Information Literacy at William Paterson University

Recommendations and Plan of Action
Working Draft May 4, 2006

1. Review of Current Efforts
   a. Development of information literacy competencies (Four dimensions: information, technology, numeracy, critical thinking)
   b. Presentation at Assessment Workshop, April 2005
      http://www.wpunj.edu/senate/AssessmentForum.ppt
   c. Faculty Forum
   d. Library initiatives
      ▪ Tutorials for FYE in Blackboard
      ▪ Freshman Seminar Library Assignment
      ▪ Cheng Library User Education Program
      ▪ Librarian training at ALA/ACRL Immersion Institute and Online courses
   e. Data Analysis
      ▪ Incoming First-year Student Surveys
         http://ww2.wpunj.edu/ira/IncomingFirstYearStudents/Default.htm
      ▪ GE Student Survey
      ▪ First Year Seminar Assessment
   f. Specific Projects
      ▪ Basic Skills (Collaborative Project with Basic Reading and Basic Writing Instructors)
        Students are introduced to library databases and online dictionaries to obtain resources for a presentation/debate. Project combines reading/writing and oral communication skills with library research.
      ▪ Cheng Library Curriculum Materials Center
        Self-Guided Tour used in conjunction with Teaching as a Profession courses
   h. Documents
      College of Education Information Literacy Goals
      http://www.wpunj.edu/senate/InformationLiteracyCOE.ppt
      Information Literacy Webpage set up at the Center for Teaching Excellence
      website http://www.wpunj.edu/academics/cte/new/

2. Decisions/Guiding Principles
   ▪ Importance of all four information literacy dimensions
   ▪ Information literacy needs to be integrated throughout the curriculum; course-integrated or program integrated
   ▪ Information literacy needs to be viewed developmentally; skill mastery needs to progress from freshman to senior year
Many faculty already incorporate information literacy outcomes into course work;
- University-wide commitment is necessary
- Challenge is to bring together assessment strategies from various levels and integrate them into the Institutional Assessment Plan

3. Information Literacy Planning and Assessment

Goal: Integration of Information Literacy throughout the curriculum

Strategy: Promote faculty awareness of information literacy

Activities:
- Select an annual information literacy theme(s). Coordinate workshops, sponsor discussion groups and develop supporting materials for faculty centering on the desired theme.
- Work with Department and College Assessment Coordinators
- Keep Deans and Department Chairs informed
- Continue to develop the University’s Information Literacy Website including the addition of examples of outcomes, assignments and supporting materials

Goal: Assess the current status of information literacy integration

Strategy: Analyze existing curriculum for evidence of how information literacy competencies are currently being addressed and assessed
- Analyze GE syllabi
- Review syllabi of GE clusters and honors clusters
- Prepare a list (curriculum map) identifying courses which promote the development of literacy skills
- With the assistance of departmental curriculum committees, identify upper-level courses with substantial emphasis on information literacy competencies. Focus on courses required for a major.

Goal: Identify and/or develop specific measures and opportunities for measurement of the growth of information literacy skills that fit easily within existing curricula and interests
- History 101 and History 102. Suggestion: Introduce specific concepts in History 101 to be further enhanced and tested in History 102
- Clusters courses
  Cluster courses present an opportunity for information literacy skills to be addressed through several courses. The content of the cluster courses provides a rich base for the development of information literacy skills and the possibility of incorporating several of the dimensions into the course work.
- Consider using a variety of tests to sample student progress toward information literacy. (ETS ITC, INSTE, others?)
Goal: Develop new and expand existing partnerships with various university groups to promote information literacy goals and objectives

- FYE
- General Education
- Honors Program
- Basic Skills (English and Mathematics)
- WAC
- Science Enrichment Center

Goal: Identify information literacy standards, or related standards, adopted by professional organizations and accreditation agencies to analyze alignment with William Paterson student learning outcomes.

1. Council for Accreditation of Counseling and Related Educational Programs
   http://www.cacrep.org/2001Standards.html

2. American Association of Colleges of Nursing
   http://www.aacn.nche.edu/Accreditation/NewStandards.htm

3. National Commission for Health Education Credentialing
   http://www.nchec.org/aboutnchec/rc.htm

4. Draft, Political Science Research Competency Guidelines (developed by the Law and Political Science section of ASCRL, but also presented at 2006 American Political Science Association meeting)
   http://www.ala.org/ala/acrlbucket/lpss/PoliticalScienceStandRev162006_.doc

5. Draft Information Literacy Standards for Science and engineering Technology
   http://www.ala.org/ala/acrlstandards/infolitscitech.htm
   ALA also has draft standards for English Literature


   http://nchs.ucla.edu/standards/thinking5-12_toc.html