

**Question 1 (Multiple select)**

16 of 16 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Bates	0	0.00%
Bellevue	2	12.50%
Bellingham Technical	0	0.00%
Big Bend	0	0.00%
Cascadia	0	0.00%
Centralia	0	0.00%
Clark	1	6.25%
Edmonds	1	6.25%
Grays Harbor	0	0.00%
Green River	0	0.00%
Highline	3	18.75%
Lake Washington Technical	0	0.00%

Olympic	0	0.00%
Peninsula	1	6.25%
Pierce	2	12.50%
Renton Technical	1	6.25%
SCC Central	0	0.00%
SCC North	0	0.00%
SCC South	0	0.00%
Shoreline	0	0.00%
Skagit	3	18.75%
Spokane CC	1	6.25%
Spokane Falls	0	0.00%
Tacoma	0	0.00%
Walla Walla	0	0.00%
Wenatchee Valley	0	0.00%
Whatcom	1	6.25%
Yakima Valley	0	0.00%

**Question 2 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #1 - Design meaningful instructional activities that address different learning styles, recognizing different student motivations, backgrounds, and experiences, in order to address student learning needs in a coherent and systematic fashion.**

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	2	12.50%
2	8	50.00%
3	5	31.25%
4	1	6.25%
5	0	0.00%
Total	16	100.00%

Average rating: 2.31

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	2	12.50%
4	13	81.25%
5	1	6.25%
Total	16	100.00%

Average rating: 3.94

**Question 3 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #2: Adopt a constructivist approach to information literacy instruction in order to develop a theoretical perspective and foundation for selecting teaching approaches and learning activities.**

## 1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	5	31.25%
2	9	56.25%
3	2	12.50%
4	0	0.00%
5	0	0.00%
Total	16	100.00%

Average rating: 1.81

## 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	6.25%
3	3	18.75%
4	11	68.75%
5	1	6.25%
Total	16	100.00%

Average rating: 3.75

**Question 4 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #3: Teach from a learner-centered perspective in order to engage students in the learning process.**

## 1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	2	12.50%
2	9	56.25%
3	3	18.75%
4	1	6.25%
5	1	6.25%
Total	16	100.00%

Average rating: 2.38

## 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	1	6.25%
4	11	68.75%
5	4	25.00%
Total	16	100.00%

Average rating: 4.19

**Question 5 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #4: Analyze and assess personal teaching methods, habits, and styles in order to expand pedagogical repertoire and shape diverse learning situations.**

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	5	31.25%
2	6	37.50%
3	5	31.25%
4	0	0.00%
5	0	0.00%
Total	16	100.00%

Average rating: 2.00

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	4	25.00%
4	10	62.50%
5	2	12.50%
Total	16	100.00%

Average rating: 3.88

**Question 6 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #5: Assess student learning in order to inform and improve practice.**

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	8	50.00%
2	7	43.75%
3	1	6.25%
4	0	0.00%

5	0	0.00%
Total	16	100.00%

Average rating: 1.56

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	6.25%
3	5	31.25%
4	8	50.00%
5	2	12.50%
Total	16	100.00%

Average rating: 3.69

**Question 7 (Rating grid)**

16 of 16 respondents answered this question.

**Program Outcome #6: Capitalize on personal leadership characteristics/potential in order to commit acts of leadership and affect change in institutional/professional practice.**

1. Before Immersion

Little confidence, knowledge, or skill (1) - Exceptionally confident, knowledgeable, and skilled (5)	Number of Respondents	Percent
1	5	31.25%
2	9	56.25%
3	1	6.25%
4	1	6.25%
5	0	0.00%
Total	16	100.00%

Average rating: 1.88

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	12.50%
3	6	37.50%
4	8	50.00%
5	0	0.00%
Total	16	100.00%

Average rating: 3.38

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**Question 8 (Free response)**

16 of 16 respondents answered this question.

