HOW A STRATEGIC LIBRARY INSTRUCTION PLAN CAN HELP BUILD STRONGER AND MORE EFFECTIVE CONNECTIONS with Faculty and Students
CORNERSTONE UNIVERSITY
MILLER LIBRARY

- Grand Rapids, MI
- Enrollment just over 2,000 students
- 10 member library staff
HISTORY AND CONTEXT

HOW WE GOT HERE

TIMELINE

1995
- Developed the Liaison Model and moved away from the reference desk model.

2004
- Hired an Instruction Librarian and returned to the reference desk model.

2010
- After another Instruction Librarian left, two librarians worked together to teach the English classes.

2012
- The new instruction Librarian worked more with the English classes to further develop the sequencing of learning.

2016
- Jeff Lash joined the staff and worked with the core curriculum committee to develop a broader view of what information literacy competence could look like across the curriculum.

2017
- Formation of the Library Instruction Team and development of the new Instruction Plan.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
<th>Liaison Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Walton</td>
<td>Interim Library Director</td>
<td>P: 616-222-1451 E: <a href="mailto:laura.walton@cornerstone.edu">laura.walton@cornerstone.edu</a></td>
<td>Social Work, Psychology, Counseling, Family Studies</td>
</tr>
<tr>
<td>Jessica Shuck</td>
<td>Electronic Resources Librarian</td>
<td>P: 616-254-1650 x 2002 E: <a href="mailto:jessica.shuck@cornerstone.edu">jessica.shuck@cornerstone.edu</a></td>
<td>Business, Healthcare Management</td>
</tr>
<tr>
<td>Jeff Lash</td>
<td>Web &amp; Theological Services Specialist</td>
<td>P: 616-254-1650 x 1304 E: <a href="mailto:jeff.lash@cornerstone.edu">jeff.lash@cornerstone.edu</a></td>
<td>Bible, Theology, Religion, Ministry, Philosophy, Foreign Languages, English</td>
</tr>
<tr>
<td>Jamie Tiemeyer</td>
<td>Head of Technical Services</td>
<td>P: 616-254-1650 x 1628 E: <a href="mailto:jamie.tiemeyer@cornerstone.edu">jamie.tiemeyer@cornerstone.edu</a></td>
<td>Kinesiology, Science, Mathematics, Music</td>
</tr>
<tr>
<td>Gina Bolger</td>
<td>Interlibrary Loan/ CMC Librarian</td>
<td>P: 616-254-1650 x 1245 E: <a href="mailto:gina.bolger@cornerstone.edu">gina.bolger@cornerstone.edu</a></td>
<td>Teacher Education, Children's Literature, TESOL, History</td>
</tr>
<tr>
<td>Cathy Haan</td>
<td>Electronic Library Associate</td>
<td>P: 616-254-1650 x 1065 E: <a href="mailto:cathy.haan@cornerstone.edu">cathy.haan@cornerstone.edu</a></td>
<td>Communications, Film/Media</td>
</tr>
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GOALS OF THE PLAN
WHAT DO WE HOPE TO ACCOMPLISH

- Provide more structure and direction for our instruction efforts
- Increase the effectiveness of our instruction as a whole
- Create a plan of action that is sustainable for our context
- Become more embedded into the curriculum
- Connect more intentionally and deeply with our faculty & students
GENERATING IDEAS
WHERE TO START

- Visited several library websites
- Contacted instruction librarians for advice
- Consulted with curriculum and assessment administrators at CU
SOURCE OF INSPIRATION

Champlain College
Information Literacy
Curriculum Map

Source: https://www.champlain.edu/academics/library/about-the-library/information-literacy-program/what-we-teach
The library instruction team at Miller Library has developed a new strategic plan for research instruction for the coming academic year. Our desire is to continue working alongside faculty to help students develop the information literacy skills necessary to conduct high-quality research for their projects and papers. We created this plan in order to be more intentional and purposeful in how we achieve that goal.

