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## **Information Literacy Across The Curriculum: A Faculty Professional Development Program**

Jaime Corris Hammond

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A final project presented to the faculty of the  
Instructional Design Master's Degree Program  
University of Massachusetts Boston

**INFORMATION LITERACY ACROSS THE CURRICULUM**  
**A Faculty Professional Development Program**

Submitted by  
Jaime Corris Hammond, MLS

in partial fulfillment for the requirement of the degree  
MASTER OF EDUCATION

April 28, 2024

*Carol Sharicz*

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Approved by Dr. Carol Ann Sharicz, Faculty

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## Abstract

Information literacy is a set of skills that encompass conducting research, evaluating sources and authority, and ethically using information. While information literacy as a concept has existed for 50 years, higher education has struggled to meaningfully incorporate it into college curricula. The concept of “across the curriculum” instruction, most notably Writing Across the Curriculum (WAC), empowers faculty to incorporate skills outside of their discipline to increase learning. This information literacy program uses the concept of “across the curriculum” instruction, an American Association of Colleges and Universities (AAC&U) High Impact Practice, to incorporate and contextualize these skills in a variety of disciplines. Using an existing WAC professional development program as a model, this program seeks to both facilitate faculty learning regarding best practices for integrating information literacy into their courses, and to increase the number of instances students can practice information literacy skills throughout their degree programs.

*Keywords:* Information literacy, higher education, assessment, instructional design, community college, library science

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## **Information Literacy Across the Curriculum: A Faculty Professional Development Program**

Incorporating the concept of “information literacy,” or the ability to conduct research, evaluate resources, and ethically cite others’ work, is a core tenet of academic librarianship. However, academics have struggled to meaningfully incorporate information literacy into college curricula for a myriad of reasons: librarians do not always have faculty status and even when they do, they typically do not oversee a specific program; the nature of information literacy is interdisciplinary and, therefore, can (and should) be applied in all areas of the curriculum and commonly held misconceptions that conflate information literacy with technology literacy. At Connecticut State Community College, information literacy is considered part of the general education curriculum, but the teaching of courses designated for this competency is decentralized to faculty outside of the library. This decentralization has created a challenge for librarians to ensure that students graduating from the college have received adequate information literacy instruction and effectively gained the skills they need to be successful in the workplace and at four-year institutions. However, recent changes in the structure of the college and implementation of a new general education curriculum have created opportunities to implement this program across the curriculum.

Connecticut State Community College (CT State) was founded in July 2023 when the twelve Connecticut Community Colleges were merged into one. The merger of the community colleges was a result of a highly controversial and contested cost-savings plan that took many years to execute, and much work is still underway. During the merger process, faculty were tasked with recreating their programs in collaboration with their peers across the system. CT State has identified a competency-based General Education curriculum that all students must

complete to graduate, and one of these core competencies is “Continued Learning/Information Literacy.” Because CT State is in its infancy and is still in the process of developing curriculum and assessment practices, there are opportunities for librarians to develop and implement new programming. Two “Across the Curriculum” professional development programs have been developed by an English faculty member: Writing Across the Curriculum (WAC) (already implemented) and Reading Across the Curriculum (in development). The Information Literacy Across the Curriculum (ILAC) program would be the third certification available to CT State faculty.

The mission and vision of CT State (2023) are as follows:

**Mission:** Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The college supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities and industries it serves.

**Vision:** Connecticut State Community College is recognized for exceptional student success, educational leadership and transformative collaboration with business and industry, government, educational and key stakeholders while advancing diverse opportunities for Connecticut’s citizens and communities.

Key stakeholders in this project are CT State faculty, librarians, the Director of Professional Development, the Writing Across the Curriculum Program Chair, and students.

### **Analysis Plan**

While the concept of Writing Across the Curriculum (WAC) has been used in higher education for quite some time, information literacy across the curriculum is not widely known or adopted. The American Association of Colleges and Universities (AAC&U) identifies Writing-Intensive Courses as one of their 11 High-Impact Practices, which have been proven to have a significant and lasting positive effect on student success (American Association, 2024). In their



description of Writing-Intensive Courses, the AAC&U expands on the concept of Writing Across the Curriculum, stating “the effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry” (American Association, 2024, para. 1). However, large-scale adoption of an Information Literacy Across the Curriculum Program (ILAC) for faculty has not manifested at most colleges and universities in the United States.

