

## Interim Report, March 2005

### “Implementation of a Curriculum-Centered Information Fluency Program”

During the fall 2004 semester, the Information Literacy Coordinator and the University Librarian held another luncheon for faculty currently teaching First-Year Seminars, Writing Workshops and a first-year humanities class called HUMA 1600. The goal of the luncheon was to introduce all of these groups to data that had been gathered through assessment that semester and continue the conversation about information fluency and first-year students. The luncheon proved to be successful, as several faculty members continued to engage librarians, one-on-one, about bringing their classes to the library for instruction and others have verbally committed to the idea that information literacy is an important part of the curriculum at Trinity University. During the fall 2004 semester, ninety-percent of First-Year Seminar classes received course-integrated library instruction. We also conducted a ten-question assessment, with the goal of identifying which specific skill sets first-year students need to be taught.

The last part of our funds will be used to continue the conversation regarding information fluency and the ethical use of information with a new group of faculty and administrators on campus. Because of the implementation of a new honor code, the ethical use of information, a cornerstone of information fluency, has come to the forefront of discussions on campus. We see this as a prime opportunity to broaden the information fluency discussion. We foresee spending out our grant funds sometime in 2005 and we be able to send a final report at that time.