There are three key aspects that guide and give shape to the details of the plan.

1. The foundation of our instruction is built around the core ENG courses (100, 114, 212).

2. The foundation is supported by subject-based instruction.

3. Personalized instruction will be provided for upper-level courses.
The Plan

**Preliminary Level (ENG 100)**
Welcome to the Library
A touchpoint for librarians to welcome students and give an overview of the website.

**Beginner Level (ENG 114)**
Amazing Race Library Tour
An introduction to the physical space and resources of the library.
Introduction to Research Tools
An introduction to the online tools and resources utilized in college-level research.

**Intermediate Level (ENG 212)**
The Research Process
An introduction to the research process and evaluating sources.
Using Sources in Academic Writing
How to use and cite sources properly using the appropriate style. Discuss plagiarism and how to avoid it.
Introduction to Zotero and other bibliographic tools.

**Advanced Level**
Subject-Specific Resources
Learning to utilize databases and other research tools related to a specific subject.
Research Workshop
Class time devoted to working on primary research assignment with focus on developing topic and conducting initial research.
Research Consultation
Students will schedule individual or small group meetings to discuss research projects.

*Each session lasts approximately 50 min.*
PROMOTING THE PLAN

- Created a Flyer
- Presented Plan to Core Committee
- Met with Faculty - one-on-one and dept. meetings
- Presented Plan at Faculty Work Days
- Created a Library Instruction Request Form
ACTIVITIES WE USED

- Website Scavenger Hunt
- Synonym Scattergories - for keyword searching
- The Amazing Race (orienting students to different parts of the library)
- Search and Destroy Card Game
- The Google Bucket
- Fact or CRAAP Game
- Citation card sort game
- Guided Research Worksheet (small group consultations)

LibGuide: https://library.cornerstone.edu/mix2018/activities
Faculty Insights

Feedback on our instruction plan after Year 1

"What worked well for me this last year (and what I’d like to continue), is more of an individualized, group-level experience in the upper-level classes. The students appreciated this as well, and having to make their own appointments gave them ownership of the process. I also integrated a visit from the writing center first; they helped to reiterate the need to meet with you for research assistance. Maybe two meetings would work even better--introductory and follow-through?"

"I’m a big fan of library instruction, and it has become an integral part of my course the last three semesters. The students are offered a break from my lectures about quality research and the need for citations, and offered hands-on opportunity to hear from our librarians about what is available to them. This is absolutely always to their benefit. I’m grateful for the assist from the librarians in this course instruction!"

"My perspective is from the division-specific programs, which I have really appreciated. It’s good for them to build a connection to library staff, the activities that you have added in over the last couple of years have been great, and I like the idea of adding more levels as they go through the business curriculum. I do think that from a content-specific perspective - smaller doses a few more times might be nice - but perhaps not doable from a logistics perspective."
THE FIRST YEAR
RESULTS

CUML
Total number of students reached: 14,888
Total number of instruction sessions: 128
Total hours of instruction: 88.9

Undergrad courses:
- ENG 100: 2%
- ENG 114: 12%
- ENG 212: 10%
- Other Subjects: 76%
THE TAKEAWAYS

HOW DID IT GO?

MORE COHESION
Instruction had more direction and connectivity across courses

MORE EFFECTIVE
Less repetitive sessions and more engagement and positive feedback from students

DEEPER CONNECTIONS
Been able to work more closely with faculty -- more invites to collaborate
WHAT'S NEXT?
Assessment

Pre-Post Testing
Identify beginning and end points for assessment

ENG Assessments
Create additional checkpoints for assessment

Assessments for Key Courses in Each Discipline
Evaluate the effectiveness of discipline-level instruction

Active Learning Elements
Continue building toolbox of activities to further embrace active learning in instruction
QUESTIONS

For more information on our plan, visit our LibGuide at library.cornerstone.edu/mix2018