A Google search was performed to ascertain the prevalence and composition of ILAC programs in the United States. While there were some colleges that offer ILAC programs, most of them did so by partnering with librarians on an instructional component. For example, Cascadia College defines their program as one where “librarians collaborate closely with faculty to integrate information literacy instruction into the Cascadia curriculum, and on curriculum development, syllabus, assignment and assessment design” (University of Washington, 2024, para. 1). A limited number of courses is listed as being targeted for this program. Wartburg College offers a scaffolded ILAC program that begins with general education courses and then encourages faculty to integrate higher level skills in the major and assess learning in a capstone course (Wartburg College, 2024). In each of these cases, the ILAC program is more about course-specific collaboration with librarians using tools such as library tutorials and other assignments.

Naugatuck Valley has had this library-centric version of an ILAC program since 2012, when the previous president of the college declared that all First Year Experience courses should receive instruction on using the library. The librarians worked to create a curriculum and assessment tools to teach and measure student information literacy skills. They later attempted to

expand this program to the core English courses, but that work was halted by the COVID-19 pandemic and bandwidth and buy-in were not there upon the return to normal operations.

After the merger in 2023, the CT State Director of Professional Development announced a “Writing Across the Curriculum Certificate Program” (see Appendix A). This program requires faculty to apply and choose one course that will become certified. The program is comprised of four modules that are completed over an 8-week period, followed by a portfolio that is due at the end of the program. Successful portfolio completion is rewarded with an official badge that can be placed on the syllabus for the course. This program was created by an English faculty member who was named as the Writing Across the Curriculum Program Chair and is given release time to facilitate.

I approached the Director of Professional Development and the WAC Program Chair with a proposal to create a sister ILAC certification. They were both very supportive of the idea, noting that the WAC Program Chair was also working on a Reading Across the Curriculum certification and that the ILAC certification would be an excellent addition to the overall program. I was then invited to audit the WAC certificate program and provide feedback on how the two can intersect. In addition, the Program Chair sent me the WAC textbook, “Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom” by John C. Bean and Dan Melzer (2021).

Upon review, Bean and Melzer (2021) highlight several concepts and activities relating to information literacy. An entire chapter of the book is dedicated to “Designing and Sequencing Assignments to Teach Undergraduate Research.” In this chapter, Bean and Melzer (2021) specifically call out the work of librarians in teaching information literacy, stating “although undergraduates can’t master the archival knowledge and searching strategies possessed by

research librarians, they can learn to ask the right kind of questions and seek out the best help” (p. 199). Likewise, in the final WAC certificate session, faculty noted the importance and value of teaching students what to expect when seeking out help from both writing tutors and librarians. Bean and Melzer (2021) go on to list key skills (pp. 200-202) that students should acquire in order to become information literate. Many of these skills can easily be translated into ILAC course outcomes.

### ***Information Literacy Across the Curriculum***

Information Literacy Across the Curriculum is not a new concept, but its application has varied in scope, depth, and success. In 2010, Miller discussed an ILAC program held at Eastern Washington University. Faculty were invited to attend workshops with librarians on increasing information literacy activities in their courses, which included writing information literacy (IL) course outcomes. While faculty reported finding value, it was ultimately deemed that more structure and buy-in were needed to fully integrate IL content into coursework (pp. 658-659). Similarly, Loyola Marymount University (LMU) in Los Angeles was charged with implementing an information literacy program associated with the university’s general education core curriculum (Johnson-Grau et al., 2016). Like Eastern Washington, librarians at LMU partnered with faculty in specific courses to develop learning modules and information sessions on library research skills. They note several challenges that must be considered, including the need for librarians to be part of academic shared governance (p. 753) and buy-in issues similar to those reported by Miller (2010). According to Johnson-Grau et al. (2016), “faculty may prefer to learn from each other rather than from a librarian... we facilitated active learning exercises that resulted in faculty discovering the best practices for themselves rather than being told by a librarian” (p. 755). They conclude by stating “librarians will never have the authority to

implement information literacy on their own, but through close interaction with faculty and the curriculum they can work to secure greater campus-wide understanding of information literacy” (Johnson-Grau et al., 2016, p. 756).

There are many challenges associated with gaining buy-in from faculty when implementing any kind of across-the-curriculum program, particularly in a community college setting where students have a wide range of skills and abilities upon arrival. Thonney (2023) surveyed faculty from 140 community colleges across the United States and summarized key findings. Under-preparation is a key element in hesitation to assign any new writing or research outside of the requirements of the course, particularly “when many students are underprepared for college-level work” (Thonney, 2023, p. 2). In the survey, several challenging information literacy-related concepts were identified, such as: “integration of source material” (p. 4); “often, the student’s citations are so bad, that it is a struggle” (Sociology instructor)” (p. 6); “problems with summarizing, paraphrasing, quoting, or plagiarism were mentioned 20 times; incorrectly using citations was mentioned 33 times” (p. 6); and “students do not read, or, when they do, they do not understand college-level texts” (p. 7). Students not only struggled with citations and integrating research into their writing, but they also had a difficult time evaluating sources. “Using noncredible sources was mentioned by 23 instructors (16%). Students will draw from easy-to-read but noncredible sources found online. Students also have trouble understanding the scholarly sources instructors require, a problem noted by eight instructors” (Thonney, 2023, p. 6).