**Please give one example of how you altered your teaching style or an assignment as a result of what you learned at Immersion.**

	Number of Respondents	Percent
Based on Immersion learning about assessment (esp. Deb Gilchrist and Anne Zald session), I have developed rubrics and integrated assessment in LI sessions and work with discipline faculty.	1	6.25%
Best tip learned at Immersion: wait for a response. Even if it takes 10 seconds.	1	6.25%
Handouts organized by "Where to find ..." questions. Each guide is easily tailored to the needs of individual classes. Limit teaching to subject specific resources, I let the student needs lead teaching -- they tell me about their assignment and we work together to discover the best resources. Less "process" unless they ask for it.	1	6.25%
I am able to focus more on the exact assignment that the students are working on instead of a broader focus.	1	6.25%
I begin most of my classes by asking the class questions about their prior experience with library instruction, database use, familiarity with scholarly journals, etc. If there are students with experience, I ask for their comments/info on the topics as they come up in class.	1	6.25%
I designed assignment with clear outcomes, curriculum, learning activities, assessment mechanisms and assessment criteria.	1	6.25%
I do a lot more active learning that I did prior to immersion. I used to think that they needed "all the info" before they could apply the learning. Now I try application at a much earlier stage.	1	6.25%
I have changed all of my curriculum to include an activity for each topic that directs students to discover the information I used to feed them in lecture. I am moving toward an online presence where the activities, assignments and handouts can be accessed online, leaving me in an advisory role and empowering students to discover, implement and evaluate their own information literacy competencies.	1	6.25%
I have pared down content and migrated from the traditional fifty minute lecture to multiple short sessions to allow more time for active learning and student reflection.	1	6.25%
I have tried different techniques within the 50 minute orientation to accommodate learning styles. One example is having students do computer exercises after instruction. Our library does not have a computer lab classroom so I have shortened instruction and taken students into the library to use the computers there. We are hoping to acquire wireless laptop computers for our classroom. When that happens I intend to use 'jigsaw' exercise when teaching periodical database.	1	6.25%
I now have only two outcomes per session.	1	6.25%
I sometimes teach less! Instead of trying to cram everything into a 50 minute class, I am teaching students to think more about choosing the right resource and giving basic instruction on different ones and allowing them to experiment and learn.	1	6.25%
I use the class management techniques we learned.	1	6.25%
I've really adopted the "less is more" philosophy, and only try to address those aspects of IL that students will be able to apply immediately given their current assignments. The assessments I've administered, and the feedback I'm getting from students indicates this is really working well.	1	6.25%
In concert with team-teaching faculty members I became part of the classroom on a weekly basis and worked individually with groups of students on researching for their specific research assignments.	1	6.25%
Incorporated more activities geared to the learning styles of the students into our teaching	1	6.25%
Total	16	100.00%

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**Question 9 (Free response)**

15 of 16 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
1) Present on Information Literacy at a Faculty retreat and/or at Professional Development days. 2) Serve on Curriculum Committee. 3) Attend information literacy related webinars. 4) Utilize the	1	6.67%

snowball sampling technique to recruit faculty.

I never used a rubric before (frankley, as a student, they made me itch). I always had the impression that rubrics were created to load so much information and requirements onto a page that it made a lame assignment look important. After seeing some good examples of relevant, manageable rubrics (that didn't make your eyes cross, speaking of learning styles) I realized that they could be very useful to give clear expectations to students and empower students to evaluate their own performance. I now use several with my assignments to help student evaluate and think critically. 1 6.67%

I think the collaboration with others has helped greatly. If there were more time for the librarians at my college to collaborate and share ideas, we'd all improve. 1 6.67%

Making homegrown learning objects (Camtasia tutorials) specific to a given course (e.g., psychology). 1 6.67%

My mind must be mush tonight because this question has me puzzled. I like the idea of embedding librarians in classes but haven't acted on that idea yet. It is something I look forward to doing and hope to start soon. It seems that embedding librarians in online classes would be something that could be easily done. I think that is one idea that has great promise. 1 6.67%

One of the big challenges I've faced has been getting participation from the faculty at the assessment stage. They usually respond that they're too busy to either (a) send me copies of student assignments so I can review them, or (b) incorporate IL criteria into their assessment. I recently tried a new way that was not so time consuming, an adaptation of a rubric someone shared at one of our workshops. I identified five criteria for the rubric, all linked directly to our outcomes. I provided clear detailed descriptions of each level of competence, from emergent, to competent, to exemplary. I asked the instructor to give me percentages of the class that had met each level for each of the criteria. She didn't have to assess each student, but the class as a whole. The instructor filled it out, and the results were very good. I also asked her for feedback on this form of assessment and it was very positive. Here's her feedback: This was easy for me to fill out...I just consulted my grade book and I made lots of notes this quarter... First of all: This assignment was SO HELPFUL in class...I think they finally understand the concept writing assignment, better than ever before in the past. My students were pretty divided this quarter in classes: 9am was very scholarly with few writing issues--we were able mainly to focus on the writing and thinking aspect of the class and not get hung up on "how" to express themselves. The 10am had many more grammar issues--but were still scholarly--it's just that we spent a lot more time trying to write "clearly". I think the results show in the rubric percentages. For the questions below, are you asking me to refer to the evaluation of the rubric, or the assignment, itself? I am assuming you are talking about the rubric? 1.How easy do you think it is for you to use? It was simple... 2.How relevant do the criteria seem to you? The criteria are very relevant and show me if I reached my overall goals in the class (I don't usually look at this aspect of my teaching and it really helped) 3.Any other feedback? I would recommend this approach to other teachers. I think the interaction with you as an instructor was important, as well. I know the students felt that there was a connection with the library and not just with me, as their instructor. 1 6.67%

