

Assessment in the College Library – 2006/2007 Projects

LSTA Grant reporting

Due October 12th, 2007

Library Assessment Project

College Name: Edmonds Community College **Submitted by:** Johnetta Moore

1. Librarians doing instruction in Assessment Project:

Johnetta Moore

(*Other Assessment Project* conducted by Francine Walls)

2. List the classes/instructors incorporating assessment:

(circle the classes w/ instructors you have not worked with before)

SOC110/LIB101 Coordinated Studies – Winter 2007

Sociology instructor, Susanne Bohmer

3. How many students total were involved in instruction: 18

Assessment Collaborations

(*copy this section as needed for each collaboration*)

Collaboration #1 – Course: *SOC110/LIB101 - BEYOND GOOGLE: RESEARCHING SOCIAL ISSUES IN THE 21ST CENTURY*

1. Description of the assignment and outcomes for instruction.

Through a quarter of IL instruction students were to achieve the following learning outcomes:

- understand the role of a library and the Internet in the information cycle and in academic research
- recognize information structures in different sources and different disciplines
- define and understand basic information sources and terms
- recognize what type(s) of information is needed and when
- develop successful search strategies to retrieve, organize and utilize information.
- recognize the need to analyze information critically
- understand how to utilize information ethically including standard citation formats and why this is important
- recognize the impact of technology on information in the global society

Students were to achieve these learning outcomes in the context of their study of the sociology discipline.

2. How and what evidence did you gather?

Students developed IL learning skills to complete the six modules of the Research 101(*R101*) tutorial, seven IL assignments, and a research project and annotated bibliography on topics in the field of sociology. They were also tested at midterm on their comprehension of the *R101* online tutorial. Finally, they applied these learning skills to their study of sociology in their sociology online discussions and seminar paper.

3. How did it go? What did students really “get or not get?”

Students seemed to get an amazing amount of general IL skills in the class but did not seem to retain specific skills. For example, while they may not remember exactly how to evaluate a website, their perspectives on the credibility of websites has changed and they will look more critically at the websites they visit and use.

4. What did the assessment results tell you? Because of the assessment, are you going to change anything?

The assessment results underscore the importance of clear teaching and instructions in being able to assess what students learn. When students don't understand what they are to do to successfully complete their assignments their learning skills cannot be accurately assessed. I am going to test my assignments several times before using them in class to make sure that they adequately teach the IL skills students are to learn.

5. What feedback did you get from the faculty member you worked with?

The instructor I worked with felt that students obtained a tremendous amount of knowledge in the area of IL and that this knowledge contributed positively to their performance in her part of the course. In addition, she learned IL skills that she is using to revise the assignments in her other courses so that the resources students use require them to think more critically about their quality, usefulness and the sources from which they come. We will be teaching the course again in 2008-2009.

Other Assessment Projects

(if applicable – for assessment projects not integrated directly into a specific course)

1. Description of project.

As a result of our findings from our 2005-06 *Authentic Assessments* Project, we identified several improvements we would like to make to our *Research 101(R101)* online tutorial. In 2006-07, we planned to improve the tutorial by developing the following ideas:

- Develop functionality so students can *directly email* the research quizzes from the tutorial itself to their instructor's email account or electronic classroom.
- Add to an existing module or create a new module showing how to use database features to enhance information searching and retrieval (e.g. marking and saving articles, printing and emailing articles, etc.)
- Create a new module about controlled vocabulary and use of subject heading classifications in library catalogs and other databases
- Create a new module on synthesizing information
- Create a new module on the ethical use of information sources, including copyright and plagiarism issues, and formats for appropriate citation
- Create a glossary of terms used in the *R101* online tutorial

Across the US, academic institutions recognize that students' misuse of information is a serious problem. In addition, some users of the Internet have found themselves victimized as a result of their use of the Internet. In response to these situations, we began our improvements by creating three new Information Literacy Tutorials for *R101*. The three modules are the “Ethical Use of Information (avoiding plagiarism),” “Copyright and Fair Use,” and “Self-defense on the Internet.”

2. How did it go? What results or evidence did you gather?

The results are three PowerPoint presentations for use by students furthering their education via online, hybrid or on-the-ground. The modules are still in the developmental stages but we hope to have them completed and online for students during the next academic year.

Our tutorial on the “Ethical Use of Information” helps students to avoid plagiarism through a variety of methods. Using this tutorial, they will develop skills necessary to separate their ideas, words, sounds and graphics from those of others.

Our tutorial on “Copyright and Fair Use” helps students to understand the concept of intellectual property. We look at the use of all forms of media by students and show how to stay within the spirit of the laws on copyright.

Our tutorial on “Self-defense on the Internet” helps students to use the Internet and the World Wide Web wisely. Identity theft and other scams are of a growing concern on the “Net. For example, alerting students to the need to protect their social security number may protect students from becoming victims. “Forewarned is forearmed,” as Cervantes wrote in *Don Quixote*. Taken together, these three tutorials will assist students to use information ethically and to be wary users of the ‘Net.

We hope to “go live” with these tutorials during the academic year, 2007-2008. While we will continue to work on improving the functionality of **R101** as we proposed in our 200-2007 *Authentic Assessments* Project Proposal, we intend to focus our collaboration with faculty on assessing student learning from these three modules.

3. How did it advance assessing Information Literacy in your library and/or at your campus?

We have not completed the modules yet but when they are available to students they will add three additional areas of IL instruction to our *R101* IL tutorial that will benefit both online and onsite students.

Once the first three modules are developed and activated we will contact some specific faculty members to participate in an assessment of **R101** by integrating it into their winter 2008 course work. We then plan to survey the students in these courses to determine the usefulness of the enhanced online tutorial and to interview the specific faculty to assess the usefulness of **R101** from their perspectives.

In addition, we will publicize the enhanced tutorial to all Edmonds CC faculty teaching in spring 2008, and invite them to use **R101** in their courses. We will then re-survey faculty about their use and satisfaction with **R101** to compare with the survey we conducted in winter of 2008.

As we stated before, because of our inadequate number of full-time library faculty, we are unable to work as closely with departmental faculty as we would like. Additionally, Edmonds CC is heavily engaged in distance education, whether as online or hybrid courses. As a consequence, the development of a high-quality online information literacy tutorial seems a promising way to provide access to information literacy instruction without the necessity of direct instruction by a librarian. Although we would like to be able to provide such instruction to all our students, the reality of that is implausible due to our limited full-time librarian staffing

Overall Learning

1. Give an example from one of your collaborations of something you are going to improve based on the feedback you received (faculty, peer, student work).

I will add more in-class group activities to student work. There is no substitute for students working through the IL concepts in relation to their work in a discipline and doing this in an environment where they have access to the resources and support of the instructor.

2. How did these activities contribute or connect to your Action Plan?

LIB101 serves as our flagship IL instruction class. The collaboration was an opportunity for us to infuse the *R101* Tutorial into a content class and assess student learning in this context. It also allowed us to assess the potential use of *R101* as learning objects in a content class.

Our work in developing new modules for *R101* supports our efforts to develop this module into a full and complete IL tutorial which can be used in conjunction with course curricula or as an individual self-paced resource for students.

Assessing the Authentic Learning Assessment Project

Report for the Last IL Grant Assessment Project, 2007-2008

◆ Who worked on this project?

Librarian/College: Leslie Bussert, Cascadia Community College

Person/Department/Course: Norm Pouliot; English Faculty; English 102: Writing from Research, Winter 2008

◆ Outcomes – What did you want the student to be able to do?

What did students need to be able to do in order to be successful?

Students in this course work all quarter to form a research question and develop writing/research processes culminating in a 10-12 page research paper incorporating academic and other sources.

◆ Curriculum – What did the student need to know?

What's the ground/content that needed to be covered?

Library instruction necessary and delivered included Boolean searching methods; developing topics and keywords; evaluating sources; and research tools such as library catalogs and databases.

◆ Pedagogy – What were the learning activities?

What was the setting and activities for the students to gain/develop these abilities?