As Torrell (2020) noted, providing pre-selected resources to students does not necessarily address these challenges because it eliminates the experience of reviewing, evaluating, and choosing appropriate sources (p. 124). Faculty in Thonney’s (2023) survey gave examples of

assignments that they used to teach information literacy skills, such as “students compare a newspaper article with a peer-reviewed journal article discussing the same microbiology topic” (p. 4). “If scholarly sources are required, specify features that all sources must have, such as a reference list, relevant author credentials, or “.gov” or “.edu” in the URL” (p. 7), “asking students to correct citations in a sample paper” (p. 7), “or instructors can collect single paragraphs of longer papers to check for key elements, such as citation format, source quality, or topic development” (p. 7). While these assignments all touch on the skills of information literacy, they are still largely prescriptive, essentially dictating rules on what information is considered “good” that may not be entirely accurate and may also encourage gatekeeping and exclusion of traditionally marginalized voices in the research process (Torrell, 2023).

### ***Beyond Information Literacy***

Critical information literacy (CIL), or information literacy through the lens of critical pedagogy, can provide a framework for faculty who are looking to integrate social justice issues into the research process. Torrell (2020) argues that often-used strategies by faculty such as limiting acceptable resources to books and scholarly articles or pre-selecting sources for students to read and use limit students’ exposure to varied voices and perspectives and rob students of the experience of searching, finding information that is relevant to their personal interests, and the chance to evaluate that information themselves (p. 122). Torrell goes on to state that due to this assignment structure, “there is little room to give students experience in identifying and navigating power structures that govern information access” (p. 122), something that is antithetical to the content of the rest of her course. Torrell (2020) goes on to advocate for what she refers to as Critical Information Literacy Across the Curriculum (CILAC), and states “...just

as writing cannot be the sole responsibility of English composition instructors, CIL is not just the domain of librarians, but instead the responsibility of the whole campus” (p. 129).

### ***Information Literacy and Other “Across the Curriculum” Programs***

The “Across the Curriculum” concept, as noted by the AAC&U, is not limited to writing or information literacy. Lacy et al. (2024) describe the implementation of a social justice and anti-racism across the curriculum program offered through the school of communication at Purdue University. They illustrate the steps that they took to do this work, which included “a multiyear, multipronged curriculum review and revision” (p. 163) followed by a “comparison of course syllabi from before the curriculum intervention and after” (p. 163) that identified specific characteristics relating to the change. This article demonstrates a different approach, where discipline-specific faculty work together to revise a departmental curriculum, but also highlights how an entire program can elect to undertake this work, rather than have a random selection of faculty apply to participate.

While information literacy is not always a primary component of academic degree programs, it has had a presence in other academic disciplines’ outcomes and standards for decades. Flood et al. (2010) discussed the need for information literacy in the baccalaureate of science in nursing (BSN) degree program. Like many IL programs, their literature review revealed challenges with the “one-shot” instruction session (a single visit to the library), such as lack of skill building and buy-in (pp. 102-103). As a result, they recommend an integrated, across the five-semester BSN curriculum approach, which intended to “increase students’ awareness of the need for information (i.e. knowledge); advance students’ abilities to locate, evaluate, and use information (i.e. skills); and foster a positive appreciation for informatics literacy (i.e., attitudes) in planning safe, effective patient care” (p. 103). Using a three-level proficiency approach, the

authors worked with librarians to develop a series of activities and assignments to build skills that began with library research, article evaluation, literature reviews, and a comprehensive group project with corresponding written reflections (p. 103), concluding that other programs should adopt and continue to build on this critical skill (p. 104).

Likewise, Tila (2022) implemented a similar three-level scaffolded structure when implementing a Writing Across the Curriculum program in macroeconomics courses at Kingsborough Community College. In this case, a core economics course, Principles of Macroeconomics, was designated as a WAC course--a significant choice because it is a core course for business majors and a popular elective for other students. By choosing a course that many students take, the concepts and skills are more universally applied than in an elective course with few sections. The assignments used in this course encouraged “linking students’ past knowledge to new information” (p. 123), which provided opportunities for students to practice synthesis. In addition, by providing students with the opportunity to choose their own country to research, Tila (2022) notes that the assignment also supports culturally responsive teaching (p. 125). Ultimately, Tila (2022) concludes that the scaffolded assignment created “less anxiety and procrastination due to the step-by-step activities” (p. 128) and was an overall positive writing and research experience for the students, most for whom “this was their first formal long writing assignment” (p. 128). It is critical for community college students to receive multiple opportunities to practice these skills throughout their academic careers.