Present new library resources to students in campus student centers. Go to where they are and do a "show and tell." 1 6.67%

Since Immersion, I have encountered the necessity of continuing work with discipline faculty to integrate assessment at the course development and evaluation stages. IL assessment must be part of the final evaluation of the students and course. And following up to link the assessment to rethinking the next session is key. 1 6.67%

Student-centered focus: what do they need to be able to do? 1 6.67%

Teaching reading strategies, such as various types of notetaking or holding thinking, as part of the information literacy program. 1 6.67%

The best idea is to get Information Literacy added as a gen. ed value. Make faculty buy into sorry it. 1 6.67%

The importance of collaborating with faculty on IL projects and building a network of informed partners to support the infusion of IL into quarter classes. 1 6.67%

The online tutorials that have been developed are very useful. We have been discussing which concepts would be best suited to short, on-demand, online tutorials. (BTW, Immersion helped us with this because it introduced us some of the best work out on the web.) 1 6.67%

The web based Zoho database that Pierce librarian Frank Brasile developed. It collects more mundane stuff like the number of classes each of us teaches and assessment level data that corresponds to the Pierce IC ability. The reports it generates can help us see our results as individuals and as a group. 1 6.67%

Together with my colleagues I have developed a "Toolkit for Teaching Information Literacy" on our website consisting of exercises, assessments and other instructional resources that we can pick from as we work with faculty.	1	6.67%
Total	15	100.00%

### Question 10 (Free response)

15 of 16 respondents answered this question.

#### Give an example of how student learning has changed positively since you have applied the skills/ideas you learned at Immersion.

	Number of Respondents	Percent
A cohort of students who I worked extensively with two quarters ago, as a guest "lecturer" on research strategies, are now primed with basic resources information and search strategies. We're now working together to do more focused and individualized research.	1	6.67%
I have a bigger set of skills when working with students. I recently had an instructor tell me that the class coming for instruction was young and very active. Before I wouldn't have know how to approach a class like this, but I was able to develop an active exercise that still taught the components that were required for the students to be successful with their assignment.	1	6.67%
I have yet to collect solid data on student learning. I plan to do that next year. However, I do have anecdotal reports from a number of instructors saying that short multiple sessions has resulted in better student learning.	1	6.67%
I try to cover less stuff in class and give students more hands on time with materials. I've started teaching database searching in a computer lab class where each student has a computer. I visit each student in the class and chat about their searches. I'm amazed by how many don't quite understand how to select good search terms until we talk specifically about their topic at a one on one level - and then the light goes on.	1	6.67%
More student comments and evaluations that indicate instruction has helped them.	1	6.67%
More students are able to participate in the session because I have the entire group in better control. With a quieter and calmer class, students are able to learn from each other as well as me.	1	6.67%
My students are much more engaged. By eliminating most of the lecture, (where you can cover more content) and adding activities, I was forced to prioritize what content needed to be covered. It is quality over quantity and I get many more questions, more students visiting me for individual instruction and much higher-level questions. The students ask me what they want to know instead of me telling them what they need to know. I say "I'm so glad you asked" in the classroom much more often now that the instruction is student-led.	1	6.67%
Our IL plan included outreach to target groups and the teacher track provided help in teaching diverse groups. Since Immersion, I have been better able to adapt teaching to our target groups and the students have come to report their successes (i.e. improved information literacy skills).	1	6.67%
Students are more engaged. It is difficult to use some of the methods because we do not see the students regularly. It is usually a 50 minute shot and they are gone. But, I mention that students learn differently and that I don't expect everybody to know everything from this short class and enourage them to come see me on their own and they often do!	1	6.67%
Students have told me they like computer classes in which they can try what I teach. I particularly have had good response from ESL classes where I ask students to come to my teaching computer and demonstrate. I do this after 10 minutes asking them their names and where they lived before coming to the United States. Once the atmosphere is relaxed (I can be very funny without intending to when I try to pronounce their names or where they were born) they seem to learn more and are less worried when they need something explained a second or third time. I see that using different methods takes longer but does reach more students.	1	6.67%
Students now work more directly with the resources and services through IL activities and assignments. In informal surveys and feedback, students report that they feel more comfortable using the library and appreciate learning about how the books are organized on the shelves (the Library of Congress Classification system) and about the Library's online resources which they can use from off-campus.	1	6.67%
Students who have gone on to four-year programs have reported that research classes they are taking at the four-year institution resemble my online class, and how they are thankful they were required to learn how to search for and evaluate resources available in library databases at	1	6.67%