Library instruction-related learning activities:

- Boolean searching worksheet - homework proceeding "lecture" on Boolean operators from instructor
- Developing research question/topic and keywords worksheet, including self-reflection – computer lab classroom; modeling by librarian and instructor; completing worksheet; exploring in catalog and databases; reflecting on efficacy of search techniques and unanswered library research questions
- Evaluating sources class exercise – computer lab classroom; in groups of 2-3, students evaluate a source assigned to them using provided question prompts; sources included a blog, scholarly article, and trade article; groups report out and generate class discussion while source is projected on screen for everyone to see and evaluate

Course-related learning activities benefiting information literacy learning:

- Critical reading exercise – students are taught how to critically read and annotate texts in class and practice by reading and taking careful notes on an assigned short article (3 pages) for discussion in a following class session
- Paraphrasing exercise – in groups of 3-4, students are provided two brief quotes of text they are to paraphrase with each other, discussing their processes and decisions. This is followed by students each individually paraphrasing a larger excerpt of provided text, which is then subject to the review of their group members and discussion of issues like plagiarism, word choice, communicating and distilling the ideas from the text, etc.
- Peer-review process – in groups students are trained how to effectively review their peers' work and then conduct peer reviews of the first draft of their research papers. The training results in quality feedback writers can actually use to revise their drafts.

◆ **Assessment – How did the students demonstrate the learning?**

What assessment did you design for students? (Attach any assessment tools you used)

Students demonstrated their learning in several ways. Activities including worksheets helped to assess general understanding of the content covered, while the topic and keyword development worksheet included a specific section for students to pause and self-reflect on: a) their trial and error process using Boolean searching methods, and b) what they felt they learned from the library instruction session and what questions remained (see Appendix A). This worksheet was reviewed and commented on by the librarian and returned to the faculty for a grade before it was returned to the students.

Student group reporting and broader class discussion during the evaluating sources class exercise also allows for assessment of their understanding.

The strongest tool we used to assess their learning this quarter was a revised version of our information literacy rubric for Eng 102. A faculty member not involved in this section of Eng 102 had previously revised it into a “student version” by reformatting and rewording it into a self-assessment tool to be administered at strategic points throughout the quarter (see Appendix B).

The intent of having students perform the self-assessment was to a) introduce them to the specific information literacy learning goals for the course early in the quarter to build their awareness; b) carve out time for them to stop and reflect on what they’ve learned and what they still need to work on; and c) to allow the instructor and librarian to see how students progress through the course and make any changes to lesson plans and instruction accordingly.

We administered the self-assessment three times: in week 2 before any library instruction; in week 6 after they submitted their research proposals; and lastly during week 10 after they had turned in their final 10-12 page research papers. The third self-assessment administered also included a question prompt to get their feedback on the overall self-assessment process we experimented with this quarter so we could make relevant changes for spring quarter.

Ultimately, students demonstrated their learning through the activities described above in concert with their final research papers.

◆ **Criteria – How did you (instructor and librarian) know the student had done this well?** How did you judge/evaluate the performance?

The student information literacy self-assessments themselves weren’t something a student could do poorly on unless they chose not to put thought into their responses. Luckily we didn’t really see much of that perhaps because ample class time was provided to conduct the self-assessments (they were not graded, however).

While self-reporting isn’t the most pure measure, students seemed to be honest with themselves in their self-assessments, and it was apparent what areas of the rubric they and we needed to focus attention on to develop those skills and processes. Conveniently, many of the trends identified from reviewing the self-assessments throughout the quarter demonstrated need in areas of information literacy we already planned to cover in proceeding library instruction or class sessions.

The librarian and instructor used data from these self-assessments along with other performances (worksheets, one-on-one conferences with instructor, observation during activities, etc.) to gain an overall sense of how well students were doing and where they needed improvement as they progressed through the quarter.

◆ Data – What data did you collect? How did the students perform?

The data collected resulted from the student information literacy self-assessments described above, which were administered three times throughout the quarter. The librarian (and instructor, time allowing) carefully reviewed the self-assessments shortly after they were collected to get a sense of where students felt they were, if any changes to instruction were needed, and to see how the self-assessment process and tool was working. The librarian provided summarized feedback from the self-assessments to the instructor (see Appendix C).

Though self-reported, comparing students' three self-assessments against each other demonstrated students felt they made steady progress throughout the quarter. This was also exemplified by their rough draft and final papers which the instructor observed surpassed the quality of papers he's received from his Eng 102 students in previous quarters. The instructor also administered higher grades than usual (for both the final papers and the overall course) due to the exemplary work his students produced. The instructor believes the self-assessments had a part to play in their enhanced performance.

The third self-assessment worksheet had an additional prompt to gather student feedback about the self-assessment processes they participated in throughout the quarter. The overall feedback was positive and they also had useful suggestions for improving the self-assessment tool (for example, administer two instead of three self-assessments, which we'll try spring quarter). Nearly all the students said the self-assessments offered a great tool to help them track their learning and progress and to identify next steps and skills to work on the rest of the quarter. We'd hoped the self-assessment tool would also help them understand some of the learning goals and expectations of the course, especially the information literacy-related goals. According to the student feedback the self-assessment tool indeed highlighted skills and processes they should be working on throughout the quarter. Some students also indicated it helped them understand why they were in the library and what they should be getting from those experiences (please see Appendix D for the data summary gleaned from the student self-assessments for some great quotes and more details).

◆ Best Practices – What would you recommend out of this project as a Best Practice you would pass on to other librarians or discipline faculty?

- Self-assessments offer students time and space to reflect on their learning and progress around a) an entire course, b) specific learning goals, c) specific tasks, processes or assignments
- Self-assessments can be tools for students to track learning and identify areas needing improvement, perhaps resulting in increased self-directed learning and motivation
- Exposing students to information literacy (and course) rubrics can make learning goals more transparent and clear to students
- Reviewing periodic student self-assessments offer librarians and instructors data for use in identifying trends, understanding student progress, and formulating and/or redirecting the path of instruction within a course
- This format of assessment is sustainable and easy! It can easily be implemented in other sections of a course (or even other courses, with some modifying) with little burden on librarian-faculty workloads

◆ **Key learning – What’s your observation or reflection on this project? What did you or the faculty member learn from this project?**

This project has been successful in many ways. Our initial assessment work with this course in 2006 included collecting student papers and rating them against our information literacy rubric for the course (see our [2006 Project Report](#)). The process we used in 2006, while sustainable, was much more involved than the project described here in this report. After conducting this assessment project using the rubric-generated self-assessment tool I realize this format is probably a much more reasonable way to maintain assessment activities in this course in terms of managing time and workloads of librarians and faculty involved.

I’m very pleased how reviewing the self-assessments allowed us to have the necessary data in a timely manner at varying points of the quarter to help us keep tabs on student progress and areas needing review or emphasis during class time or activities. It was very encouraging to have a better grasp of how students were moving through the course in relation to the information literacy-related learning goals, especially since as a librarian, I have limited time with the students and often don’t see their work.

The self-assessments appeared to have an impact on the quality of student work produced in the course, which thrilled the instructor. For example, after he collected the first batch of rough draft papers, he came by my office excitedly waving them saying, “Look how thick these are!” He was surprised and impressed because typically the rough drafts students in his Eng 102 classes turned in were a mere 4-5 pages (for a 10-12 page final paper), but this time they were in the 7-9 page range and demonstrated students pushed themselves to crank out a decent rough draft instead of a few pages of “stuff” to suffice for a grade and the peer review process. Students reported the self-assessments also helped them track their learning and progress, which I had hoped would be an extra benefit of the tool and process.

Collecting this kind of student data was very rewarding from a librarian point of view, especially because we often don’t get to see the products resulting from student research or have a means to understand if students are “getting it.” While I did not see rough drafts or final papers, I felt I had ample information from the self-assessments to make adjustments to my role in the class along the way, and to validate why we do information literacy instruction in the first place! Not only does the data make me feel great about my work, it offers evidence to administrators and others of the value librarians and information literacy instruction adds to student learning outcomes at the course or college level.

