

AY2023-24	AY2024-25	AY2025-26	AY2026-27	AY2027-28
Where we are: Having completed the final cycle for the 2020-2025 Information Literacy (IL) plan and adopting new mission, vision, and values statements mirroring COCC’s 2023-2027 strategic plan, the Library is now in a stable position to continue its review of the IL program. We have an established IL plan structure to replicate and approved processes to align the Library’s priorities with the College’s. Based on the previous plan’s activities, the Library is confident in its IL offerings of credit courses, book-a-librarian appointments, and IL sessions as popular and functional mediums for instruction, though evaluation of student awareness of library resources demonstrated the Outreach plan should be reviewed for efficacy.			Where we will be: Completion of the Library’s 2024-2028 IL plan will demonstrate the current assessment and College alignment process for the IL program is a sustainable and effective model. The IL plan will be comprehensive in addressing updates to the Library’s Outreach plan as well as student needs on all campuses. The Redmond Student Commons will be a more active participant in IL activities and delivery of its instructional services. The Library will have established outcomes for its instructional program that can be continuously monitored as part of the IL plan, which will allow for easier integration of the instructional outcomes into the instructional program.	
Timeline				
Approve new Library mission, vision, and values to align with COCC strategic directions	Develop new IL plan and schedule activity cycles IL plan approval	Start Cycle 1	Start Cycle 2 Analyze Cycle 1	Analyze Cycle 2
Opportunities for Growth				
Services: - Redmond Student Commons - Bend reference service model		Resource Awareness: - Outreach plan - COCC staff knowledge of library resources		Instruction: - Programmatic outcomes - Internal library resource sharing

Introduction

Information literacy (IL) is more than understanding how to use library resources. It is a collection of fundamental critical thinking competencies that foster lifelong learning, contribute to employability, and empower citizens. Librarians provide the subject matter expertise necessary to support development of these IL competencies so our patrons can efficiently and effectively locate, evaluate, and use information.

What is Information Literacy?

This Information Literacy plan is informed by our professional organization, the Association of College & Research Libraries (ACRL), and its work on threshold concepts included in the Framework for Information Literacy for Higher Education. Additionally, the Chartered Institute of Library and Information Professionals (CILIP), a UK-based professional association, more recently adopted a new definition of information literacy that emphasizes workforce development and an informed citizenry in greater alignment with COCC and the library's mission, strategic plan, and populations served. As such, the following CILIP definition of information literacy was used to inform this plan:

Information Literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.

This definition describes in clear, simple language how critical navigating information is in our increasingly complex, messy, and uncertain information landscape. To inform how the library as information professionals view the dispositions necessary for information literacy instruction, we turn to ACRL's Framework, comprised of frames that are intentionally nonprescriptive, emphasizing 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

Audience values

Students are paramount to the library's mission and key to its success. But the Library also serves a variety of audiences beyond our primary student users. In alignment with COCC's strategic plan, we approach the populations we serve with the following values:

- Empowering students — The Library provides informal and formal instructional opportunities to students that addresses their information needs and supports them in pursuing their goals.
- Supporting colleagues — The Library recognizes staff and faculty are integral to information literacy instruction and share responsibility for information literacy outcomes through collaboration. Additionally, the Library commits to supporting COCC staff in pursuit of their own personal research and professional development.
- Engaging our communities — The Library offers information literacy support to our local community through informal reference services and meaningful partnerships that make college-level research more accessible to Central Oregonians.

Instructional methods

Currently, the Library's instructional efforts are focused on the following three areas of delivery and associated activities:

- Library as Program — library tours, asynchronous tutorials, information literacy sessions, embedded librarian courses, credit courses
- Library as Place — in-person and virtual reference services, book-a-librarian appointments
- Library as Partner — collaborative relationships with CTE programs, transfer departments, and student-support services

Information Literacy plan

Mission statement

As part of the mission of COCC and the COCC Library, the information literacy instruction program plays a critical role in developing information literacy competencies to enrich our college community. In alignment with the following COCC and Library mission statements, the IL plan's mission will provide clarity to the program and drive decision-making.

COCC mission statement: Central Oregon Community College empowers students and engages communities through high-quality, equitable and accessible lifelong education.

COCC Library mission statement: We enrich our communities through equitable access to information.

During the duration of this plan (AY2023-2028), the following statement will serve as the mission of our instructional efforts to help the library team prioritize our activities and plan our activity cycles.

The COCC Library's information literacy program fosters dynamic and inclusive learning and empowers learners to be self-sufficient, curious, and well-informed.

Information Literacy outcomes

Gateway Skills — Introductory Level
Instructional Goals: • Develop awareness of COCC Library services and resources. • Ensure help options are low-barrier and accessible.
Learning Outcomes: • Locate the Library (in Bend and Redmond) and the Library website. • Identify Library resources (course reserves, technology, catalog, ILL, study rooms, etc.) • Navigate to the Library help page. • Conduct a search in the Library catalog.
<i>CTE-specific notes:</i> The primary target for this level is introduction or orientation classes. Faculty may be interested in recommending/requiring LIB100 as an option for addressing this skill level (for example business AAS requiring LIB100 or early childhood education AAS recommending ED113). Synchronous instruction via IL sessions is prioritized at this level.

Transfer-specific notes: WR98+, WR121, COMM111, HD College Success, College Now, and Adult Basic Skills are typically best served at this level. Synchronous instruction is prioritized at this level.

Milestone Skills — Intermediary Level

Instructional Goals:

- Articulate a search strategy.
- Access and retrieve needed information efficiently and effectively.
- Critically evaluate resources.
- Differentiate between scholarly publications and popular sources.
- Use information ethically and legally.
- Increase awareness of discipline-specific resources.

Learning Outcomes:

- Identify an information need.
- Determine appropriate sources and search tools based on information need.
- Use filters, tools, and features of search tools to improve results.
- Distinguish between scholarly journals and popular/trade magazines.
- Critically evaluate quality, credibility, and appropriateness of information sources.
- Identify plagiarism and use information ethically and legally.
- Describe how information is created and disseminated in their professional field.
- Locate and use discipline-specific search tools.

CTE-specific notes: The primary target for this level is capstone courses, second year courses in lockstep programs, and practicums. Faculty may be interested in recommending/requiring LIB100 as an option for addressing this skill level. Instruction can be synchronous via IL sessions or asynchronous via customized tutorials.

Transfer-specific notes: The primary target for this level will vary by course but frequently is appropriate for STEM and social science courses. Instruction can be synchronous via IL sessions or asynchronous via customized tutorials.

IL plan deliverables & due dates

Deliverable	Deliverable Owner	Date
Information Literacy Plan	Kirsten	completed spring 2025
Timeline for IL Activities	Kirsten	<u>completed spring 2025</u>
Cycle 1 Activities	Plan team	<i>expected spring 2027</i>
Cycle 1 Activities Analysis	Kirsten	<i>expected spring 2027</i>
Cycle 2 Activities	Plan team	<i>expected fall 2027</i>
Cycle 2 Activities Analysis	Kirsten	<i>expected spring 2028</i>
Evaluation of IL Plan and Suggestions for Next Steps	Plan team	<i>expected spring 2028</i>

Plan team

Kirsten Hostetler, project lead
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Foundational documents to IL plan:

ACRL Framework for Information Literacy for Higher Education: <http://www.ala.org/acrl/standards/ilframework>
CILIP Information Literacy Definition: <https://www.cilip.org.uk/news/421972/what-is-information-literacy.htm>
COCC Strategic Plan: <https://www.cocc.edu/departments/college-planning/strategic-plan.aspx>