## **Analysis Report**

### ***Problem Statement***

The lack of contextual information literacy instruction combined with inadequate opportunities to practice information literacy skills limits students' ability to successfully identify, integrate, and cite academic sources in multiple disciplines.

### ***Findings***

As a result of conducting a literature review and participating in the Writing Across the Curriculum Certificate Program, I have identified key elements that need to be addressed by this program:

- Faculty buy-in, both for information literacy as a concept and as additional work to assign and assess during a period of high burnout and faculty dissatisfaction.
- Faculty need to understand the complexities of information literacy skills, including the importance of scaffolding to encourage synthesis and metacognition.
- Creating a collaborative learning environment where the librarian is facilitating discussion, but faculty are ultimately learning from each other.
- Encouraging faculty to incorporate culturally responsive teaching and critical information literacy to support institutional goals of diversity, equity, and inclusion.

The target audience for this program will be faculty who seek to enhance their courses by implementing ILAC for a variety of reasons - personal motivation, professional development, promotion, and tenure applications, and/or completion of the WAC certificate program.

Resources available to support this program include the existing "Across the Curriculum" framework as established by the Director of Professional Development and the Writing Across



the Curriculum Program Chair, and existing access to the Blackboard learning management system, the proposed delivery method for this solution.

### ***Instructional Goals***

In this program, faculty will:

- Develop a personal definition of information literacy that aligns with the official definition.
- Identify one or more course outcomes that align with information literacy activities.
- Develop activities and assignments that allow students to develop information literacy skills.
- Participate in college-wide assessment of information literacy.

### ***Learning/Performance Objectives***

After completion of this program, learners will be able to:

- Articulate a personal definition of information literacy that aligns with the Association of College and Research Libraries definition.
- Identify existing course outcomes and activities that connect to information literacy.
- Apply best practices to design and/or enhance effective course activities and assignments relating to information literacy skills.
- Provide effective feedback on students' information literacy skills.
- Develop assessment tools and/or utilize existing assessments to measure student information literacy competency.

Note: these outcomes are modeled after the WAC outcomes from Jasiczek (2023).

### **Instructional Strategy**

The overall structure of the ILAC Program is modeled after Jasiczek's (2023) WAC curriculum. This is intentional so that there is a smooth progression from the WAC to ILAC programs. While faculty do not have to complete the WAC program first, it will be recommended as a possible progression so that skills and assignments developed in the WAC program can then be infused with information literacy components. Since the writing and research process are so

strongly related, and the activities faculty identified as challenges are so similar (Johnson-Grau et al., 2016; Thonney, 2023), there is a natural overlap. In fact, when attending the WAC program synchronous discussions, participating faculty remarked that they often do not know how to teach students how to know if information is reliable because they struggle with that skill themselves. Likewise, faculty commented that students are more likely to seek help from writing tutors and librarians if faculty prepare them for what to expect, which can then reduce the workload on faculty who might otherwise need to have extensive one-on-one meetings with students. By understanding the roles and abilities of other academic staff, faculty are not only empowering students to seek help, but they are also productively managing their own workload - a key factor in gaining buy-in.

The overall instructional approach is to use asynchronous assignments to allow faculty to explore and develop work within the context of their own course discipline and outcomes, and then use synchronous class meetings to facilitate conversations between faculty (Johnson-Grau et al., 2016, p. 755). While partnering with librarians will be discussed and then assigned in two course units, the focus of the sessions will be for faculty to learn from and support one another. Assessment of the program itself will happen through multiple measures: the successful completion of the program, which includes a personal definition of information literacy as well as at least one detailed assignment that demonstrates mastery of the course content, the creation of an assessment tool, a personal reflection indicating the impact of participation in the experience, and a longitudinal survey that will be sent to students after completion of an ILAC certified course. Like with the existing WAC program, faculty who complete the ILAC program will receive a badge that they can place on their syllabus (Jasiczek, 2023).