My thoughts at this point are that I will continue to perform this type of assessment in my Eng 102 courses as long as the faculty I work with are willing. We’ve made revisions to the tool and process recommended by the students and will implement the project slightly differently this spring. For example, the student feedback indicated three self-assessments felt redundant, so this quarter we’ll instead administer it at two strategic points in the quarter: once before any library instruction, and again after they turn in their final papers.

Our enthusiasm about the perceived success of this project has already spread to other librarians and instructors of Eng 102 who have asked to hear more about how we did it and to see the self-assessment tool we used. We plan to hold at least one meeting of English faculty during spring quarter to share our project and outcomes, as well as to encourage others to adopt the self-assessment tool and use it as they see fit in their sections of Eng 102. The ultimate goal being that this information literacy self-assessment take place at least once in *every* section of Eng 102 every quarter.

APPENDIX A:
Boolean searching and keyword development worksheet

English 102 – Pouliot

Name _____

Your Librarian: Leslie Bussert, lbussert@uwb.edu

English 102 web guide: <http://library.uwb.edu/english/students/102/pouliot/>

PART 1: Breaking down your research question/topic

1. Please write your potential research topic or question on the line below (keep in mind your question and focus may change and evolve as you go about your research):

Example: *Should public schools in the U.S. offer free laptop computers to students?*

2. In order to begin constructing effective searches using Boolean Operators, you'll need to break down your topic and brainstorm some search terms, or **keywords**, to build your searches with.

Keywords include *synonyms, broader or narrower terms, and related terms*, but they might also be *phrases, names or places*.

➔ First, identify the main ideas or concepts of your research question/topic like we've done here (see underlined concepts):

Example: *Should public schools in the U.S. offer free laptop computers to students?*

- a. Write the main ideas or concepts of your research question/topic here:

PART 2: Brainstorming Search Terms (Keywords)

Now that you've identified the main ideas and concepts of your research question/topic, brainstorm additional search terms for those ideas so you can search catalogs and databases more effectively. (Note: You may have more or less than four main ideas as we've illustrated below.)

For example:

Main idea: <i>PUBLIC SCHOOLS</i>	Main idea: <i>U.S.</i>	Main idea: <i>FREE</i>	Main idea: <i>LAPTOP COMPUTERS</i>
Additional keywords: <i>elementary school middle school high school K-12 primary school</i>	Additional keywords: <i>United States USA North America America</i>	Additional keywords: <i>no cost complimentary</i>	Additional keywords: <i>laptop computer PC notebook</i>

1. **Brainstorm and write your keywords for each main idea or concept in the boxes below (refer back to 2a on page one for your main ideas).** Feel free to use a thesaurus or talk with other people if that helps you think of additional keywords.

➔ **Remember**, keywords include *synonyms, broader or narrower terms*, and *related terms*, but they might also be *phrases, names* or *places*.

Main idea: _____	Main idea: _____	Main idea: _____	Main idea: _____
Additional keywords:	Additional keywords:	Additional keywords:	Additional keywords:

PART 3: Building Keyword Boolean Searches

Now that you have many search terms to use, **construct a couple of Boolean searches** to try in the databases you were shown in class.

- ➔ Construct searches using the keywords you feel best describe each main idea of your topic
- ➔ Use the Boolean Operators **AND, OR, (), ***, and " " like we've done in the examples below:

Search #1: "public school*" AND america AND (laptop* OR notebook*)

Search #2: "primary school*" AND ("united states" OR america) AND laptop

1. **Write your topic search strings here:**

Search #1: _____

Search #2: _____

PART 4: Performing your Boolean Searches

Try each of your searches in two or more databases listed on your English 102 web guide. Try to find one source from the results of each search you listed in Part 3 (for a total of **TWO** sources) on your research question/topic.

- English 102 web guide: <http://library.uwb.edu/english/students/102/pouliot/> (try starting with Expanded Academic Index or ProQuest).

1. Record the following information from the sources you think are most useful for your topic. Recording this information will allow you to find the articles again should you decide to read and use them for your research:

Source #1:

- Database: _____
- Search you entered: _____
- Article Title: _____
- Author(s): _____
- Source (Journal/Magazine/Newspaper title): _____
- Year of publication: _____
- List some new search terms/keywords you got from this source (HINT: examine words from the title, abstract, or full text of the article):

- How does this source relate to your research question/topic?

Source #2:

- Database: _____
- Search you entered: _____
- Article Title: _____
- Author(s): _____
- Source (Journal/Magazine/Newspaper title): _____
- Year of publication: _____
- List some new search terms/keywords you got from this source (HINT: examine words from the title, abstract, or full text of the article):

- How does this source relate to your research question/topic?

PART 5: Reflection – Why am I doing this?? 😊

1. In the space below, briefly **respond to the following questions:**

- What kind of results did your search strings produce? Were they relevant to your topic? Were they useful for your research? How?
- What differences between each set of search results did you notice? Did one search seem more effective than the other? Did one produce more relevant results for your research topic? Why?
- Why were the results of each of your searches different?
- In what ways did you/might you modify your searches to produce better results next time?

PART 6: Feedback – What did you learn?

1. In the space below, please briefly **respond to the following questions:**

- What did you learn from the library workshop and this worksheet? What was new to you? What was most helpful for you and your research?
- What still remains unclear to you regarding Boolean searching, the library catalog and/or the databases, or any other area of library research?

APPENDIX B:
Information Literacy Self-Assessment worksheet

CCC English 102 Information Literacy Skills & Processes

<p>Dimension 1: Defines the topic and/or research question</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Selects a broad topic rather than defining a specific topic or question • Identifies minimal key concepts within the topic or question • Determines the extent and nature of some of the information needed <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Selects and defines a specific research topic or question • Identifies many key concepts within the topic or question • Is able to determine the extent and nature of most of the information needed <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Selects, defines, and clearly articulates a research topic or question with subsidiary, embedded, or implicit aspects • Identifies many key concepts and specifically addresses the topic/problem through sub-topics/sub-questions/multiple perspectives • Shows strong ability to determine the extent and nature of the information needed to adequately address their question/topic 	<p style="text-align: center;">Where am I? What do I need to work on?</p>
<p>Dimension 2: Uses various techniques to access information</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Demonstrates awareness, but selects inappropriate searching methods and/or information retrieval systems • Experiments with new information seeking strategies and/or methods to learn about their research question/topic <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Selects appropriate information seeking methods and/or information retrieval systems • Applies new information seeking strategies and/or methods to modify, update or learn about their research question/topic <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Self-consciously selects relevant and appropriate information seeking methods and/or information retrieval systems • Applies a repertoire of creative and flexible information seeking strategies and/or methods to modify, update or learn about their research question/topic 	<p style="text-align: center;">Where am I? What do I need to work on?</p>
<p>Dimension 3: Uses multiple types of sources</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Distinguishes some types or formats of potential sources • Uses a few types or formats of information <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Distinguishes many types or formats of potential sources • Uses many types or formats of information <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Distinguishes many appropriate types or formats of potential sources • Uses many appropriate types or formats of information 	<p style="text-align: center;">Where am I? What do I need to work on?</p>