our community college because the skills were applicable in there upper-level undergraduate work.

Students with library instruction produce better assignments than students that have not.	1	6.67%
The last time I assessed student learning in this same class, same teacher, same assignment, only 5% of students scored at above the "emergent" level. This time, between the two classes, 90-95% of students scored above that level, and 60% and 40%, respectively, scored at the exemplary level. This is a vast improvement! I'm very pleased.	1	6.67%
We often assess student learning now. This seems to assist in the learning process. It certainly encourages student motivation.	1	6.67%
Total	15	100.00%

**Question 1 (Multiple select)**

128 of 130 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Bates	0	0.00%
Bellevue	12	9.38%
Bellingham Technical	0	0.00%
Big Bend	0	0.00%
Cascadia	1	0.78%
Centralia	1	0.78%
Clark	5	3.91%
Edmonds	3	2.34%
Grays Harbor	4	3.12%

Green River	0	0.00%
Highline	14	10.94%
Lake Washington Technical	0	0.00%
Olympic	3	2.34%
Peninsula	4	3.12%
Pierce	9	7.03%
Renton Technical	5	3.91%
SCC Central	19	14.84%
SCC North	10	7.81%
SCC South	7	5.47%
Shoreline	0	0.00%
Skagit	0	0.00%
Spokane	2	1.56%
Spokane Falls	0	0.00%
Tacoma	15	11.72%
Walla Walla	0	0.00%
Wenatchee Valley	0	0.00%
Whatcom	5	3.91%
Yakima Valley	9	7.03%

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**Question 2 (Multiple select)**

128 of 130 respondents answered this question.

I incorporate resource-based learning as part of my pedagogical strategy. NOTE: Resource-based learning is defined as a "method of teaching and learning that requires the student to explore a topic by finding information in numerous and varied sources of information." (ACRL)

	<b>Number of Respondents</b>	<b>Percent</b>
frequently	91	71.09%
sometimes	33	25.78%
infrequently	4	3.12%
not at all	0	0.00%

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**Question 3 (Multiple select)**

126 of 130 respondents answered this question.

I am familiar with the concept of information literacy. NOTE: Information literacy is defined as "the set of skills needed to find, retrieve, analyze, and use information effectively." (ACRL)

	<b>Number of Respondents</b>	<b>Percent</b>
very	107	84.92%
somewhat	19	15.08%
not at all	0	0.00%

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**Question 4 (Multiple select)**

128 of 130 respondents answered this question.

I incorporate assessment of students' information literacy into my assignments. NOTE: In this case assessment is defined as "the act or process of gathering data to better understand the strengths or weaknesses of student learning." (ACRL)

	<b>Number of Respondents</b>	<b>Percent</b>
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systematically	38	29.69%
often	49	38.28%
sometimes	39	30.47%
not at all	2	1.56%

### Question 5 (Multiple select)

128 of 130 respondents answered this question.

My students are introduced to information literacy concepts via (check all that apply)...

	Number of Respondents	Percent
my own instruction	120	93.75%
librarian instruction	105	82.03%
research tutorials or handbooks	43	33.59%
other	15	11.72%

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### Question 6 (Free response)

17 of 130 respondents answered this question.

IF you answered "other" to question 5, please briefly explain how information literacy concepts are introduced to your students. IF you did not answer "other" to question 5, move on to next question.