***Course units and activities:***

- I. Defining and Using Information Literacy Across the Curriculum
  - a. What is information literacy?
  - b. Understanding information literacy through a disciplinary lens
  - c. Creating your own definition of information literacy
  - d. Reflecting on the benefits of incorporating ILAC
- II. Best Practices for Developing and Enhancing Assignments and Activities
  - a. Selecting appropriate course elements to connect to ILAC
  - b. Developing assignments and activities
  - c. Incorporating critical information literacy
- III. Providing Effective Feedback and Managing Workload
  - a. Using peer review and group assignments
  - b. Providing effective feedback
  - c. Managing workload
  - d. Partnering with librarians
- IV. Assessing Information Literacy Across the Curriculum and Wrap Up
  - a. Creating meaningful assessments
  - b. General Education competencies
  - c. Revisiting your personal definition of information literacy
  - d. Reflecting on the ILAC experience

**Instructional Materials**

Instructional materials for this course will encourage learners to explore their own existing course outcomes and assignments so much of the content will be reading or discussion based. The primary instructional materials needed include:

- Welcome message (video and transcript)
- Blackboard course shell
- Program and session outcomes
- Readings from Bean and Melzer as well as specific additional resources
- Time with librarians

Within each module, specific assignments and readings will be used as follows:

***Course units and activities with their associated instructional materials:***

- I. Defining and Using Information Literacy Across the Curriculum

- a. Understanding information literacy
    - i. ACRL Framework for Information Literacy (reading)
    - ii. CT State Information Literacy/Continued Learning General Education Competency and Outcomes (reading)
  - b. Creating your own definition of information literacy
    - i. Assignment to read information literacy chapter in Bean and Melzer (2021) (activity, reading)
    - ii. Discussion board post and responses (activity)
  - c. Reflecting on the benefits of incorporating ILAC
    - i. Synchronous discussion (activity)
- II. Best Practices for Developing and Enhancing Assignments and Activities
- a. Understanding information literacy through a disciplinary lens
    - i. Assignment to use discipline-specific IL research to identify area of focus (reading, activity)
  - b. Selecting appropriate course elements to connect to ILAC
    - i. Assignment to create or rewrite an assignment (activity)
    - ii. Discussion board post and responses (activity)
  - c. Partnering with librarians
    - i. Assignment to meet with a librarian to review work (activity)
  - d. Incorporating critical information literacy
    - i. CILAC reading (Torrell, 2020)
    - ii. Synchronous discussion (activity)
- III. Providing Effective Feedback and Managing Workload
- a. Using peer review and group assignments
    - i. Review best practices from Bean and Melzer (2021) (reading)
  - b. Providing effective feedback
    - i. Review best practices from Bean and Melzer (2021) (reading)
  - c. Managing workload
    - i. Review best practices from Bean and Melzer (2021) (reading)
    - ii. Synchronous discussion (activity) on all three elements
    - iii. Assignment to write rubric and identify grading strategies for providing feedback and managing workload (activity)
- IV. Assessing Information Literacy Across the Curriculum
- a. Creating meaningful assessments
    - i. Readings on assessment of information literacy (reading)
  - b. Partnering with librarians
    - i. Assignment to meet with a librarian to review work (activity)
  - c. General Education competencies
    - i. Review of current CT State General Education Assessment plans (reading)
  - d. Reflecting on the ILAC experience

- i. Discussion board activity sharing assessment plan and providing feedback to classmates (activity)
- ii. Class discussion on assessment and takeaways (activity)
- iii. Personal reflection on course (activity)

In each module, learners will have the ability to explore individually as well as benefit from the peer support and collaboration of working with other faculty. By encouraging discussion board posts and responses as well as facilitating live class meetings, the focus of facilitation will be on gaining buy-in through collegial support. Learners will be motivated by benefitting from that peer feedback, and by gaining the course badge that can be used in promotion and tenure packets. The Director of Professional Development is also working on a proposal where faculty can earn graduate credit for completing all three across the curriculum programs. The course activities and materials will connect to assessment and overall learning outcomes by scaffolded learning experiences that directly correlate with the defined learning outcomes.

## **Development of Materials/Intervention(s)**

### ***Instructional Materials***

#### *Blackboard Learning Management System*

This course will be delivered primarily through CT State's learning management system, Blackboard. For each of the four modules, a folder will be created to house the course materials and assignments (see Appendix B). The folder will contain the following elements:

1. Introduction and outcomes for that module
2. Course readings and assignments
3. Link to synchronous course discussions
4. Achievement (badge) tool

Students will be expected to complete the coursework in each folder in advance of the synchronous course meeting.

### *Teams Discussions*

As discussed in Johnson-Grau et al. (2016), faculty may prefer to learn from each other rather than from the librarian leading the session. This hypothesis was witnessed in the WAC discussions, where the participants regularly supported and encouraged one another to explore different tools and techniques. Microsoft Teams, the online communication tool used by CT State, will be used to facilitate this peer-to-peer learning environment. Within the Teams meetings, participants will be regularly broken out into smaller discussion groups to allow for open discussion and connection-building. Students will then return to the main discussion group to share observations, ask questions, and provide support to their peers with facilitation and guidance provided by the librarian instructor.