<p>Dimension 4: Evaluates sources for accuracy, relevancy, and bias</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Articulates and/or applies evaluation criteria to some sources of information • Shows an awareness of the audience or purpose or point of view of information sources • Shows an awareness of the characteristics (significance, contradictions, etc.) or context of information and sources <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Articulates and applies evaluation criteria to some sources of information • Explains the audience and purpose and point of view of information sources • Appraises explicitly the unique characteristics (significance, contradictions, etc.) or context of information and sources <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Articulates a sophisticated evaluation criteria and consistently applies that criteria to sources of information • Consistently analyzes the audience, purpose, and point of view of information sources • Explains how unique characteristics (significance, contradictions, etc.) or context of information and sources affects meaning 	<p>Where am I? What do I need to work on?</p>
<p>Dimension 5: Organizes, synthesizes and incorporates information into knowledge base</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Minimally summarizes main ideas and/or information • Establishes interrelationships among ideas and/or does little comparison of new and prior knowledge <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Accurately summarizes main ideas and/or information in context and with detail • Establishes interrelationships among ideas and/or does some comparison of new and prior knowledge <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Accurately summarizes main ideas and/or information as well as their sub-topics/sub-questions/multiple perspectives • Establishes interrelationships among ideas and/or accurately compares new and prior knowledge to construct new concepts/ideas/insights 	<p>Where am I? What do I need to work on?</p>
<p>Dimension 6: Uses information ethically and responsibly</p> <p><i>Often, a writer entering English 102</i></p> <ul style="list-style-type: none"> • Cites some sources appropriately • Demonstrates knowledge of legal or ethical standards for information use <p><i>Upon successfully completing English 102, a writer</i></p> <ul style="list-style-type: none"> • Cites most sources appropriately • Demonstrates knowledge of legal or ethical standards for information use <p><i>An established researcher</i></p> <ul style="list-style-type: none"> • Consistently cites sources appropriately • Consistently demonstrates knowledge of legal or ethical standards 	<p>Where am I? What do I need to work on?</p>

APPENDIX C: **Summary notes from reviewing student self-assessments**

Self-assessment #1 summary notes:

Most prominent areas for improvement/practice, in order of prevalence

- Citing sources - both when and how (style)
- Narrowing topics
- Synthesis of info, including paraphrasing
- Less reliance on internet/Google and more library sources
- Recognizing point of view and bias

Even when many felt confident in certain areas they usually also recognized they could use improvement and/or practice. Many identified as being "beginning 102 writers" and many expressed the need/desire for more practice with research and research writing in general.

Self-assessment #2 summary notes:

Across the board:

- Many were appreciative of Norm's paraphrasing and citation lessons/ppt slides and activities. Some of those felt they still could use improvement through practice.
- All students generally self-reported improvement in all or most dimensions. Only a couple were inflated, in my opinion.
- Many indicated their approaches to evaluating sources for relevance and bias had been newly established or improved upon
- Many are confusing the distinction between an "online database" and a non-library database "online source" - we could try and be more clear next quarter, perhaps.

Self-assessment #3 summary notes:

Students indicated they feel/are:

- Confident picking, defining, and narrowing topics
- Better at paraphrase/summary, but still practice useful
- Easier to find reliable sources via library resources
- Better at evaluating sources
- Improved citing
- Better prepared for future research papers/projects in other classes
- Rely less on Google – databases just as easy now
- Not as overwhelmed by library resources
- Better at identifying biases and understand values of multiple viewpoints

Many also admitted continued practice in multiple areas (especially Dimension 5 - synthesis) would be needed and useful.

Language they're now using to describe their writing and research abilities:

- Stronger, confident, better, improved, easier, strengthened, successful, capable, developed, prepared, understand, effective, comfortable,

APPENDIX D:

Summary notes from the extra prompts on self-assessment #3

At the end of the third self-assessment, students were asked to respond to the following additional prompts:

Lastly, we'd like some of your feedback on what you thought of performing the three information literacy self-assessments this quarter.

Please briefly respond to the following prompts in the space below:

- *What did you think overall about doing the three self-assessments of this sort this quarter? Why?*
- *Did doing the self-assessments help you understand better the library-related learning goals of the course? How/why?*
- *Did doing the self-assessments help you track your learning and progress in this class? How/why?*
- *Do you have any suggestions for improving how your instructor and librarian could improve or modify how we asked you to complete these three self-assessments?*

Summary notes from student responses to the above prompts:

Self-assessments helped the students:

- "track your progression through English 102"
- "keep you in check, and help you stay on top of the game"
- "helped me understand and remember the information that I learned by taking this course"
- By writing it down, "the information I have learned becomes engrained in my head. Therefore...I will be able to apply the concepts learned in this class more effectively in other classes."
- Show my growth in the various areas
- Helped me reflect on my growth
- "I think doing the self-assessments three times a quarter is a good idea because it gives the student a way to look at how much they have learned"
- "encouraged me to keep on working through the hard times in this class"
- IL development trajectory helped to "see the learning goals of this course and what I really needed to work towards"
- "It was interesting, at the beginning of the quarter I thought it was pointless, but looking back on what I have learned, I can see its value. It did help me see where I had improved throughout the quarter"
- Helped me "acknowledge what I needed to work on as a writer"
- After doing the worksheet "I understood the many skills that I should get out of the course and be able to carry onto in my next courses"
- "by the third one I could see how much improvement I had made and ultimately how the English class improved my writing and researching abilities"
- "a good way to let the students understand what they were learning and how much they had improved throughout the class by actually explaining how their abilities had evolved"
- They "acted as a reminder of what areas I needed to improve on throughout the quarter"
- "I was aware of possible weaknesses that could arise in my writing because of these assessments"
- "I believe that they can be very effective means of improving ones writing if utilized correctly with proper care and time put into their completion"
- "helped me understand better what the library was all about and the goals for the course"
- helped to "see what it is I really need to know to become an 'established researcher'"
- "the self-assessment helped identify key concepts in the library-related reseaching"
- "allow[ed] me time and place to reflect on my learning and what I have gained from this class"
- "it helped me focus my time and energy on what was really important for the class..they were kind of like study guides, so it made it easier when we were in the library to know what was going on"

- "I feel like I was able to track my learning because the assessments told us exactly what we should know how to do"
- "I was better able to understand how the library can help me out in times of need when it comes to research and development"
- "the greatest aspect of the assessment[s] was comprehending and acknowledging the progress I have made within the class...it helped me to view my comprehension of what Mr. P taught"
- "I [am] glad to have had use of this tracking device and plan to refer back to it when writing future assignments"
- "Surprisingly I learned so much!!! I could really tell this from the assessment. The best part is I can use what I have learned from this class for a very long time"
- They "helped me think critically of where my skills in this class not only stood, but how they improved throughout the class"
- They "did help me understand the library-related learning goals...use of the library became easy and very helpful"
- "this is the first [information] literacy self-assessment I have ever done. I think it helped me learn what I need to work on and what I learned from this course"
- The library-related learning goals "are easily identifiable when presented in this manner"

Suggestions:

- Are all three self-assessments needed? Two recommended
- Define the levels of writing better/clearer; sometimes redundant
- Maybe ask a few questions of the student and what they want to get/learn from the class and library?
- Give some examples for each topic on what level of writer/researcher should be able to do/work towards
- More specific examples of the different levels of IL
- Have it be one document where each assessment done in different text color
- Too many – 1 or 2 would've been just fine. The 2nd seemed redundant
- Helpful yet redundant
- Three were a bit excessive, 2 would be more beneficial
- Seem redundant if little change between each one – 1st and 3rd seemed most useful
- New template – difficult to write in this format; easier in plain word, no chart
- 3 is too much – the 1st one important to let us know what the course is designed to teach us and see where we're at; last one shows you your improvement
- "I had a really hard time understanding what it was that I am supposed to do or write about"
- Topics like proofreading or peer review should be included

Other:

- Self-assessments weren't useful – 5 students
 - Keep track of learning mentally
- "I liked the fact that the librarians knew what they were talking about"

Characteristics of Programs of Information Literacy that Illustrate Best Practice

Information Literacy in the Washington Community and Technical Colleges - LSTA Grant

Based on the *Institute for Information Literacy's Best Practices Initiative*
Please refer to the following link for more information about these criteria.
<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>

This is being used as a self-evaluation of our progress throughout this grant process. This does not assume all colleges are doing all of these things at the "Program Strength" level or that all of these activities are equally important to us.

Please complete by July 15, 2006

If you have any questions or problems, please contact Lynn Olson at 253-964-6366 or lolson@pierce.ctc.edu

College Name

Skagit Valley College

Name of Librarian Entering Data

Linda Hendrick

Please answer each question with two check marks. One checkmark indicates where your college's Information Literacy Program was *two years ago*, at the start of this grant process. The second checkmark indicates where you are *at this time*. If only one box is checked, that means there has not been movement (progress) on that criterion.

