**Goal I: Increase the number of students that our instructional offerings reach.**

**Objective A: Increase student use of our instructional offerings by systematically targeting the following key courses: Freshman Seminar courses, English Composition I and II, General Education Seminar (UNIV 3001), disciplinary core courses, research-oriented graduate courses.**

**Strategy 1:** Systematically incorporate information literacy into curriculum of Freshman Seminar (UNIV 1001) by working with individual instructors to ensure that completion of the modules is required coursework in each section.

Who: Instruction Librarian

When: Fall 2012

**Strategy 2:** Systematically incorporate information literacy into the curriculum of Comp I and II.

a. Work with the chair of the English Department and English teaching faculty to determine how to best incorporate information literacy into the curriculum of Comp I and II. The methods for incorporating information literacy may include, but are not limited to, any combination of the following: face-to-face information literacy sessions (whether inside or outside of class), tours, handouts, synchronous online learning, and asynchronous online learning (LibGuides and OK LSI tutorials).

When: Fall 2012

b. Implement the agreed-upon methods.

When: Spring 2013-ongoing

Who: English liaison librarian

**Strategy 3:** Systematically incorporate information literacy into the curriculum of the General Education Seminar (UNIV 3001).
a. Work with the coordinator who oversees the General Education Seminar (UNIV 3001) and instructors who teach this course to determine how to best incorporate information literacy into the curriculum. The methods for incorporating information literacy may include, but are not limited to, any combination of the following: face-to-face information literacy sessions (whether inside or outside of class), tours, handouts, synchronous online learning, and asynchronous online learning (LibGuides and OK LSI tutorials).

   When: Fall 2012

b. Implement the discussed methods.

   When: Spring 2013-ongoing

Who: Instruction Librarian

Strategy 4: Systematically incorporate information literacy into the curriculum of disciplinary core courses.

   a. Work with department chairs and teaching faculty to determine how to best incorporate information literacy into the curriculum. The methods for incorporating information literacy may include, but are not limited to, any combination of the following: face-to-face information literacy sessions (whether inside or outside of class), tours, handouts, synchronous online learning, and asynchronous online learning (LibGuides and OK LSI tutorials).

   When: Fall 2012

b. Implement the discussed methods.

   When: Spring 2013-ongoing

Who: Liaison librarians in collaboration with Instruction Librarian

Strategy 5: Systematically incorporate information literacy into the curriculum of research-oriented graduate-level courses (Techniques of Research, Human Services Research, Research in Applied Psychology).

   a. Work with department chairs and the faculty who teach research-oriented graduate-level courses to determine how to best incorporate information literacy into the curriculum. The methods for incorporating information literacy may include, but are not limited to, any combination of the following: face-to-face information literacy sessions (whether inside or outside of class), tours, handouts, synchronous online learning, and asynchronous online learning (LibGuides and OK LSI tutorials).
When: Fall 2012

b. Implement the discussed methods.

When: Spring 2013-ongoing

Who: Liaison librarians in collaboration with Instruction Librarian

**Performance Indicators:**

- Increased number of synchronous sessions (whether face-to-face or online) given to students in the above courses and student types.
- Increased use (measured in number of site visits) of online instructional materials targeted toward the above courses and student types.

**Objective B: Increase student use of our instruction offerings by targeting for instruction courses which assign papers and projects requiring research and/or use of library resources and courses which list library skills as one of the general education outcomes addressed by the course.**

**Strategy 1:** Conduct a syllabi assessment to determine which courses required research, the use of library resources, or addressed general education outcomes over the past year.

Who: Instruction Librarian

When: Summer-Fall 2011

**Strategy 2:** Compile documentation detailing whether those faculty who taught courses requiring research and/or the use of library resources in the previous year are teaching the same courses in the upcoming semester. Forward this list to the appropriate liaison librarians.

Who: Instruction Librarian

When: Fall 2011

**Strategy 3:** Contact the faculty which were identified through the syllabi assessment to offer the library’s instruction services for specific courses.

a. Decide upon key messages and preferred language to be used as guidelines when contacting faculty regarding potential instruction opportunities in their specific courses.
b. Send out individualized emails to identified faculty.

