Information Literacy is Everywhere! Strategic alignment of SU Libraries learning outcomes with Academic Programs

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Abstract
SU Libraries (SUL) are developing a programmatic approach to information literacy. By aligning SUL’s information literacy student learning outcomes with relevant outcomes in academic programs, the Information Literacy Librarian can be strategic in moving the program forward. The alignment was completed by applying all learning objectives in TL20 to themes related to information literacy knowledge practices and dispositions articulated by the SU Libraries Information Literacy program.

Methods
Thematic keywords were selected from the SUL Information Literacy program learning outcomes and the Association of College and Research Libraries’ Framework for Information Literacy in Higher Education. A text search for those key words was run across all 1,193 departmental learning outcomes that were entered into TL20.

Curriculum mapping of SUL instructional activities was compared in order to identify gaps and opportunities.

Institutional Context
In December 2018, the University Senate approved six shared competencies and corresponding framing language that will guide the undergraduate student learning experience in all University academic programs, beginning with a pilot assessment in fall 2019. The sixth competency, “Information Literacy and Technological Agility,” is framed with the following language:

“Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical applications of various technologies and media in academic, creative, personal, and professional endeavors.”

Currently, SUL is not required to assess student learning. HOWEVER, our instruction aligns with the sixth competency. The SUL information literacy program is poised to contribute significantly to the delivery and assessment of this sixth shared competency through strategic planning and partnership with academic and co-curricular units across campus.

Syracuse Libraries Information Literacy Outcomes
Program outcomes were developed by the SUL Information Literacy Committee and were informed by the Association of College and Research Libraries’ Framework for Information Literacy and the mission and values of the Syracuse University Libraries.

Through participation in our information literacy program, members of the Syracuse University community will:

• Embrace the value of information literacy as essential to a pursuit of lifelong learning
• Successfully navigate the information landscape by identifying information needs, locating, accessing, evaluating, and connecting information resources, and creating and managing information and research workflows in an ethical and sustainable manner
• Engage with the social, political, and economic contexts through which information is created and disseminated
• Recognize Syracuse University Libraries and its staff as integral to their creative and research practices

Where is Information Literacy Happening across SU?
This chart shows occurrences of the Information Literacy code words in the Schools and Colleges that loaded Program Learning Outcomes into TL20

Where are the Libraries teaching IL?
The Libraries are teaching sessions in the following departments.

What IL skills and dispositions are the libraries teaching?
This curriculum map illustrates how we are targeting the teaching we do across departments every semester.

How might we use these data to improve our program?
By aligning curriculum maps from departments with the IL instruction that SUL provides, we can prioritize departments to assess threshold competency, “Information Literacy and Technological Agility.”

Limitations and Future Considerations
Admittedly, this project was unscientific and informal. Future analyses will require a series of considerations:

1. The data entered into TL20 do not reflect 100% participation by schools and colleges. As participation increases, future analyses should be more useful.
2. SUL instruction reporting data is not consistent with SU registrar’s naming of majors and minors, SUL will work to align reporting in the future.
3. Selected thematic keywords are not the only way that Information Literacy is described. Further analysis only identified the presence of a keyword in a learning outcome. Future analyses should include review of learning outcomes in context by a team that has gone through norming exercises.