Category 1: Mission

A mission statement for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
◆Includes a definition of information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Is consistent with ACRL's "Information Literacy Competency Standards for Higher Education"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Corresponds with the mission statement of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Clearly reflects the contributions of and expected benefits to all institutional constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Appears in appropriate institutional documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆Assumes the availability of and participation in relevant lifelong learning options for all - faculty, staff, and administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆Is reviewed periodically and, if necessary, revised	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 2: Goals and Objectives

Goals and objectives for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
◆Are consistent with the mission, goals, and objectives of programs, departments, and the institution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Establish measurable outcomes for evaluation for the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Reflect sound pedagogical practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Accommodate input from various constituencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
◆Articulate the integration of information literacy across the curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
◆Accommodate student growth in skills and understanding throughout the college years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Apply to all learners, regardless of delivery system or location;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Reflect the desired outcomes of preparing students for their academic pursuits and for effective lifelong learning; and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
◆Are evaluated and reviewed periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 3: Planning

Planning for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Articulates its mission, goals, objectives, and pedagogical foundation;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Anticipates and addresses current and future opportunities and challenges;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Is tied to library and institutional information technology planning and budgeting cycles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Incorporates findings from environmental scans;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Accommodates program, department, and institutional levels;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Involves students, faculty, librarians, administrators, and other constituencies as appropriate to the institution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establishes formal and informal mechanisms for communication and ongoing dialogue across the academic community;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Establishes the means for implementation and adaptation;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Addresses, with clear priorities, human, technological and financial resources, current and projected, including administrative and institutional support;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes mechanisms for articulation with the curriculum;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes a program for professional, faculty, and staff development; and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Establishes a process for assessment at the outset, including periodic review of the plan to ensure flexibility.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 4: Administrative and Institutional Support

Administration within an institution:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Identifies or assigns information literacy leadership and responsibilities;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Plants information literacy in the institution's mission, strategic plan, policies, and procedures;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Provides funding to establish and ensure ongoing support for a) formal and informal teaching facilities and resources, b) appropriate staffing levels, c) professional development opportunities for librarians, faculty, staff, and administrators; and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Recognizes and encourages collaboration among disciplinary faculty, librarians, and other program staff and among institutional units;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Communicates support for the program;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Rewards achievement and participation in the information literacy program within the institution's system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 5: Articulation with the Curriculum

Articulation with the curriculum for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Is formalized and widely disseminated;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Emphasizes student-centered learning;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Uses local governance structures to ensure institution-wide integration into academic or vocational programs;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Identifies the scope (i.e., depth and complexity) of competencies to be acquired on a disciplinary level as well as at the course level;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Sequences and integrates competencies throughout a student's academic career, progressing in sophistication;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Specifies programs and courses charged with implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 6: Collaboration

Collaboration among disciplinary faculty, librarians, and other program staff in an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Centers around enhanced student learning and the development of lifelong learning skills;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Engenders communication within the academic community to garner support for the program;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Results in a fusion of information literacy concepts and disciplinary content;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Identifies opportunities for achieving information literacy outcomes through course content and other learning experiences; and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Takes place at the planning stages, delivery, assessment of student learning, and evaluation and refinement of the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 7: Pedagogy

Pedagogy for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Supports diverse approaches to teaching;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Incorporates appropriate information technology and other media resources;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes active and collaborative activities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Encompasses critical thinking and reflection;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Responds to multiple learning styles;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Supports student-centered learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Builds on students' existing knowledge; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Links information literacy to ongoing coursework and real-life experiences appropriate to program and course level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 8: Staffing

Staff for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Include librarians, disciplinary faculty, administrators, program coordinators, graphic designers, teaching/learning specialists, and others as needed;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Serve as role models, exemplifying and advocating information literacy and lifelong learning;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Are adequate in number and skills to support the program's mission;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in instruction/teaching and assessment of student learning;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in curriculum development and expertise to develop, coordinate, implement, maintain, and evaluate information literacy programs;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Employ a collaborative approach to working with others;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Receive and actively engage in systematic and continual professional development and training;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Receive regular evaluations about the quality of their contribution to the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 9: Outreach

Outreach activities for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Communicate a clear message defining and describing the program and its value to targeted audiences;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Provide targeted marketing and publicity to stakeholders, support groups and media channels;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Target a wide variety of groups;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Use a variety of outreach channels and media, both formal and informal;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Include participation in campus professional development training by offering or co-sponsoring workshops and programs that relate to information literacy for faculty and staff;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Advance information literacy by sharing information, methods and plans with peers from other institutions; and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Are the responsibility of all members of the institution, not simply the librarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 10A: Assessment/Evaluation for Program Evaluation

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
◆Establishes the process of ongoing planning/improvement of the program;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Measures directly progress toward meeting the goals and objectives of the program;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Integrates with course and curriculum assessment as well as institutional evaluations and regional/professional accreditation initiatives; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Assumes multiple methods and purposes for assessment/evaluation a) formative and summative, b) short term and longitudinal;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10B: Assessment/Evaluation for Student Outcomes

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
◆Acknowledges differences in learning and teaching styles by using a variety of appropriate outcome measures, such as portfolio assessment, oral defense, quizzes, essays, direct observation, anecdotal, peer and self review, and experience;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Focuses on student performance, knowledge acquisition, and attitude appraisal;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Assesses both process and product;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆Includes student-, peer-, and self-evaluation;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10C: Assessment/Evaluation for all

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
◆Includes periodic review of assessment/evaluation methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Optional Questions

What activities at your library (or college) have really advanced your information literacy program so far?

The inclusion of information literacy as one of the general education outcomes. The library worked with classroom instructors to develop rubrics for information literacy and presented them at a Fall 2006 inservice on assessment.

What challenges or barriers do you still feel you face in implementing the Information Literacy Program you want to have?

New general education outcomes number 11 with information literacy a new addition. It may take instructors some time to incorporate information literacy into their curriculum.

Do you feel the grant (and its activities) have been helpful or supportive in accomplishing your goals? What else could be done?

The grant gave us a great boost by 1) immersion gave us the vocabulary and methods to address information literacy concerns to the campus, 2)the grant provided money to pay classroom instructors to help develop rubrics & those rubrics have been very helpful, 3) the grant allowed us to learn from our colleagues.

Thank you for completing your self-assessment!

Characteristics of Programs of Information Literacy that Illustrate Best Practice

Information Literacy in the Washington Community and Technical Colleges - LSTA Grant

The ACRL Best Practices Survey was previously conducted in summer 2006. At that time, you were asked to measure where your institution was in terms of incorporating information literacy practices when the grant was first awarded and at the midway point. We are administering the survey one final time now. Ideally, the results of the surveys will show an arc of progress in achieving Best Practices at your institution. However, we strongly encourage you to answer each survey question honestly, even if you do not feel this reflects positively on the achievement of Information Literacy goals. Answer each question in the context of your library's practices today.

Go the IL Wiki to see the answers you submitted previously.....

This is being used as a self-evaluation of our progress throughout this grant process. This does not assume all colleges are doing all of these things at the "Program Strength" level or that all of these activities are equally important to us.

Please complete by May 9th, 2008.