Who: Liaison librarians

When: Spring 2012

**Performance Indicators:**
- Increased number of identified faculty scheduling library instruction sessions
- Increased number of synchronous sessions (whether face-to-face or online) requested by professors teaching the identified courses.
- Increased use (measured in number of site visits) of online instructional materials targeted toward the above courses.

**Objective C: Increase student use of our instructional offering by facilitating faculty buy-in.**

**Strategy 1:** Create a catalog of all of our instructional offerings, detailing potential topics and formats, and use this list as a reference when communicating with faculty.

Who: All librarians

When: Spring 2012

**Strategy 2:** Create and post to the website an interactive form to make requesting an instruction session easier.

Who: Instruction librarian

When: Fall 2011

**Strategy 3:** Create and distribute high-quality, glossy brochure publicizing our instructional offerings to faculty.

Who: All librarians work together to develop content. Outreach Librarian develops design. AV librarian oversees printing. Liaison librarians distribute to their liaison areas.

When: Spring 2012-ongoing
**Strategy 4:** Decide upon key messages and preferred language to be used as guidelines when emailing faculty at the beginning of the semester to remind them of the library’s instructional offerings.

Who: Liaison librarians  
When: Summer 2011

**Strategy 5:** Decide upon key messages and preferred language to be used as guidelines for presenting at beginning-of-the-semester departmental meetings, and revise handouts given at these meetings.

Who: Liaison librarians  
When: Summer 2011

**Strategy 6:** Provide instruction for faculty.

a. Investigate the instructional needs of faculty with regard to information resources and research, and the ways in which the library can meet these needs. Investigation could take the form of an online survey.

Who: Instruction Librarian  
When: Fall 2013

b. Develop a plan for providing instruction to faculty based on the results of the investigation into faculty information needs.

Who: Liaison librarians  
When: Fall 2013

c. Implement faculty instruction.

Who: Liaison librarians  
When: Spring 2013

**Strategy 7:** Develop and implement faculty communication schedule which provides guidelines for contacting faculty about instructional offerings.

Who: Liaison librarians  
When: Summer 2012 (development), Fall 2012 (implementation)-ongoing
Strategy 8: Improve new faculty orientation presentation by including all of the librarians and an interactive component.

Who: All librarians
When: Summer 2011

Performance Indicators:

- Increased number of identified faculty scheduling library instruction sessions
- Increased number of synchronous sessions (whether face-to-face or online) requested by professors teaching the identified courses.
- Increased use (measured in number of site visits) of online instructional materials targeted toward the above courses.

Goal II: Improve the quality of our instructional offerings.

Objective A: Scaffold instruction in such a way that increasingly sophisticated information literacy skills and concepts are taught as the student progresses toward a degree. Scaffolding will improve the quality of our instructional offerings by reducing redundancy and creating opportunities to teach advanced skills.

Strategy 1: Conduct a literature review to determine best practices for scaffolded information literacy instruction.

Who: Instruction Librarian
When: Summer-Fall 2011

Strategy 2: Create information literacy across the curriculum guidelines which detail which skills and concepts should be taught at each level of a student’s academic career.

Who: Instruction Librarian in collaboration with all other librarians
When: Spring 2012
Strategy 3: Implement the information literacy across the curriculum guidelines.

Who: Instruction Librarian in collaboration with liaison librarians

When: Spring 2013-ongoing

Performance Indicators:

- The extent to which the scaffolding was developed in accordance with ACRL standards and accepted best practices
- The extent to which the scaffolding was implemented as planned

Objective B: Ensure that students seeking research help electronically have access to high-quality instruction resources.

Strategy 1: Convert current static research guides into up-to-date LibGuides.

Who: Liaison librarians

When: Summer-Fall 2011

Strategy 2: Convert how-to guides which are currently in PDF and PowerPoint formats into Adobe Captivate. Revise content as necessary and incorporate interactive elements into the new tutorials.

Who: Instruction Librarian

When: Summer 2012

Strategy 3: Create a webpage or LibGuide specific to the information needs of transfer students and include versions of the Blackboard tutorials currently used in Freshman Seminar (UNIV 1001), repackaged for transfer students.