### *Defining Information Literacy Activity*

The Association of College and Research Libraries (ACRL) defines information literacy as integrative abilities (ACRL, 2016) and is, therefore, both interdisciplinary and contextual. Faculty participants, who will likely come from a variety of different disciplines, will need to both understand the core definition of information literacy and develop their own within the context of their curriculum, learning outcomes, and personal goals for the course. This activity will be assigned during the first module of the course to provide a foundational understanding and establish those goals. It will then be revisited in the last module so that faculty can revise their definition if desired and reflect on their learning.

### *Reflection Journals*

Participants will be asked to complete two reflection journals--one after module one, and the second upon completion of the course. In the first reflection journal, faculty will reflect on the benefits of incorporating information literacy across the curriculum from their introductory perspective. This journal assignment will encourage faculty to reflect on their goals for the program and on any burning questions that they have. The second journal assignment will be completed at the end of the course and will require re-reading the first journal entry and reflecting on how their perspectives may or may not have changed, whether they achieved their stated goals (or other, unexpected benefits), and how their questions were answered. These journals will serve as a means for participants to gauge the impact of the course, but they will also provide meaningful qualitative assessment data to the instructor.

### **Module One**

|                        |  |
|------------------------|--|
| <b>Session outcome</b> | After completing this module, learners will be able to articulate a personal definition of information literacy that aligns with that of the Association of College and Research Libraries.  |
| <b>Activities</b>      | <p>Read:</p> <ul style="list-style-type: none"> <li>• ACRL Framework for Information Literacy</li> <li>• CT State Information Literacy/Continued Learning General Education Competency and Outcomes</li> <li>• Bean &amp; Melzer (2021) pp. 189-199</li> </ul> <p>Do:</p> <ul style="list-style-type: none"> <li>• Post to the discussion board reflecting on the readings and how they apply to your discipline/course content</li> <li>• Reply to at least one classmate's post</li> <li>• Write and submit personal definition of information literacy</li> <li>• Attend synchronous course session (topic: introductions and reflections)</li> </ul> |
| <b>Deliverables</b>    | <ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Personal definition of information literacy document</li> </ul>   |
| <b>Assessment</b>      | Rubric evaluation of personal definition of information literacy (see Appendix C)  |

## Module Two

|                         |   |
|-------------------------|---|
| <b>Session outcomes</b> | <p>After completing this module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify existing course outcomes and activities that connect to information literacy.</li> <li>• Apply best practices to design and/or enhance effective course activities and assignments relating to information literacy skills.</li> </ul>   |
| <b>Activities</b>       | <p>Read:</p> <ul style="list-style-type: none"> <li>• Bean &amp; Melzer (2021) pp. 199-227</li> <li>• CILAC article (Torrell, 2020)</li> <li>• Optional: additional discipline-specific IL research</li> </ul> <p>Do:</p> <ul style="list-style-type: none"> <li>• Identify one or more information literacy activities that can be used in your course based on Bean &amp; Melzer (2021) and/or additional research</li> <li>• Draft a new or revised assignment incorporating information literacy</li> <li>• Meet with a librarian to review and discuss assignment draft</li> <li>• Attend synchronous course session (topic: challenges to incorporating research into assignments)</li> </ul> |
| <b>Deliverables</b>     | <ul style="list-style-type: none"> <li>• Assignment draft submitted to instructor</li> </ul>  |
| <b>Assessment</b>       | Rubric evaluation of assignment draft (see Appendix D)  |

## Module Three

|                        |  |
|------------------------|--|
| <b>Session outcome</b> | After completing this module, learners will be able to provide effective feedback on students' information literacy skills.  |
| <b>Activities</b>      | <p>Read:</p> <ul style="list-style-type: none"> <li>• Read Bean &amp; Melzer (2021) pp. 278-297</li> </ul> <p>Do:</p> <ul style="list-style-type: none"> <li>• Revise assignment and post to discussion board for peer feedback</li> <li>• Read and provide feedback on two or more of your classmate's assignments</li> <li>• Attend synchronous session (topic: choose one time-saving strategy from Bean &amp; Melzer (2021) pp. 296-297, discussion)</li> <li>• Submit final assignment</li> </ul> |
| <b>Deliverables</b>    | <ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Final copy of assignment submitted to instructor</li> </ul>   |



|                   |  |
|-------------------|--|
| <b>Assessment</b> | Rubric evaluation of assignment (see Appendix D), comparison to draft data |
|-------------------|--|