	Number of Respondents	Percent
As part of our information literacy initiative, my students in English 102 [Writing From Research] are required to complete a Literacy Information Worksheet at the beginning of the course and again near the end of the course in order to track and compare their progress in the use of information literacy skills and concepts.	1	5.88%
demonstrative using websites, guest speakers who work and practice in areas where these skills will be important.	1	5.88%
Guided practice and group work with computers and resources during class time.	1	5.88%
Having them do some hands-on research in trying to find answers to questions that come up in class.	1	5.88%
I give students information and ask them to critique them, to assess very points, and then interpret and evaluation ads, newspaper articles, campaign brochures, headlines, photos, etc.	1	5.88%
I provide lesson/project instructions about sources of information and feedback on projects specifically about the quality of "found" sources by the students. Regarding library instruction--I link the library on-line resources in my on-line courses. Also I allude to these resources in the project instructions and in my feedback to individual students. I look for other on-line sources of how to discern appropriate sources of information--specially for health and nutrition courses.	1	5.88%
Many have picked up methods before entering my class -- through?	1	5.88%
NOTE on #5 response: Our branch campus does not have a library, so that's why I don't incorporate librarian instruction; however, on the main campus, I know the librarians do offer instruction, and I know that many do use and benefit from that instruction. I have appreciated our librarians development of an Information Literacy Rubric I could use to guide my development of my own assessment tools.	1	5.88%
online sources	1	5.88%
Peer tutoring, particularly on computers.	1	5.88%
Provide examples of scientific journal article(s) and references cited method.	1	5.88%
Test	1	5.88%
The South Seattle CC library website. I demonstrate how it is organized and require use of various parts for assignments: locate a book in the physical library by looking it up online;using specific databases for career-oriented and diversity-oriented assignments.	1	5.88%
They have been instructed by learning prior to enrollment in our program.	1	5.88%
We have an information literacy across the curriculum project here so I know that several		

colleagues are also infusing information literacy in their curriculum.	1	5.88%
We integrate exercises that require students to develop an understanding and appreciation of intellectual property rights and responsibilities. For example, the federal government has adopted guidelines for doing oral history that were developed by the Oral History Assn., the American Historical Assn., & the Org. of American Historians as an alternate to the federal guidelines mandated for the treatment of human subjects by scholars and students in other disciplines. Students who are required in one survey course to do oral history must follow these oral history protocols and they must follow the procedures for integrating other people's accounts and resources, having them review what is presented as their contributions and provide written permissions that allow the students to present this information and use any images generated or provided by their sources when they write their papers, orally present their work, or publish their research on our course websites. All my history students are required to learn how to document, using the Chicago Style handbook, and in every class must complete a documentation exercise that requires them to quote directly, paraphrase, and abstract information from primary and secondary source materials and provide full and correct citations for a wide range of online and print sources, both primary and secondary.	1	5.88%
website tutorials, alternate reality games	1	5.88%
Total	17	100.00%

### Question 7 (Multiple select)

128 of 130 respondents answered this question.

I collaborate with librarians to design assignments that assess students' abilities in the research process.

	Number of Respondents	Percent
often	38	29.69%
sometimes	69	53.91%
not at all	21	16.41%

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### Question 8 (Multiple select)

127 of 130 respondents answered this question.

Student papers and/or projects demonstrate improvement with library instruction in information literacy concepts.

	Number of Respondents	Percent
definitely	84	66.14%
somewhat	31	24.41%
not much	3	2.36%
library instruction not given	9	7.09%

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### Question 9 (Multiple select)

128 of 130 respondents answered this question.

I incorporate library instruction into (check all that apply)...

	Number of Respondents	Percent
pre-college level courses	31	24.22%
100 level courses	104	81.25%
200 level courses	58	45.31%
none	4	3.12%

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### Question 10 (Multiple select)

128 of 130 respondents answered this question.

My students learn to evaluate information.

	<b>Number of Respondents</b>	<b>Percent</b>
systematically	45	35.16%
often	64	50.00%
sometimes	18	14.06%
not at all	1	0.78%

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**Question 11 (Multiple select)**

128 of 130 respondents answered this question.

My students learn to effectively use information resources.

	<b>Number of Respondents</b>	<b>Percent</b>
as a main objective	58	45.31%
as a secondary objective	66	51.56%
as an aside	4	3.12%
not at all	0	0.00%

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**Question 12 (Multiple select)**

126 of 130 respondents answered this question.

I assess information literacy concepts in my students' work by using (check all that apply)...

	<b>Number of Respondents</b>	<b>Percent</b>
rubrics	79	62.70%
pre and/or post-tests	26	20.63%
grading criteria	99	78.57%
other	19	15.08%

**Question 13 (Free response)**

19 of 130 respondents answered this question.