If you have any questions or problems, please contact Lynn Olson at 253-964-6366 or lolson@pierce.ctc.edu

College Name

Bellevue Community College

Name of Librarian Entering Data

Nicole Longpré

Category 1: Mission

A mission statement for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Includes a definition of information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Is consistent with ACRL's "Information Literacy Competency Standards for Higher Education"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Corresponds with the mission statement of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Clearly reflects the contributions of and expected benefits to all institutional constituencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Appears in appropriate institutional documents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Assumes the availability of and participation in relevant lifelong learning options for all - faculty, staff, and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Is reviewed periodically and, if necessary, revised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 2: Goals and Objectives

Goals and objectives for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Are consistent with the mission, goals, and objectives of programs, departments, and the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Establish measurable outcomes for evaluation for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Reflect sound pedagogical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Accommodate input from various constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Articulate the integration of information literacy across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Accommodate student growth in skills and understanding throughout the college years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Apply to all learners, regardless of delivery system or location;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Reflect the desired outcomes of preparing students for their academic pursuits and for effective lifelong learning; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Are evaluated and reviewed periodically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 3: Planning

Planning for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Articulates its mission, goals, objectives, and pedagogical foundation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Anticipates and addresses current and future opportunities and challenges;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Is tied to library and institutional information technology planning and budgeting cycles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Incorporates findings from environmental scans;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Accommodates program, department, and institutional levels;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Involves students, faculty, librarians, administrators, and other constituencies as appropriate to the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establishes formal and informal mechanisms for communication and ongoing dialogue across the academic community;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establishes the means for implementation and adaptation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Addresses, with clear priorities, human, technological and financial resources, current and projected, including administrative and institutional support;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Includes mechanisms for articulation with the curriculum;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Includes a program for professional, faculty, and staff development; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establishes a process for assessment at the outset, including periodic review of the plan to ensure flexibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 4: Administrative and Institutional Support

Administration within an institution:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Identifies or assigns information literacy leadership and responsibilities;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Plants information literacy in the institution's mission, strategic plan, policies, and procedures;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Provides funding to establish and ensure ongoing support for a) formal and informal teaching facilities and resources, b) appropriate staffing levels, c) professional development opportunities for librarians, faculty, staff, and administrators; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Recognizes and encourages collaboration among disciplinary faculty, librarians, and other program staff and among institutional units;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Communicates support for the program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Rewards achievement and participation in the information literacy program within the institution's system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 5: Articulation with the Curriculum

Articulation with the curriculum for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Is formalized and widely disseminated;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Emphasizes student-centered learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Uses local governance structures to ensure institution-wide integration into academic or vocational programs;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Identifies the scope (i.e., depth and complexity) of competencies to be acquired on a disciplinary level as well as at the course level;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Sequences and integrates competencies throughout a student's academic career, progressing in sophistication;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Specifies programs and courses charged with implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 6: Collaboration

Collaboration among disciplinary faculty, librarians, and other program staff in an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Centers around enhanced student learning and the development of lifelong learning skills;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Engenders communication within the academic community to garner support for the program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Results in a fusion of information literacy concepts and disciplinary content;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Identifies opportunities for achieving information literacy outcomes through course content and other learning experiences; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Takes place at the planning stages, delivery, assessment of student learning, and evaluation and refinement of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 7: Pedagogy

Pedagogy for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Supports diverse approaches to teaching;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Incorporates appropriate information technology and other media resources;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Includes active and collaborative activities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Encompasses critical thinking and reflection;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Responds to multiple learning styles;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Supports student-centered learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Builds on students' existing knowledge; and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Links information literacy to ongoing coursework and real-life experiences appropriate to program and course level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Category 8: Staffing

Staff for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Include librarians, disciplinary faculty, administrators, program coordinators, graphic designers, teaching/learning specialists, and others as needed;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Serve as role models, exemplifying and advocating information literacy and lifelong learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Are adequate in number and skills to support the program's mission;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in instruction/teaching and assessment of student learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in curriculum development and expertise to develop, coordinate, implement, maintain, and evaluate information literacy programs;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Employ a collaborative approach to working with others;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Receive and actively engage in systematic and continual professional development and training;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Receive regular evaluations about the quality of their contribution to the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 9: Outreach

Outreach activities for an information literacy program:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Communicate a clear message defining and describing the program and its value to targeted audiences;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Provide targeted marketing and publicity to stakeholders, support groups and media channels;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Target a wide variety of groups;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Use a variety of outreach channels and media, both formal and informal;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Include participation in campus professional development training by offering or co-sponsoring workshops and programs that relate to information literacy for faculty and staff;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Advance information literacy by sharing information, methods and plans with peers from other institutions; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Are the responsibility of all members of the institution, not simply the librarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10A: Assessment/Evaluation for Program Evaluation

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Establishes the process of ongoing planning/improvement of the program;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Measures directly progress toward meeting the goals and objectives of the program;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Integrates with course and curriculum assessment as well as institutional evaluations and regional/professional accreditation initiatives; and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Assumes multiple methods and purposes for assessment/evaluation a) formative and summative, b) short term and longitudinal;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10B: Assessment/Evaluation for Student Outcomes

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Acknowledges differences in learning and teaching styles by using a variety of appropriate outcome measures, such as portfolio assessment, oral defense, quizzes, essays, direct observation, anecdotal, peer and self review, and experience;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Focuses on student performance, knowledge acquisition, and attitude appraisal;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Assesses both process and product;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Includes student-, peer-, and self-evaluation;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10C: Assessment/Evaluation for all

Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Includes periodic review of assessment/evaluation methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional Questions

What activities at your library (or college) have really advanced your information literacy program so far?

We have made a lot of progress with our assesement program for library instruction. We've had the opportunity to work with more discipline faculty on authentic assessment. The newly renovated library facility helps bring many to the library--we're much more visible than before.

What challenges or barriers do you still feel you face in implementing the Information Literacy Program you want to have?

We don't know how to market what we have to offer, so many resources are underused. We need to learn how to get on faculty/administration radar. Understaffing is always an issue.

Do you feel the grant (and its activities) have been helpful or supportive in accomplishing your goals? What else could be done?

Yes, the grant has continued to be helpful. It's given us the starting point to work with faculty. Planned activities will continue, providing future benefit. The grant provided the push to do things that we needed to do but never got around to doing, like a library instruction assessment program. The task of reviewing mission, goals, and objectoves has started us thinking about developing a planning framework.

Thank you for completing your self-assessment!

Question 1 (Multiple select)

24 of 24 respondents answered this question.

Select the name of the college with which you are affiliated.

	Number of Respondents	Percent
Bates	0	0.00%
Bellevue	2	8.33%
Bellingham Technical	0	0.00%
Big Bend	0	0.00%
Cascadia	2	8.33%
Centralia	0	0.00%
Clark	1	4.17%
Edmonds	1	4.17%
Grays Harbor	1	4.17%
Green River	0	0.00%

Highline	3	12.50%
Lake Washington Technical	0	0.00%
Olympic	1	4.17%
Peninsula	1	4.17%
Pierce	0	0.00%
Renton Technical	1	4.17%
SCC Central	3	12.50%
SCC North	1	4.17%
SCC South	2	8.33%
Shoreline	0	0.00%
Skagit	1	4.17%
Spokane CC	1	4.17%
Spokane Falls	0	0.00%
Tacoma	2	8.33%
Walla Walla	0	0.00%
Wenatchee Valley	0	0.00%
Whatcom	0	0.00%
Yakima Valley	1	4.17%

[top](#)

Question 2 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #1 - Build partnerships/relationships with individuals and groups on campus in order to elevate information literacy to a campus-wide enterprise.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	4	16.67%
2	12	50.00%
3	5	20.83%
4	2	8.33%
5	1	4.17%
Total	24	100.00%

Average rating: 2.33

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	0	0.00%
3	3	12.50%
4	17	70.83%
5	4	16.67%
Total	24	100.00%

Average rating: 4.04

Question 3 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #2: Regularly scan the campus and higher education environment in order to use information literacy as a catalyst for the library's participation in educational transformation.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	5	20.83%
2	10	41.67%
3	7	29.17%
4	2	8.33%
5	0	0.00%
Total	24	100.00%

Average rating: 2.25

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	1	4.17%
3	6	25.00%
4	14	58.33%
5	3	12.50%
Total	24	100.00%

Average rating: 3.79

Question 4 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #3: Engage in ongoing reflective practice in order to create and sustain renewal and growth of information literacy program development and leadership.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	6	25.00%
2	6	25.00%
3	8	33.33%
4	4	16.67%
5	0	0.00%
Total	24	100.00%

Average rating: 2.42

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
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1	0	0.00%
2	0	0.00%
3	10	41.67%
4	9	37.50%
5	5	20.83%
Total	24	100.00%

Average rating: 3.79

Question 5 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #4: Exercise leadership within the library and throughout the campus in order to influence library, curriculum, and instructional decisions.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	5	20.83%
2	8	33.33%
3	7	29.17%
4	4	16.67%
5	0	0.00%
Total	24	100.00%

Average rating: 2.42

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	0	0.00%
3	6	25.00%
4	14	58.33%
5	4	16.67%
Total	24	100.00%

Average rating: 3.92

Question 6 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #5: Identify and garner resources in order to build the capacity necessary to accomplish an information literacy mission.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	6	25.00%
2	8	33.33%

3	8	33.33%
4	2	8.33%
5	0	0.00%
Total	24	100.00%

Average rating: 2.25

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	2	8.33%
3	8	33.33%
4	10	41.67%
5	4	16.67%
Total	24	100.00%

Average rating: 3.67

Question 7 (Rating grid)

23 of 24 respondents answered this question.

