

Fall Semester 2007 Report: Kelvin Smith Library's Information Literacy Program

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January 2008

Introduction

The Information Literacy program at Kelvin Smith Library has grown tremendously in the past three years. Aggressive marketing by librarians, the use of innovative teaching methods, and our strong ties with the SAGES program have fueled this growth.

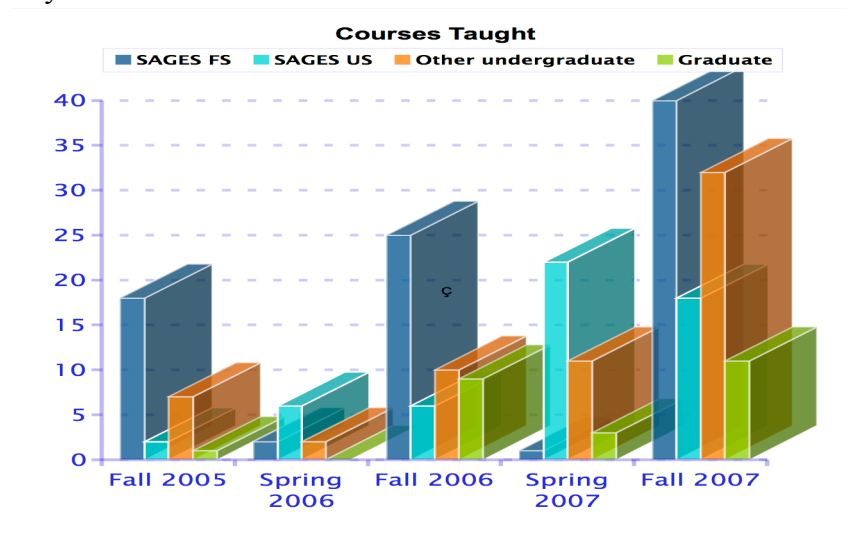
Goals

We hope that through our efforts, members of the Case Western Reserve University community will become information literate- that is, that they are aware not only of the resources available to them, but also know which are appropriate for their particular information needs. As shown below, teaching these critical skills to the campus community is a thriving service provided by the library. By offering instruction to students and faculty, librarians at the Kelvin Smith Library are helping them to not only recognize the value of information and learn where to find it, but also how to evaluate, manipulate, and synthesize the information into a format suitable for presentation or publication.

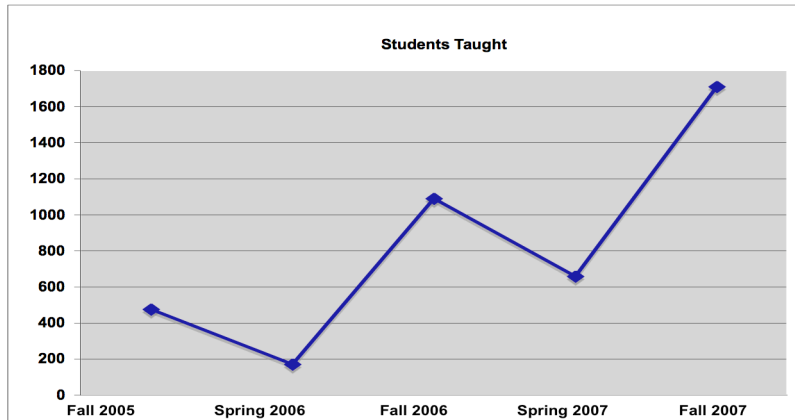
A specific primary goal for fall 2007 semester was to reach at least 40 sections of SAGES First Seminar, our "bread and butter" point of contact with undergraduates. As shown below, not only did we meet that goal, we also increased the number of other undergraduate courses in which we had a role.

Performance

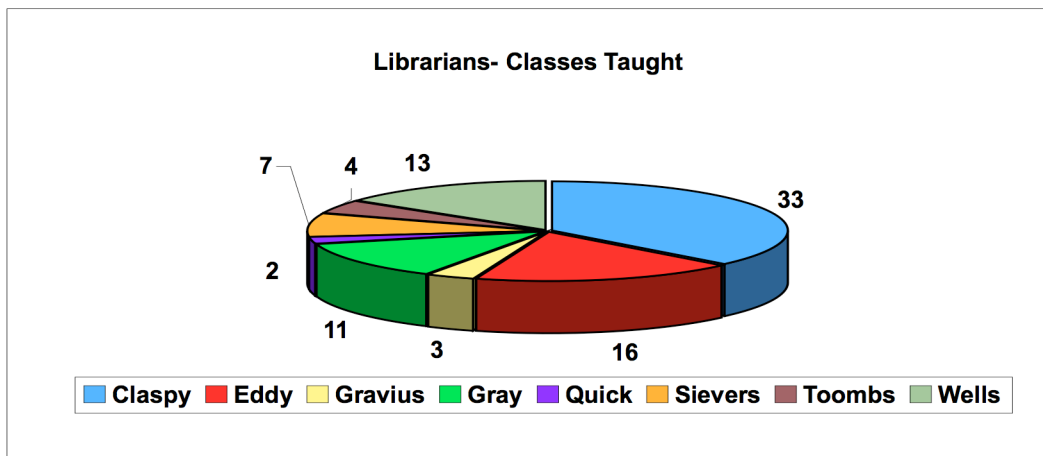
As shown by the following charts, the number of sessions led by KSL librarians and the number of students reached has increased dramatically each semester. Fall semester brings the SAGES First Seminar, which is by far our strongest contact point with undergraduates. Additionally, each spring we have increased the number of University Seminars, departmental seminars and other upper level university courses where students are able to learn strong research skills necessary for today's scholars.



The following chart shows the number of students we reached in our instruction program, again highlighting the growth of our impact on student learning.



The responsibility of providing this level of teaching is spread among many members of the professional staff at KSL. As shown in the following chart, eight librarians taught course-integrated instruction sessions during the 2007 fall semester.



Conclusions

Kelvin Smith Library's information literacy instruction program succeeded outstandingly in fall of 2007. Every category of measure- number of courses taught, number of students reached, and number of librarians teaching- increased substantially over previous semesters. Our success was driven by building upon past good performance in the classroom and by continued excellence in teaching information literacy skills that are vitally important to students and faculty at Case Western Reserve University.