IF you answered "other" to question 12, please briefly explain how you assess information literacy concepts in your students' work. IF you did not answer "other" in question 12, move on to the last question.

	<b>Number of Respondents</b>	<b>Percent</b>
Again, the Information Literacy worksheet that is assigned at the beginning and end of the course is also used by me and the research librarian as an assessment tool.	1	5.26%
an assignment specifically designed around information literacy.	1	5.26%
Classroom discussions also require students to present and evaluate their own and their peers' use and documentation of primary and secondary source materials.	1	5.26%
Especially in my below-100 classes, I often just ask them what their experiences and understanding of libraries are. And that can open a discussion of why libraries and media resources are so important in college.	1	5.26%
Feedback assessments in the form of mini essays in response to specific questions about what they learned about doing research and from info literacy workshops. I call them "Ten Minute Briefs"	1	5.26%
I assess by reading. My students compose a research paper which has to integrate sources and weigh their authority. the range of their choice in authorities tells a tale, as does their depth of understanding. A full Works Cited page is part of the course assignment, and the requirements for range there is set out in specific proportion, based on 'type' of source.	1	5.26%
I assess information literacy by the students' ability to get the resources needed to do their	1	5.26%

assignments.

I do not systematically assess information literacy concepts for my ESL students. If they have a library tour, I follow up with having them fill out questionnaire or write a paragraph about what they learned. If they have used the library resources, I observe what resources they used (as evidenced in citations and/or copied materials attached to the assignment).	1	5.26%
I often have students complete evaluation checklists on online sources and submit the sources before their larger projects are due, so I can assess their research before they use it. In certain classes, I also incorporate assignments that specifically practice IL concepts.	1	5.26%
In addition to the periodical assignment, the group research project using database resources, the letter to the editor assignments, the rough and final drafts of the research papers (all of which are evaluated) my students write a self-evaluation at the end of the quarter detailing four things they either "learned" or "learned from." Almost always, library orientations and help come up.	1	5.26%
In-class small group activities and class discussion.	1	5.26%
Presentations and papers.	1	5.26%
read research papers submitted and return with comments.	1	5.26%
Self assessment surveys with items such as "I know how to search for information about my community" Very Well, Somewhat, A Little, Not At All.	1	5.26%
Some assignments are based specially on finding and critiquing a source of information. The grade of that assignment is based on critiquing the chosen source. Other assignments on various topics call on students to find a source(s) of information; part of the grade is based on these sources.	1	5.26%
student conferencing	1	5.26%
Students need to tell me what resources they are planning to use for assignments before they do the assignment. I can tell whether they followed the instructions about how to find the information and if they found what they were looking for.	1	5.26%
Students sometimes write an analysis of their observations and findings.	1	5.26%
Test	1	5.26%
Total	19	100.00%

#### Question 14 (Free response)

98 of 130 respondents answered this question.

Please comment on your experience collaborating with librarian/s and how it has impacted your understanding of information literacy and the quality of student work. Say as much or as little as you like. Thank you for providing us with your perspective.

	Number of Respondents	Percent
The librarians I have worked with have made heroic efforts to impart research skills to my students in library orientation sessions. However, it has been very challenging, considering the wide range of abilities and commitments among my students. The technical and personal obstacles to leading a class of 25-35 students on web searches or on information literacy has led me to question the effectiveness of even trying anymore. Students who are largely uninterested in learning the subject matter of my classes are generally even less interested in learning how to find sources about the subject matter. The amount of remedial work required for information literacy is as staggering as the amount required for basic math and English proficiency, something not generally achievable in a few library sessions.	1	1.02%
After taking several library workshops on information literacy, I experienced a transformation regarding my approach to IL in my courses. Although I understood the importance of valid/credible/authoritative sources of information, I did not see how important or necessary it was to present IL as it's own skill in my courses. Probably even more importantly, I receive a valuable education on just what is IL and why in this age, the age of too-much-information, it is a vital skill to be information literate. Now that I have seen the light, thanks to the instruction and support of my SCCC librarians, I make IL one of the key learning objectives in my course. I am very thankful for their work.	1	1.02%
Appreciate the availability, expertise, and flexibility of our librarian staff at SCCC.	1	1.02%
As a pre-college level/developmental instructor, I often introduce my students to library resources by attaching a research component to larger projects in reading and writing. The		

