Lancaster Bible College
Information Literacy Plan
August 2016

Definition and Rationale

The Middle States Commission on Higher Education describes information literacy as,

> Several skills, collectively [that] apply to all disciplines in an institution's curricula. These skills relate to a student's competency in acquiring and processing information in the search for understanding, whether that information is sought in or through the facilities of a library, through practica, as a result of field experiments, by communications with experts in professional communities, or by other means. Therefore, information literacy is an essential component of any educational program at the graduate or undergraduate levels. These skills include the ability to:
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> - determine the nature and extent of needed information;
> - access information effectively and efficiently;
> - evaluate critically the sources and content of information;
> - incorporate selected information in the learner's knowledge base and value system;
> - use information effectively to accomplish a specific purpose;
> - understand the economic, legal and social issues surrounding the use of information and information technology; and
> - observe laws, regulations, and institutional policies related to the access and use of information. [*Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation*, Philadelphia, 2011, p. 42]

Information literacy is the intentional process that has as its intended end students becoming competent lifelong learners.

Implicit within the Lancaster Bible College mission is the need for lifelong learning "to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society." No academic program can fully prepare a student with all of the knowledge needed for a lifetime of serving in a professional discipline. Students must recognize that they need to continue to learn for the remainder of their career. They must learn how to research in their own discipline, but be able to transfer those research skills to other disciplines as well. Serving Christ in the Church and society requires the evaluation of worldviews, the proper application of knowledge and the competent and proper communication skills to transfer that knowledge to others. Improper use of someone else's work without proper recognition will have adverse effects in serving Christ even as it does in the classroom.

Information Literacy Goal

The library and faculty will jointly provide instruction so that the student will recognize an informational need, make effective use of information resources and personnel to access, critically evaluate and use the information ethically and legally.

Information Literacy Outcomes

Information literacy outcomes will be developed on three levels. Freshmen and sophomore level classes will be on the first level. Junior and senior classes will have expectations on the second level. Graduate classes will constitute the third level.

The Arts & Sciences Department will have primary responsibility for general information literacy instruction. All other departments will have outcomes to apply information literacy to their specific disciplines.

The third level of outcomes is for graduate level education. Because the background and experience of graduate students may vary widely, these students may also need instruction on the first two levels.

Information Literacy Instruction

Information literacy instruction is a collaboration between faculty and librarians. Lancaster Bible College has chosen the model where information literacy instruction is incorporated within the curriculum rather than as a separate class. Some areas of information literacy instruction are provided by librarians and others by faculty in their classes. Librarians present a research workshop in each English Composition course to help fulfill the general information literacy outcomes. Librarians also consult with faculty each semester to assist them with fulfilling information literacy outcomes in a way that is least disruption to the pedagogical flow of classes.

Information Literacy Assessment

Information literacy may be assessed by several methods. The evaluation of assignments is one method to measure whether outcomes are being met. It is important that changes are made to improve the effectiveness of future instruction based on assessment results.

Generalized Undergraduate Information Literacy Goals

	Level 1 Freshman/Sophomore	**Level 2** Junior/Senior
Extent of Information (Determining the nature and extent of needed information)	• Students will develop a thesis statement. • Students will recognize the relationship between their research topic and the subject discipline where it needs to be investigated.	• Students will limit their focus to what they can achieve. • Students will recognize the key concepts and terms. • The student will be able to evaluate the validity of potential sources of information.
Access to Information (Accessing information effectively and efficiently)	• Students will receive instruction on basic information retrieval strategies. • Students will receive instruction on the variety of subject specific resources. • Students will receive instruction on qualitative analysis of research results.	• Students will select appropriate information retrieval systems and strategies. • Students will retrieve information using subject specific research strategies. • Students will recognize gaps in information and refine search strategies. • Students will understand the identifying elements of various information sources and appropriately record them.

Evaluation of Information (Evaluating critically information and its sources; incorporating selected information in the learner's knowledge base and value system).	• Students will summarize the main ideas of several resources. • Students will evaluate the main ideas of several resources. • Students will synthesize the resources.	• Students will identify the type of information to quote and appropriately do so. • Students will analyze the arguments and methods of information resources. • Students will recognize bias or deceit in information. • Students will recognize the interaction of ideas and can combine them into new statements with supporting evidence. • Students will test theories within various disciplines. • Students will select criteria to evaluate information. • Students will evaluate differing viewpoints. • Students will participate in classroom and electronic discussion forums.
Use of Information (Using information effectively to accomplish a specific purpose)	• Students will organize content around a thesis statement. • Students will communicate the intent of the thesis statement. • Students will learn methods of revising content.	• Students will maintain a log with evaluation of the information resources. • Students will correlate the medium with the intended audience to effectively communicate their research.
Ethical and Legal Issues (Understanding the economic, legal and social issues surrounding the use of information and observing laws, regulations and institutional policies related to the access and use of information)	• Students will learn how to recognize plagiarism. • Students will learn how to acknowledge resources.	• Students will understand privacy, security, and freedom of speech. • Students will acknowledge sources appropriately.
Self Assessment (Determining, through stated criteria, the student's own achievement of the learning goals of the assignment)	• Students will measure their research against the rubric of assessment provided in an assignment.	• Students will measure their research against the rubric of assessment provided in an assignment and assign the grade they believe was earned. • Students will reflect on how they could improve the project.