Program Outcome #6: Value risk-taking and looking for the second right answer in order to engage in the creative process.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	3	13.04%
2	10	43.48%
3	7	30.43%
4	3	13.04%
5	0	0.00%
Total	23	100.00%

Average rating: 2.43

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	1	4.35%
3	4	17.39%
4	16	69.57%
5	2	8.70%
Total	23	100.00%

Average rating: 3.83

Question 8 (Rating grid)

24 of 24 respondents answered this question.

Program Outcome #7: Develop a culture of assessment and continuous learning in order to capitalize on strengths as well as opportunities for change.

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	4	16.67%
2	12	50.00%
3	6	25.00%
4	2	8.33%
5	0	0.00%
Total	24	100.00%
Average rating: 2.25		

2. Three years after Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	0	0.00%
2	1	4.17%
3	5	20.83%
4	13	54.17%
5	5	20.83%
Total	24	100.00%
Average rating: 3.92		

Question 9 (Free response)

22 of 24 respondents answered this question.

What was the most useful skill/idea you learned at Immersion?

	Number of Respondents	Percent
--long-term project management skills	1	4.55%
Annual assessment project matrix by Deb Gilchrist.	1	4.55%
Applying the structure and discipline of strategic planning to direct, manage & sustain the Library's information literacy initiatives.	1	4.55%
Assessment / Deb's workshop and support	1	4.55%
Assessment rubrics	1	4.55%
Assessment. I don't think I'm still very good at it, but that was very useful.	1	4.55%
Authentic assessment	1	4.55%
Collaborating with other faculty in implementing information literacy in their curriculum	1	4.55%
Collaboration with other faculty is vital to get the message out.	1	4.55%
creating an instruction dept plan and keeping it up-to-date as a living document	1	4.55%
Developing the rubric	1	4.55%
How to identify a few high priority program goals and focus efforts on those, rather than trying to do everything all at once.	1	4.55%
How to think of assessment systematically, and to think of assessment in terms of outcomes		

(seems obvious now that I've been thinking of assessment in those terms for 3 years, but I wouldn't have thought of it otherwise!).	1	4.55%
I did not learn any new skills but I expanded my existing skills, such as collaboration with faculty members across campus.	1	4.55%
Immersion helped frame planning and collaboration to help us create and articulate a real information plan that we can share with our colleagues outside the library.	1	4.55%
Probably the systematic program planning and assessment model—especially the idea of indicators “What will this look like?” and “How will we know?”—rather than simply goals and an action plan consisting of strategies, dates, and “who is responsible”	1	4.55%
Reframing a situation or issue helps me understand things from a different perspective. If I can reframe an issue from structural to a human resource or political frame, sometimes I find a better solution that is better suited than initially thought. I have also come to really appreciate the symbolic frame.	1	4.55%
Several skills....determination, patience, endurance, creativity, partnership.	1	4.55%
The Five Questions format for developing outcomes and assessments - whenever I find myself struggling on how to approach a instructional session, I return to this and it helps clarify the important issues for me.	1	4.55%
The idea that there needs to be an overall plan for information literacy on the campus, rather than just activities.	1	4.55%
The most useful ideas learned at Immersion centered around techniques to enhance collaboration.	1	4.55%
The whole issue of "authentic" assessment.	1	4.55%
Total	22	100.00%

Question 10 (Free response)

22 of 24 respondents answered this question.

Please give one example of how your campus approach to Information Literacy has changed over the four years of the grant.

	Number of Respondents	Percent
--being more strategic about where we are involved in the curriculum	1	4.55%
1) The librarians are collaborating more with each other and well as with the class/program instructors.	1	4.55%
By offering workshops to interested faculty members on IL, a group of highly competent "IL Champions" has emerged to spread the word.	1	4.55%
Frequent collaborations with faculty and information literacy is more explicitly included in assignment rubrics.	1	4.55%
Has it really been four years? We are finally testing rubrics associated with our Core Abilities. This is a huge step forward from where we were four years ago. The campuswide approach will assure that IL is embedded in the coursework at OC	1	4.55%
I see more partnerships between our librarians and faculty when planning research or library-related projects for students.	1	4.55%
Information Literacy is now a college-wide outcome and the librarians now have more leverage in getting involved with other faculty in helping implement and assess the outcome.	1	4.55%
Information literacy used to be a "librarians' thing." Now information literacy has been raised to the institution level. As one of the six learning outcomes to be studied this year, a college-wide information literacy task force has been formed with administrators and faculty members. A draft information literacy assessment rubric has been developed by the committee. The approved rubric will be applied to courses which specify information literacy as one of their learning outcomes as stated in their syllabi. The task force and the college's testing center are discussing ways to administering information literacy skills test to entering students.	1	4.55%
It is more systematic. We are reaching out to more faculty, AND as more faculty are involved, more faculty reach out to us as a result of encouragement by their colleagues. We're still not as disciplined/systematic as we should be (when not involved in a formal assessment project), but we are more often asking to review or discuss with discipline instructors the “authentic assessments”—which are usually student products.	1	4.55%

Librarians have been able to work well with more part time faculty in designing assignments and teaching classes. Librarians are more engaged in the assessment process and have opened lines of communication and established partnerships with full time and part time faculty in the disciplines.	1	4.55%
Our campus has added information literacy as a campus-wide outcome! Also, we have merged the 1-credit IL class with a 3-credit CTEC class that is required for BTEC majors, and created a 2-credit "living online" class. This BIG change means that for the first time, we have a *required* class that emphasizes information literacy alongside and equal to technology literacy outcomes.	1	4.55%
The collaboration and coordination of efforts between Library administration and library faculty have significantly benefited from strategic planning and assessment.	1	4.55%
The perception of IL has changed over the years, but it really depends on each department and each faculty member.	1	4.55%
The timing was absolutely perfect. My campus was in the process of rewriting its general education learning values. They now include information literacy as a learning value all its own. All students should have developed the skills associated with this value by the time they graduate.	1	4.55%
We are trying to talk about it more to many more groups around campus. Getting not just faculty and administration's attention, but also student groups.	1	4.55%
We are working with the Cascadia English faculty at a new level of assessment and respect.	1	4.55%
We established workshops and developed several more collaborative IL efforts with individual faculty.	1	4.55%
We have cultivated "information literacy champions" who have helped us build our program. We are planning with the assumption that we will not achieve our goals without faculty from outside the library as our partners. We are also actively engaged in the broader curriculum and assessment work that information literacy is a part of. We've successfully used IL as a test case for examining outcomes with broad reach. After Immersion, we were fortunate enough to receive a marketing grant from the state library which helped us further articulate and realize our IL goals.	1	4.55%
We have done assessments that have helped us to know more about information literacy awareness and abilities on our campus than we did before. We also have more formal partnerships with discipline faculty in incorporating information literacy in the curriculum and this has increased the visibility of our information literacy efforts.	1	4.55%
We have worked as a district to provide a successful 2 day workshop; we have also provided a number of 1 day workshops. It is making a difference-	1	4.55%
We haven't accomplished this yet, but we frequently discuss ideas for how to get past the "this is how you find things" model (click here, click there), and do more in the way of helping students become solid *evaluators* and *synthesizers* of information.	1	4.55%
We've done a lot of peer mentoring and one-on-one work with individual faculty members with regard to incorporating information literacy in their classes. The grant helped to support us in reaching these faculty because we were able to offer them stipends. Giving stipends to work with us on "library collaboration projects" also made these faculty more accountable to us in terms of working with us on assessment, and sharing what their students had accomplished.	1	4.55%
Total	22	100.00%

Question 11 (Free response)

19 of 24 respondents answered this question.