librarians at TCC are an invaluable resource when helping me plan the scope and process of my projects.	1	1.02%
As a result of the grant I more systematically incorporate information literacy into my classes. While I don't address at at the 070 level, I begin to address it at the 075 level, and at the 101 and 102 level I design assignments that ask for information literacy and I systematically teach it and assess for it. I use a rubric I developed as a result of the grant, and have been happy with the results. I also ask students to visit workshops put on by the library staff on topics such as plagiarism and the various databases available.	1	1.02%
As an English instructor I find that collaboration with the librarians at South Seattle consistently improves my courses. Students value the information literacy resources they learn about because they apply to their assignments, their careers, and their ability to just get practical information. Since the Information Immersion workshop two years ago I have incorporated two new excellent assignments. Students really value the quality of the information they get via the library databases versus a Google search. By requiring the use of databases (i.e, no internet searches) the quality of what students say and how they say it is far better.	1	1.02%
Collaborating with a librarian has been extremely useful for improving the quality of student work and improving the types of assignments I give. A librarian and I worked together to design some of the assignments for two different classes, and also the librarian gave detailed information to the students on how to do searches in databases. In some classes, the information was posted online; in others the librarian meet with the students. Once the students met the librarian, they were more comfortable in asking the librarian (and really any librarian) more questions about accessing information, especially through databases. I have surveyed students and asked them about the collaboration. Overwhelmingly, students respond positively. I wish that we actually had more librarians at our library. I would like to do more collaboration for more classes.	1	1.02%
Collaborating with the librarian helps me to find ways to use the resources that we have to reach my learning objectives. The librarians have also been extremely helpful in classroom instruction for my students on how to access library resources as well as one on one help for my students in finding the materials that they need.	1	1.02%
Collaborating with the librarians has been invaluable. I have learned a lot myself about researching through our library and have become better able to teach my students research skills. The students get a much better concept of what sources are considered reliable and what sources aren't. By collaborating, another benefit is that students become more familiar and comfortable with the library and are more likely to use it for future projects.	1	1.02%
Collaboration with a librarian has been very helpful for my own knowledge about ways to introduce my Dev Ed students to the concept of information literacy. I've also been able to watch a librarian help students find the most accessible and productive ways to search for info on databases and in the library itself. I'd like to learn more about how to more accurately assess information literacy in my students. Our librarians are amazingly helpful, knowledgable, and they work well with my students.	1	1.02%
David has given several faculty demonstrations on research using the internet, how to create an effective search, and how to evaluate a site. He also assisted me in creating a grading rubric for my research project in one of my classes. The rubric has clarified the objectives for the students, where the written instruction seemed to have confused students in the past.	1	1.02%
For ESL students, information literacy is critical. Library collaboration is challenging, however, because the resources are often beyond the students' English level. I think of it as planting seeds for the future as well as introducing the resources available on their reading level now.	1	1.02%
Great experience, really helpful. I have collaborated before w/o a grant. I find it very useful.	1	1.02%
Here at TCC, I have found the librarians to be very willing to work with me in increasing student information literacy. In fact, I make it a point to present librarians with copies of writing assignments, and I have had librarians give direct training to students in the use of library research materials. I have not found a huge increase in the quality of student work, but I don't think that this is problem with the library instruction. It may be a problem with students using technology as a means to procrastinating more effectively--I have found that the ease with which students can gain information inspires some of them to wait until the night before (or even the hour before) the paper is due to get their research done.	1	1.02%
I am a relatively new instructor to NSCC, but both quarters I have been working here I have worked with our ESL librarian, Elinor Appel, to create activities that introduce low-level ESL students to our library. Students have learned that there are a number of (free!) resources available to them, and that there are friendly librarians there willing to help them. I believe this information and experience to be invaluable for them. I am grateful to Elinor for her enthusiasm, support, and participation in these projects. I plan to work with her every quarter and develop	1	1.02%



specific tasks for the various levels I teach. Elinor and I haven't formally approached the topic of "information literacy", but that is what we have been teaching my students.