## Module Four

|                        |   |
|------------------------|---|
| <b>Session outcome</b> | After completing this module, learners will be able to develop assessment tools and/or utilize existing assessments to measure student information literacy competency.   |
| <b>Activities</b>      | <p>Read:</p> <ul style="list-style-type: none"> <li>• Bean &amp; Melzer (2021) pp. 253-277 (review if WAC certified)</li> <li>• CT State Continued Learning/Information Literacy General Education Competency and Outcomes</li> </ul> <p>Do:</p> <ul style="list-style-type: none"> <li>• Create a rubric or other evaluation tool to assess assignment developed in previous module</li> <li>• Attend synchronous session (topic: review and discussion of assessment tools, wrap-up)</li> <li>• Write final reflection</li> </ul> |
| <b>Deliverables</b>    | <ul style="list-style-type: none"> <li>• Rubric or other assessment tool</li> <li>• Final reflection</li> </ul>   |
| <b>Assessment</b>      | Rubric evaluation assessment tool (see Appendix E); final reflection  |

## Implementation and Evaluation

### *Implementation and Improvement Plan*

The program will be piloted in the fall 2024 semester with a maximum of twelve participants. While all faculty across CT State will be invited to apply, participants of the two other “Across the Curriculum” programs will be specially targeted. The application process will include an application form (see Appendix F) that asks preliminary questions regarding the course that will be targeted as well as the faculty member’s goals for the program. Applicants will be chosen based on their interest in the program, ability to commit to attending all of the

synchronous sessions, overall ability to impact a large number of students, and the perceived fit of their coursework with the program goals.

After the pilot semester, the assessment data described below and the instructor's feedback will be used to make any necessary adjustments or improvements. The program will then be offered again each semester. After the first year, a subsequent train-the-trainer program will be offered for librarians who are interested in teaching the program. This expansion of qualified program facilitators will increase the program's long-term viability by ensuring that it can be offered regardless of the creator's availability or continued employment at CT State.

### ***Evaluation Plan***

In order to evaluate this course, several assignments will be used as artifacts of student learning. Each module incorporates deliverables that can be assessed by the instructor and compared semester-to-semester to generate comparative data. This data can be classified using the Kirkpatrick Model (2016) as follows:

|                   |   |
|-------------------|---|
| Level 1: Reaction | <ul style="list-style-type: none"> <li>• The CT State Professional Development program sends a reaction/satisfaction survey upon the completion of programs offered through their office.</li> <li>• Final reflection document (Module 4)</li> </ul>  |
| Level 2: Learning | <ul style="list-style-type: none"> <li>• Personal definition of Information Literacy (Module 1)</li> <li>• Assignment draft evaluation (Module 2)</li> <li>• Assignment evaluation (Module 3)</li> <li>• Comparison data between draft assignment and final assignment (Module 3)</li> <li>• Assessment tool evaluation (Module 4)</li> </ul> |
| Level 3: Behavior | <ul style="list-style-type: none"> <li>• A follow-up survey will be sent to participants in each of the following three semesters to determine if new information literacy assignments are being used.</li> </ul>   |
| Level 4: Results  | <ul style="list-style-type: none"> <li>• Program and general education competency assessments will be used to compare courses with the ILAC certification to those without.</li> </ul>  |

As described in the table above, evaluation of Kirkpatrick Levels 1 and 2 will be conducted during or immediately after the completion of the program. Levels 3 and 4 will be assessed over subsequent semesters using existing program review and general education assessment processes already in place or currently being implemented for the first time at the newly merged college. This review should include comparisons of syllabi before and after participating in the ILAC program, as described in Lacy et al. (2024). Finally, students who have participated in an ILAC certified course will receive a survey the semester after completion to capture students' confidence in their own information literacy skills and ability to apply them to other coursework. Success will be determined not only by a positive and productive experience for program participants, but by a long-term increase in information literacy activities in courses that result in higher levels of student mastery when measured in program and general education reviews.

## **Conclusion**

The term “information literacy” is celebrating its 50<sup>th</sup> anniversary, and yet it is still largely misunderstood by faculty outside of the library. By creating a professional development program to encourage faculty to integrate information literacy-related activities into their courses, students will benefit from learning these skills in a contextualized manner while also having the opportunity to practice what they have learned throughout their degree programs. As a result, students will graduate from Connecticut State Community College more prepared for their future goals, whether they be to further their education or to join the workforce.

