the learner
- **Resources/People:** Library Admin: Gateway Courses
- **Revision:** Focused on Gateway (100/200) level courses w/research assignments or criteria

IUPUI NILOA TRANSPARENCY FRAMEWORK FOR INFORMATION LITERACY: http://www.ulib.iupui.edu/research/infolit