Wide Open Access: Information Literacy within Resource Sharing
Director of User Services

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CLAREMONT COLLEGES LIBRARY • VITAL
Today's Roadmap

- Claremont Colleges
- Information Literacy: Definition and Habits of Mind
- CCL Goals: new system and service changes
- IL and RS in Action
- Assessment
- Questions
Claremont Colleges
Recent Changes at Claremont
Resource Sharing is the advocating for access of global resources through the collaborations of libraries worldwide.
1. Fully align our resources and services to the colleges' educational and research missions.

2. Expand the universe of discoverable information and create new pathways to knowledge.

3. Empower confident, critical, and creative information users and producers.

4. Establish the Next Generation Library as the vital center for intellectual engagement and academic community building at the Claremont Colleges.

5. Contribute substantially to faculty and student success and the distinction of the colleges.

6. Cultivate and manage information resources, services, physical and virtual spaces, and human resources within a sustainable financial model.

7. Partner with the colleges and the CUC to determine, attain, and sustain the funding required for this plan to succeed.

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2.2 Enhance research, teaching, and learning

- Integrate POD workflows into Resource Sharing
- Enhance communications through resource sharing to connect students and faculty with other resources and librarians

3.1 Create information literate learners

- Create information literate learners
- Bolster faculty and student technological skills and experience
- Ensure that faculty and students discover primary sources and make cultural connections for use in research projects and their intellectual lives

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4.1 Contribute substantially to faculty and student recruitment efforts

- Further the colleges' faculty and student recruitment efforts
- Facilitate faculty and student success by enabling users to efficiently and quickly obtain the information resources they seek
- Foster greater student academic success through participation in library research services and programmatic initiatives
- Enhance the colleges' academic stature

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5.1 Enhance the colleges' faculty and student research agendas

- Ensure that faculty, students, and staff benefit from the library's creating new and stronger connections between the academic communities of the colleges
- Guarantee that an active collection of browsable print resources is available to users
- Provide users with engaging, interactive, and creative spaces for research, teaching, learning, and study that are welcoming, accessible, resource-rich, and secure
- Enable users to discover and engage in a rich portfolio of library publications, exhibitions, programs, and events

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6.1 Preserve information resources and human resources as a responsible steward of campus resources

- Collaborating closely with CUC Business Affairs, determine library macro-budget proposals and activities that are aligned to this five-year plan
- Partner with the colleges to develop a new advancement capacity for the library that will further the strategic plan and directly benefit the consortium

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7.1 Partner with the colleges and the CUC to determine, attain, and sustain the funding required for this plan to succeed

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2.2 Enhance research, teaching, and learning

- Integrate POD workflows into Resource Sharing
- Enhance communications through resource sharing to connect students and faculty with other resources and librarians

Did librarians see an increase in consultations?

Were the resources shared utilized more that semester?

3.1 Create information literate learners

- Provide quality statistics to librarians from resource sharing to help guide outreach to faculty
- Participate in providing contextual help through resource sharing shaped around the IL Framework and Habits of Mind

Where are users getting “stuck” when requesting items owned?

Are librarians working with those students/faculty/classes?
Information literacy is the ability to use critical thinking to create meaningful knowledge from information. The information literate Claremont Colleges student:

- Engages in a process of inquiry in order to frame intellectual challenges and identify research needs;
- Strategically accesses and evaluates information;
- Communicates information effectively;
- Provides clear attribution of source materials used;
- And develops insight into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

CCL’s Definition

Adopted by all 7Cs in 2014.
Critical Habits of Mind
Skill/Competency Areas

- **Inquiry** - interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection

- **Evaluation** - resource analysis, inference, and revision of research strategy

- **Communication** - synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work

- **Attribution** - providing clear documentation of source materials; perceiving and engaging in a scholarly conversation understanding copyright regulations, fair use, and when to seek permissions

- **Insight** - critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability
Habits of Mind