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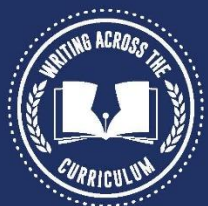
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## Appendix A

### Announcement of Writing Across the Curriculum Program

# Writing Across The Curriculum Certificate Program

Rachel Milloy Jasiczek  
CT State WAC Program Chair



**CT STATE**

The CT State community values faculty and student engagement and the ways writing can enhance students' learning in any class. While educators can use many strategies for engaging students, writing is one that promotes deep learning, encourages a high level of critical thinking, and increases students' engagement with course materials.

The Writing Across the Curriculum (WAC) Certificate Program is designed to support faculty and staff interested in using high-impact writing activities to nurture students' critical thinking about course content. By participating in the WAC Certificate Program, participants will deepen their knowledge of WAC theory and pedagogy and design meaningful writing assignments to integrate into their courses.

### Program Outcomes

Participants selected to take part in this program will focus on integrating the program's content into one course they teach. By the end of the program, participants will produce a portfolio of materials to indicate how they have applied WAC theory and best practices to the writing activities designed during the program.

By completing this program, participants will be able to do the following:



- Connect writing to a course's learning outcomes
- Design effective Writing-to-Learn activities that engage and retain students
- Apply best practices for designing writing assignments
- Provide effective feedback on students' writing that encourages metacognitive thinking
- Develop assessment tools for evaluating students' writing
- Articulate a philosophy statement for using writing to promote deep learning
- Reflect on observations of students' learning after implementing WAC theory and practice into their course

## Appendix B

### Screenshot of Blackboard (LMS) Module One

Module 1: Defining and Using Information Literacy Across the Curriculum



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 **Module Outcome(s)**   
After completing this module, learners will be able to:

- Articulate a personal definition of information literacy that aligns with that of the Association of College and Research Libraries.

[Mark Reviewed](#)

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 **Module Activities**   
Read:



- ACRL Framework for Information Literacy: <https://www.ala.org/acrl/standards/iiframework>
- CT State Information Literacy/Continued Learning General Education Competency and Outcomes (see document below)
- Bean & Melzer (2021) pp. 189-199

Do:


- Post to the discussion board reflecting on the readings and how they apply to your discipline/course content
- Reply to at least one classmate's post
- Write and submit personal definition of information literacy
- Attend synchronous course session (topic: introductions and reflections)

[Mark Reviewed](#)

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 **CT State General Education Competencies and Outcomes**   
[Mark Reviewed](#)

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 **Discussion Board**  
Post to the discussion board here!

[Mark Reviewed](#)

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 **Personal Definition of Information Literacy**  
[Mark Reviewed](#)

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 **Link to Teams Synchronous Session**   
Click here to join our synchronous Teams session meeting!

[Mark Reviewed](#)

## Appendix C

### Rubric Evaluation of Personal Definition of Information Literacy

|  | <b>Does Not Meet</b> | <b>Approaching</b> | <b>Meets</b> |
|--|----------------------|--------------------|--------------|
| <b>Personal statement accurately represents standard information literacy</b>                        | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Personal statement incorporates discipline-specific language and/or focus</b>                     | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Personal statement written in a manner that addresses goals for implementation and assessment</b> | <b>0</b>             | <b>1</b>           | <b>2</b>     |



## Appendix D

### Rubric Evaluation of Assignment

|  | <b>Does Not Meet</b> | <b>Approaching</b> | <b>Meets</b> |
|--|----------------------|--------------------|--------------|
| <b>Assignment incorporates one or more research activities (ex. finding scholarly articles, primary sources, or data sets)</b> | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Assignment incorporates evaluation of sources and understanding authority</b>   | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Assignment incorporates attribution and citation</b>  | <b>0</b>             | <b>1</b>           | <b>2</b>     |

## Appendix E

### Rubric Evaluation Assessment Tool

|   | <b>Does Not Meet</b> | <b>Approaching</b> | <b>Meets</b> |
|---|----------------------|--------------------|--------------|
| <b>Student rubric includes multiple levels of mastery with points assigned</b>                  | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Student rubric contains at least one category relating to student use of research skills</b> | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Student rubric contains at least one category relating to evaluating sources</b>             | <b>0</b>             | <b>1</b>           | <b>2</b>     |
| <b>Student rubric contains at least one category relating to citing sources</b>                 | <b>0</b>             | <b>1</b>           | <b>2</b>     |

## Appendix F

### Information Literacy Across the Curriculum Program Application

#### Information Literacy Across the Curriculum Program Application

1. Name

Enter your answer

2. Email Address

Enter your answer

3. Home Campus

Enter your answer

4. Discipline

Enter your answer

5. Course

Enter your answer

6. What is your understanding of Information Literacy?

Enter your answer

7. Why do you want to participate in the Information Literacy Across the Curriculum program?

Enter your answer