Fifteen to One Hundred Fifty: Integrating Information Literacy at Thiel College

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Thiel College

Founded in 1866 as a Lutheran college for students in Northwestern Pennsylvania
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Strong liberal arts tradition

Barbara and Louis Thiel
Thiel College

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Strong liberal arts tradition

Co-educational from the beginning

Amelia Earhart – Honorary Doctorate
The Langenheim Memorial Library
Dedicated 1952

300,000 volumes

GPO Depository
400,000 items

Print Journals 500

27 Databases
3 Full Time MLS Librarians
4 Part Time Librarians
20 Work Study students

Title III renovation 2007
The Langenheim Memorial Library

Title III renovation Summer 2007
Yearly gate count 45,000 FY 2008
Database usage 15,000 FT
Title III renovation Summer 2007
Most faculty saw a limited role for the library with their courses
In 2007 – 2008 averaged 15 Bibliographic Instruction Classes a semester

- Most were “One shot”
- Tours of the library rather than “learning” the library
- Faculty asked us to design “scavenger hunts”
Our Challenge
Our Challenge

Reinvigorate Library
Our Challenge

Reinvigorate Library

How?
Barriers

• Faculty were largely uninformed about what the library could do for them.

• A small percentage of faculty were using library or viewed the library relevant.

• The library did have a small group of “Usual Suspects.”
INFORMATION LITERACY
The first task, hire a dynamic Reference / Instruction Librarian.
What should be our course of action?

A. Speak at Faculty Meetings

B. Mock crime scene for CJS class

C. Meet with coaches

D. Bring a camel to the library
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We tried all four, but with limited success
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We would not bow to apathy and pressed on:

- Spoke at faculty meetings
- Free coffee / opened door
- Extended hours (suggestion of coaches)
- Judged Halloween Costumes
Replaced President Portraits with Student Art Work
Sponsored poetry readings
Open Door
Got more Faculty in the door

• We still had to go to the faculty
• Visited their offices
• Spoke their language
• Begged
• Showed the benefits we could provide for them
Still not enough to meet our vision
There became competition for our Walls for presentations

- Post The Deans List
- Poster presentations for courses
- Tied Poetry night to The Phoenix, the campus literary magazine
- Exhibited the art selected from The Phoenix
Only the honors program students made formal on-campus presentations.

All students needed a forum for presenting their scholarly work.
Marriage of Student Showcases to Information Literacy
How could we design a library based presentational opportunity?
A Library Award for High Quality Research
Use these
Library Awards...
Use these Library Awards

- Promote quality research
- Raise our standing as academic partners
- Market Information Literacy skill
- Increase awareness of the value the library adds to course work
We made eligibility for the awards tied to Information Literacy sessions and library instruction.
Educate Faculty

Also had to educate students
Make it great

• Picked Founder’s Day to add to the pomp
• Printed formal invitations
• Created certificates for students and professors
1st Year

Place scan of first year program here
1st Year

5 Presenters
1st Year

50 attendees

Professors

College President
1st Year

Parents

Friends of the students
“Good Stuff”
“Good Stuff”

“How do I get my students involved?”
“How do I get my students involved?”

“To nominate a student for a presentation, you must first bring your class for an Information Literacy Session. We would be glad to talk to you about arranging a library session tailored to the research needs of your class.”
Next semester

Instruction requests increased

Sessions became diversified
Individual Design of Instruction Sessions

Copyright session

Annotations – session

Evaluation websites
Individual Design

Collaboration with Faculty

“We can work with you”

Open conversations with faculty

2nd year – data

Library FYS class
Library designed 3 credit hour FYS class

• Designed with faculty – 4 unique subject areas
  • What is Beauty?
  • Harry Potter and Etiquette
  • Sex, Drugs, and Rock & Roll
  • James Bond and the Liberal Arts
Major components of the 3 credit hour FYS class

- 2 hours per week taught by professor
- 1 hour taught by a librarian
- Course had to include a research component
Librarian Component

- Text: *The Elements of Library Research: What Every Student Needs to Know* by Mary W. George
- Emphasis on the research process
- Highlighted all library departments
- Lectures included plagiarism, copyright issues, and presentational design
- Testing the Information Literacy portion of the course
Success of the 3 credit FYS
Assessment of 3 hour FYS vs. all first year students

![Bar Chart](chart.png)

- All students
- All Freshman
- All 1 Credit
- 1 credit No IL
- 1 Credit IL
- 3 Credits
- DNT
- Upper Class
Expanded to departments who did not traditionally use our services.

Math  
Computer Science  
Chemistry  
Biology
Work with faculty in new ways

• Animal Systematics – “down deep”
• Design their research project with librarians
• Design Labs – Students research how to do the lab rather than follow a lab handout
• Continual feedback throughout the semester
Curriculum Study Committee – Library Director is a permanent member

New Core

Chaired a Core Committee
Assessment Information Literacy worked

Presentational Literacy became a cornerstone of the New Core

Presentational Literacy concept came out of our Informational Literacy Sessions
Middle States Review

Team shared the library portion of the self study throughout the campus

They singled out our library program as one to emulate across campus
Librarian on the Assessment Committee

Student Learning Outcome
1st All College Goal includes Information Literacy
We can not over emphasize the importance of the Library Award Program in making the Library Services relevant to the academic programs.
In subsequent years interest in the Awards and scheduling Information Sessions has increased
In subsequent years nominations have increased.
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In subsequent years nominations have increased.
In subsequent years we added awards for writing.
Attendance has increased.
Attendance has increased.
Diversity in the nature of presentations has increased
Diversity in the nature of presentations has increased
Competition among faculty for bragging rights....
Has increased
Where are we now?

Recognized Subject Specialists
Feedback from our graduates
Personal Librarian
Embedding
Learning Outcomes
Assessment
Where do we go now?
Where do we go now?

Build on our success

DHI Senior study spaces

Focused being research partners to all students

Continuing to be the academic hub of the campus
Not Discouraged;
We would try anything
And still will