Determining the direction of an information literacy program: Data analysis leads to the creation of online learning objects

**Objective**

The question arising from our first data collection analysis in Fall 2010 was ‘how do we reach 100% of first semester students?’. The information literacy team was limited in time and human resources to meet the demands of the 154 programs offered at the College. The collection of the data assisted in understanding the breadth and depth of our information literacy activity delivered by the library in order to assess the breadth and depth of our information literacy program. It also helped us realize that we are not systematically reaching and informing all first year students developing basic information literacy skills. The information literacy team was tasked to design and implement a program to increase the number of first year students who are not systematically reached and to ensure all first year students develop basic information literacy skills.

**Purpose**

The goal of the information literacy data collected and analyzed in Fall 2010 was to determine whether we could meet our strategic objective of developing a plan to reach all first year students we needed to provide a sustainable solution to collect data that would facilitate program development. The data collected has also been critical in reporting our work to library and college colleagues. In the near future, we would like to investigate more sophisticated data collection systems that could connect to the broader library and college information systems.

**Methods**

Survey design determined the questions and fields required for the development of online learning objects. The data collected included details about the mode, duration and preparation of all information literacy instruction through the 154 programs, a review of our program goals and initiatives, an analysis of the information literacy data collected and analyzed in Fall 2010 was to determine whether we could meet our strategic objective of developing a plan to reach all first year students.

**Results**

We determined we could meet our strategic objective of developing a plan to reach all first year students if we could develop 7 online learning objects. The development of these online learning objects ensures a basic IL skill level to which we can build higher level IL skills. We have developed 7 online learning objects for career focused subjects. We have also developed 4 online modules for liberal studies subjects. Information Literacy online learning objects impact student learning. Literacy competencies of students improved after exposure to the online learning objects. Survey results indicate that students liked the online learning objects and preferred them to face to face library led workshops.

**Conclusion**

The data analysis leads to the creation of online learning objects. Online learning objects for career focused subjects and for liberal studies subjects have been developed. We have also developed 4 online modules for career focused subjects. The survey results show that students liked the online learning objects and prefer them to face to face library led workshops. We have also developed 4 online modules for liberal studies subjects. Information Literacy online learning objects impact student learning. Literacy competencies of students improved after exposure to the online learning objects. Survey results indicate that students liked the online learning objects and preferred them to face to face library led workshops.