

| AY2020-21  | AY2021-22  | AY2022-23  | AY2023-24   | AY2024-25  |
|--|--|--|---|--|
| <p><b>Where we are:</b> The Barber Library's information literacy plan is expired while the library adopted a new strategic plan. The instructional team offers robust reference and information literacy services but with minimal standardized training or formal assessment strategies.</p>   |  |  | <p><b>Where we will be:</b> The Barber Library has adopted an information literacy plan that formalized reference and information literacy services as well as created a culture of assessment within the instructional team. The library is well set up to re-evaluate the plan based on stakeholder needs and a new library/college strategic plan.</p> |  |
| <b>Timeline</b>  |  |  |   |  |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Approve mission</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Inventory &amp; prioritize activities</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Group activities under goals/objectives</div>  | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Identify partnerships based on priorities</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Plan assessment cycles</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Start Cycle 1 Assessment</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Evaluate Cycle 1 Assessment</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Start Cycle 2 Assessment</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Evaluate Cycle 2 Assessment</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Start Cycle 3 Assessment</div>                                   | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Evaluate Cycle 3 Assessment</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Start outlining new plan</div> |
| <b>Current Activities</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>• Reference <ul style="list-style-type: none"> <li>○ Face-to-face, chat, email, book a li</li> </ul> </li> <li>• Instruction <ul style="list-style-type: none"> <li>○ Credit, IL sessions, embedded</li> </ul> </li> <li>• Website Presence <ul style="list-style-type: none"> <li>○ LibGuides, asynchronous tutorials</li> </ul> </li> </ul> |  |  |   |  |

## Introduction

The Barber Library adds to the value of teaching and learning on the COCC campus by bringing subject expertise to information literacy instruction. This plan provides a comprehensive view of how the library's instructional program spans disciplines on campus to develop patrons' skills and knowledge to become effective, efficient information consumers, researchers, and lifelong learners.

**Information Literacy Program Mission:** As part of the mission of the Barber Library & Learning Commons, the information literacy instruction program plays a critical role in developing a college community that is information literate, as defined by the Association of College and Research Libraries (ACRL). The instructional program supports the campus community in the development of information-seeking abilities appropriate to their skill level by (1) leading formal and informal information literacy instruction at all campuses via in person and online formats; (2) collaborating with colleagues in all departments in order to integrate information literacy across the curriculum; (3) promoting the use of tools and resources to develop efficient, effective information practices for coursework and lifelong learning; and (4) incorporating innovative pedagogy that is inclusive to all learners.

## Information Literacy

The ACRL Framework for Information Literacy for Higher Education defines information literacy as:

*the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.*

The concepts inherent to the ACRL definition are represented by six frames that are intentionally nonprescriptive, emphasizing dispositions and knowledge practices that stress critical thinking and metacognition. The six frames are:

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

The Barber Library's instructional objectives outlined in this plan are aligned to these frames as well as the associated dispositions and knowledge practices and will serve as guidelines for how student achievement is evaluated.

## Populations Served

Students are paramount to the library's mission and key to its success. The ways the library supports student engagement and persistence include:

- Supporting students build foundational information skills to develop confidence as learners and creators of information.
- Acting as a campus refuge for individual and group study with point-of need reference services.
- Developing a comprehensive and collaborative instructional program that is embedded throughout the college curriculum to empower students as they become self-sufficient in discipline-specific research.

Certain student groups targeted by the program include: Adult Basic Skills (ABS) students, developmental writing students, students enrolled in transfer programs, students enrolled in CTE programs, online students, and students primarily enrolled in classes at the branch campuses.

Additionally, this plan also targets the following populations:

- Faculty: Librarians build relationships and partnerships with faculty to promote library services and resources available to students as well highlight the library's role in their own teaching, research, and professional development.
- Staff: Librarians support any professional or personal research needs of COCC staff.
- Central Oregon Community: Librarians offer reference services to any community member and work with community schools providing instruction to help smooth the transition to college life.

## **Plan Team**

Kirsten Hostetler, project lead

Tina Hovekamp

Cat Finney

Tamara Marnell

## Plan Deliverables & Due Dates

| Deliverable  | Deliverable Owner | Date  |
|--|-------------------|---|
| Information Literacy Plan Mission Statement                            | Kirsten           | <i>approved Spring 2020</i>   |
| Prioritized Instructional Activities                                   | Plan Team         | <i>approved Winter 2021</i>   |
| Goals/Objectives for Instructional Activities                          | Kirsten           | <i>approved Spring 2021</i>   |
| Plan Partnerships for Prioritized Activities                           | Kirsten           | <i>Winter 2022</i>  |
| Timeline for Assessment Activities (minimum two cycles)                | Plan Team         | <i>Spring 2022</i><br><a href="#">Assessment Cycles Plan</a>            |
| Cycle 1 Assessment   | Kirsten           | <i>completed AY2022-23</i><br><a href="#">Cycle 1 Assessment Report</a> |
| Cycle 2 Assessment   | Kirsten           | <i>expected AY2023-24</i>   |
| Possible Cycle 3 Assessment  | TBD               | <i>expected AY2024-25</i>   |
| Evaluation of Information Literacy Plan and Suggestions for Next Steps | Kirsten           | <i>expected Spring 2025</i>   |

### Foundational documents to IL plan:

ACRL Framework for Information Literacy for Higher Education: <http://www.ala.org/acrl/standards/ilframework>

COCC Strategic Plan: <https://www.cocc.edu/departments/college-planning/strategic-plan.aspx>

Barber Library Strategic Plan: [https://www.cocc.edu/departments/library/files/library\\_strategic\\_plan\\_2019-23.pdf](https://www.cocc.edu/departments/library/files/library_strategic_plan_2019-23.pdf)

AAOT Information Literacy Outcomes: <http://handbook.ccwwebforms.net/handbook/appendices/appendix-k#information-literacy>

LIB100 Outcomes: <https://www.cocc.edu/departments/library/instruction/classes/lib100.aspx>