What skill/idea have you encountered since Immersion that you believe would help other librarians develop their campus Information Literacy programs?

	Number of Respondents	Percent
Ability to formulate information literacy outcomes for different college constituencies: ESL, Special needs, Developmental programs, transfer students, professional/technical programs.	1	5.26%
Bring faculty from across the disciplines to talk about information literacy integration and assessment. It leads to cross pollination.	1	5.26%
Faculty appreciate opportunities to have meaningful discussions about teaching, learning, and curriculum development, and they show up if you offer these opportunities. When framed as part of this conversation, IL takes on great power for faculty. When help encourage faculty assess IL,	1	5.26%

they say the model we offer helps them overall with articulating outcomes and assessing them.		
Faculty partners more likely to participate with some small monetary enticement. Money does not necessarily pay for the amount of work, but faculty like being acknowledged for this extra effort. Sharing the results of assessments that are likely to be "universal" with the entire campus community has been a successful marketing tool for the promotion of information literacy.	1	5.26%
I think it is critical to build relationships across campus. Find your friends and supporters out there and engage them in your efforts.	1	5.26%
I think we just need to keep reminding ourselves that we don't need to assess everything every time; that we can focus on one small skill and not worry about all the others. Keeping that in mind helps me not to feel overwhelmed by the immensity of the entire project. It can seem quite daunting.	1	5.26%
Keep information literacy at the forefront, all the time, and always look for ways to work it into the topic at campus meetings, etc. Correlary to that - don't keep it to yourself. Get out of the library and talk to people on campus. Don't try to do it all at once. If all an instructor is interested in is keeping students from citing wikipedia, take that and run with it. As they say, sometimes enough is as good as a feast.	1	5.26%
Leverage the College's assessment processes (or accreditation process) to heighten faculty awareness of the Library's instructional mission and the centrlicity of information literacy as a general education outcome.	1	5.26%
Our Written Communications dept. developed a rubric to be used by other departments to assess students' abilities to write at the college level. Becky Sproat is working on a similar "Info Literacy" rubric, to be used by instructors in other departments to measure students' abilities to *use information* at the college level.	1	5.26%
Persistence; finding faculty leaders to help us spread the word.	1	5.26%
Program assessment skills.	1	5.26%
Relating to faculty more in their terms than in our terms. Figure out what they might find interesting or useful and incorporating that.	1	5.26%
See #9	1	5.26%
Taking a group of faculty members off-campus for a day-long retreat might be a useful technique for other librarians. (A grant was obtained in order to do this.)	1	5.26%
Target skills classes such as Writing and Speech, which everyone takes, as the primary starting point for integrating information literacy as a campus-wide program.	1	5.26%
The importance of collaboration with individual discipline faculty and what a difference this makes in incorporating informaiton literacy in the curriculum.	1	5.26%
The librarians of the Seattle Community Colleges put on a shared Information Literacy Immersion program for any of the faculty in our District who wished to attend. This was a truly amazing event, and generated a lot of excitement and awareness of information literacy among faculty (and also administrators) in our district. We raised money to put on the event, as well as money for stipends to pay faculty for completing an information literacy project of their choice. Working together on this project was a powerful experience for us, and together we were able to reach a large number of faculty across the district. Working with their campus librarians was built into the program, so that faculty had to actually produce a project to receive their stipend. Information Literacy Immersion gave all three campuses a many new allies around information literacy. I know for a fact that the faculty members from my campus are out there doing information literacy with their students because they've continued to work with me. Some of them have gone on to incorporate IL on their own, but they talk to me about what they are doing.	1	5.26%
Web 2.0 applications	1	5.26%
Work with a group of like minded discipline faculty to make sure that IL is incorporated into the Core Abilities, and then into the curriculum as a whole. That certainly gives a lot more credence to our message.	1	5.26%
Total	19	100.00%

[top](#)

Question 12 (Free response)

23 of 24 respondents answered this question.

How has assessment of information literacy changed at your campus since Immersion?

	Number of Respondents	Percent
--it has provided a useful model for how to assess student work in other learning outcomes (i.e. not info lit)	1	4.35%
I don't feel like there's been a huge change, but overall IL assessment is being done more than before, and in a more authentic manner. We have some tools (assessments and assignments) that are available on our website, and we understand better how and when to use them. We're able to speak with greater confidence with our faculty about how and why they might want to use them.	1	4.35%
In my assessment, it is still working on progress.	1	4.35%
In part due to our campus's accreditation cycle, the library has been working for the last few years on a project to assess student use of information in research papers across disciplines. It's been interesting for us to see where we're effective, and where we're not (especially when we *assumed* we were making an impact and weren't necessarily). As a result, we've been working with faculty from many disciplines, and have been able to engage in interesting -- and often fruitful-- dialogues about info literacy across campus.	1	4.35%
Information literacy is one of the 5 campuswide student learning outcomes. Academic departments have to address it in the CAF (Course Adoption Form). More faculty are involved with teaching and assessing information literacy.	1	4.35%
It has started to be more structured and has developed into a partnership between the librarians and discipline faculty. Assessment will be an evolving effort for a few years.	1	4.35%
It is changing on campus with accreditation standards. The library was ahead of the game with our immersion experiences. It is an improving and evolving process.	1	4.35%
Many faculty partners are more deliberate about info literacy outcomes and provide students with more incremental activities to gain skills, so assessment is also incremental --providing better feedback on individual skill sets that need improvement. Assessment, generally, is more a part of the campus culture than it was. This is partially due to activities of this grant, but substantially due to the efforts of Assessment Liaison activities and both the intellectual and financial support of the College's VP for Academic Affairs	1	4.35%
More faculty are aware of the importance of information literacy at all levels of education, although it continues to be a challenge when it is viewed as extraneous to discipline-based outcomes.	1	4.35%
Not much. This is an area where it doesn't seem that we have a lot of impact. We're still working on it, though!	1	4.35%
Our best friend is our institutional researcher. We learned a lot about constructing assessment projects and the importance of communication among all participants. Because the college has information literacy as a learning value, not just the librarians, but the whole college has an interest in information literacy assessment.	1	4.35%
Slightly more involvement, but not nearly enough, yet.	1	4.35%
The campus has information literacy as a college-wide outcome! It is now part of the Assessment Dept's. reporting scheme.	1	4.35%
The Information Literacy Task Force has developed a draft rubric for the college-wide adoption. The draft rubric has been endorsed by the VP for Instruction and the college's assessment officer.	1	4.35%
The use of "authentic assessment" rubrics has increased.	1	4.35%
This year we've been having students in the library collaboration classes do pre- and post- self assessments, and we have also been working with individual faculty members on developing grading rubrics that incorporate criteria for information literacy.	1	4.35%
We are more aware of the need for "authentic" assessment and look for ways to incorporate that into the library workshops that we teach.	1	4.35%
We are more consistent and rigorous in assessment of information literacy.	1	4.35%
We have begun to engage non-library faculty in assessing information literacy. I think we've made progress in shifting IL assessment to a shared responsibility, but I think we have more work to do to better understand whether & how our teaching & collaborations result in students who are more information literate when they complete their goals at the college.	1	4.35%
We know to pick one project a year and see it through.	1	4.35%
We work more closely with individual discipline faculty in developing assignments that help		

students develop their information literacy skills and follow up with faculty about whether students apply what they have learned after their library information literacy instruction sessions. We have also used Survey Monkey to survey faculty about our online information literacy tutorial Research 101.	1	4.35%
We're more aware of the need to do assessment, but not that far along in incorporating it into our work.	1	4.35%
We've progressed to the point of testing rubrics campuswide.	1	4.35%
Total	23	100.00%