Inquiry
- Information needs
- Preliminary source selection

Evaluation
- Resource analysis

Communication
- Perceiving and engaging in a scholarly conversation understanding copyright, fair use and permissions

Attribution
- Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability

Insight

Resource Sharing

Resource Sharing and Information Literacy
<table>
<thead>
<tr>
<th>Habits of Mind</th>
<th>Resource Sharing</th>
</tr>
</thead>
</table>
| Inquiry       | • Determine information needs  
                • Preliminary source selection |
| Evaluation    | • Resource analysis |
| Communication | • Perceiving and engaging in a scholarly conversation understanding copyright, fair use and permissions |
| Attribution   | • Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability |
| Insight       | |

Resource Sharing and Information Literacy
• Global access to information for consideration

• Ability to request and review before use
• Collaborate with teaching librarians to add content to teaching sessions and research guides
• Include communications on login and request communications

Global access to information for consideration
Ability to request and review before use
Habits of Mind

Inquiry
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Evaluation
- Resource analysis

Communication
- Perceiving and engaging in a scholarly conversation understanding copyright, fair use and permissions

Attribution
- Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability

Insight

Resource Sharing

Resource Sharing and Information Literacy
- Understanding the resources requested and collections in which they came from
- Awareness of tools available to assist in analysis
- Contextual help included in request communication
- Links to guides and contact information
- Data and feedback shared with teaching librarians

Understanding the resources requested and collections in which they came from
Awareness of tools available to assist in analysis
Habits of Mind

- Inquiry
  - Determine information needs
  - Preliminary source selection

- Evaluation
  - Resource analysis

- Communication

- Attribution
  - Perceiving and engaging in a scholarly conversation understanding copyright, fair use and permissions

- Insight
  - Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability
- Awareness of copyright and tools to navigate its evaluation
- Awareness of authors as approachable people

Perceiving and engaging in a scholarly conversation, understanding copyright, fair use and permissions
• Contextual help included in request communication
• Links to guides and contact information; workshop information and personalized invites
• Support in access resources outside standard workflows

ILLiad

Awareness of copyright and tools to navigate its evaluation
Awareness of authors as approachable people
Habits of Mind | Resource Sharing

**Inquiry**
- Determine information needs
- Preliminary source selection

**Evaluation**
- Resource analysis

**Communication**
- Perceiving and engaging in a scholarly conversation understanding copyright, fair use and permissions

**Attribution**
- Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability

**Insight**
• Understanding of resource sharing as service beyond academia
• Connection to information access beyond graduation

Critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access and durability
• Outreach targeted at service users and alumni
• Information and support for how to engage in community scholarship

Understanding of resource sharing as service beyond academia
Connection to information access beyond graduation
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Assessment

Did librarians see an increase in consultations?

Were the resources shared utilized more that semester?

Where are users getting “stuck” when requesting items owned electronically?

Are librarians working with those classes?
**Actions**

- **Inquiry**
  - Collaborate with teaching librarians to add content to teaching sessions and research guides
  - Include communications on login and request communications
- **Evaluation**
  - Contextual help included in request communication
  - Links to guides and contact information
  - Data and feedback shared with teaching librarians
- **Attribution**
  - Contextual help included in request communication
  - Links to guides and contact information
  - Support in access resources outside standard workflows
- **Insight**
  - Outreach targeted at service users and alumni
  - Information and support for how to engage in community scholarship

**Assessment**

**Data**

- **Megaform:**
  - Resource Sharing and Librarian inputs
  - Compared to email tracking
- **Guide clicks**
- **ILLiad data**
  - Access navigation data
  - Email tracking
  - Turnaround times
  - Maps
  - Custom fields
  - Survey
• Resource Sharing and Librarian inputs
• Compared to email tracking
Assessment in Springshare
- Email tracking
- Access navigation data
• Custom fields
• Turnaround times
• Maps

Assessment: ILLiad Data
• In notifications
• To specific users
• Included in Alumni newsletters
• Etc.
Questions?

Thank you!

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