Who: Instruction Librarian

When: Summer 2013

Performance Indicators:

- The extent to which the LibGuides adhere to the standards and guidelines created by the librarians
- The extent to which the Captivate tutorials adhere to the OK LSI guidelines for tutorial creation

Objective C: Improve librarians' teaching skills.
**Strategy 1:** Improve librarians’ skills in specific areas of instruction by conducting, and reflecting upon the results of, yearly in-house skill-building.

   a. Select a specific topic for the workshop based on the components of this plan and/or identified weaknesses in library instruction.
      
      Who: All librarians
      When: Every summer

   b. Arrange the workshop.
      
      Who: Library Director and Instruction Librarian
      When: Every fall

   c. Participate in skills workshop.
      
      Who: All librarians
      When: Every summer

   d. Implement previous workshop’s results.
      
      Who: All librarians
      When: Every fall

   e. Evaluate the implementation of the skill(s) covered in the previous workshop.
      
      Who: All librarians
      When: Every spring

**Strategy 2:** Work collaboratively with other libraries in Oklahoma, as well as organizations such as COIL, to pursue professional development opportunities in instruction.

   Who: Library Director and Instruction Librarian
   When: Spring 2013-ongoing

**Performance Indicators:**
- Peer instruction evaluations—a new section will be created in the peer instruction evaluations which addresses an agreed-upon focus area for the year
- Student and faculty instruction evaluations

**Goal III: Assess student learning of information literacy skills across the curriculum**

**Objective A: Assess information literacy skills in English Composition I and II, disciplinary core courses, and research-oriented graduate courses through assignment-based rubrics.**

**Strategy 1:** Work with faculty to develop appropriate methods for assessing student learning of information literacy skills in their particular courses.

Who: Liaison librarians in collaboration with the Instruction Librarian

When: Summer 2013

**Strategy 2:** Implement the agreed-upon assessment methods.

Who: Liaison librarians in collaboration with the Instruction Librarian

When: Fall 2013

**Schedule**

<table>
<thead>
<tr>
<th>Summer ‘11</th>
<th>Fall ‘11</th>
</tr>
</thead>
<tbody>
<tr>
<td>-All librarians improve new faculty orientation</td>
<td>-Ins. Lib. conducts syllabi assessment to target courses for instruction, determines whether these courses are to be offered in the upcoming semester, and communicates this information to the liaison librarians</td>
</tr>
<tr>
<td>-Liaison librarians standardize beginning-of-the-semester email</td>
<td>-Ins. Lib. creates interactive online request form for instruction sessions</td>
</tr>
<tr>
<td>-Liaison librarians standardize beginning-of-the semester meeting presentation</td>
<td>-Ins. Lib. conducts literature review to determine best practices for scaffolding library instruction</td>
</tr>
<tr>
<td>-All librarians select a topic for teaching skills workshop</td>
<td>-Liaison librarians complete migration of research guides to LibGuides</td>
</tr>
<tr>
<td></td>
<td>-All librarians implement results of previous skills workshop</td>
</tr>
<tr>
<td>Year</td>
<td>Action 1</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Spring ’12</td>
<td>Liaison librarians contact faculty identified by the syllabus assessment</td>
</tr>
<tr>
<td>Summer ’12</td>
<td>Liaison librarians develop faculty communication schedule</td>
</tr>
<tr>
<td>Fall ’12</td>
<td>All librarians work with dept. chairs &amp; faculty to incorporate info. lit. in curriculum of ENG 1113 and 1213, UNIV 3001, disciplinary core courses, and research-oriented graduate courses</td>
</tr>
<tr>
<td>Spring ’13</td>
<td>All librarians implement agreed-upon methods for incorporating info. lit. in curriculum of ENG 1113 and 1213, disciplinary core courses, and research-oriented graduate courses</td>
</tr>
<tr>
<td>Summer ’13</td>
<td>Ins. Lib. develops guide for transfer students</td>
</tr>
<tr>
<td>Fall ’13</td>
<td>All librarians investigate the possibility of providing instruction for faculty</td>
</tr>
<tr>
<td>Spring ’14</td>
<td>All librarians evaluate implementation of results of previous skills workshop</td>
</tr>
</tbody>
</table>

Lib. Dir. & Ins. Lib. arrange next teaching skills workshop
* Activities are placed in the semester in which they should be completed.