I am very grateful for all of the wonderful resources available for students and faculty to enhance their learning experience--Stacie Bell 1 1.02%

I am very pleased with the library instruction that my students receive. I believe that students learn to effectively use the internet and databases to complete required research paper. This instruction was not available with I started teaching. With the library instruction incorporated in my class, research papers have improved which has also lead to improved grades, increased knowledge for students, and less frustration for me. 1 1.02%

I appreciated the financial incentive to conduct an information literacy project in my 100 level biology class. In my experience, students rarely show the skills to differentiate credible sources. The internet has become the primary source for information, and I hope to teach students how to distinguish the quality of their source. It would be helpful for me if there was a resource that showed how information literacy could be easily added to an existing writing assignment. 1 1.02%

I attended an Information Literacy Immersion in Fall of 2006, during which I learned about information literacy and its assessment, and created an information literacy assignment, which we have used in our program ever since. I have had only positive experiences with the library faculty and I feel that together we are helping our students be better consumers of information. 1 1.02%

I attended the Information Literacy Immersion summer institute sponsored by the librarians of our district in 2006. It was a wonderful learning experience, and I immediately began to dedicate more time and small assignments to helping the students learn to conduct scholarly research for my music history course projects. I have found that Esther Sunde offers effective strategies to get the students involved in her workshops (not just answering email as is often the case!)and I follow up with short assignments that help the students step-by-step collect relevant research for their end-of-the-quarter presentations. I am happy to report that there has been an improvement in the quality of research presented in my students' work since the IL Immersion sessions. Thank you. 1 1.02%

I believe collaborating with our librarians is valuable to helping our students better achieve information literacy. 1 1.02%

I believe my experiences collaborating with the librarians are positive and essential. They work closely with me every quarter to develop instruction sessions, and we also work to improve upon earlier quarters' lessons. 1 1.02%

I believe that I learned as much as the students. I recognized that I had not been paying enough attention to the assessment of information literacy. Working with Kitty gave me the tools to do the job and to do it well. 1 1.02%

I didn't know what Information Literacy was before attending a training with the librarians. I am not able to use what I learned very much with my level 1 and 2 ESL students, but it was good to think about, and I use it when possible. 1 1.02%

I have been fortunate to have a librarian who actively works with me in the classroom for a fall quarter class. Information literacy is a component of our objectives and we teach teach to make this happen. 1 1.02%

I have been very fortunate to work with the wonderful Librarians here at Seattle Central. Together, they have worked with hundreds of my students—helping them to achieve higher levels of research, writing, and source evaluation. I collaborate quarterly with the library staff—bringing my students into the Library for subject specific workshops as my assignments are now aligned with our Information Literacy Standards here at Seattle Central: Reflect—Learn—Connect. Define Task, Identify Options, Select Sources, Analyze Content, Evaluate, and Present Findings. My students have benefited greatly from this practice and I continue to grow as a teacher thanks to the guidance of the excellent Librarians here at Seattle Central Community College. James Cauter Music History Seattle Central Community College 1 1.02%

I have been working closely with college librarians in the Seattle Community College District (first at Seattle Central in the early 1990s and since 1996 at North Seattle CC) and I have been convinced by this work that it is essential to integrate information literacy concepts and skills into every college level history course. Putting this into practice started with one-hour "Intro to the Library" sessions and has progressed to stream of follow-up assignments in every history course to developing and teaching linked integrated studies programs wherein we link a specific history course with an information literacy course. It prompted me to develop a library documentation exercise that the American Historical Association put online as a best practice in 2003 (see Undergraduate Exercise 2 at [http://www.historians.org/governance/pd/curriculum/plagiarism\\_exercises.htm](http://www.historians.org/governance/pd/curriculum/plagiarism_exercises.htm) and to modify for many different courses since. This work has allowed me and other historians to develop many wonderful professional partnerships with our social science and other librarians who have shared information,

<p>expertise and constructive criticism with us. It has required my students to actually use the library as their learning center on campus. Thanks to the many librarians' websites developed to support my students' learning in dozens of courses, to links between their sites and mine, and to ongoing exchanges and collaborations between history and library faculty, we have come to regard our work as teamwork, and our students have come to an understanding that fruitful research requires not only student/teacher collaboration but student/librarian collaboration and librarian/teacher collaboration. We model this; good students come to understand this and begin to model this for their peers. They also spend more time in the library, develop more sophisticated research skills, and take better advantage of using our Loft tutors' assistance in further improving their papers. We work to introduce basic concepts and skills at the 100 level and reinforce and expand those in the 200 level courses, and the work our students have been doing in recent years, demonstrates that they are meeting both sets of outcomes at both levels. There are frustrations, however. Most but not all those who teach HIS prefix transfer courses (within and beyond our program) refuse to do anything about information literacy, and on our campus many of the English 101 courses do virtually nothing to build basic information literacy skills. Our Eng. 102 courses no longer require students to write research papers; for many of the 102 courses an annotated bibliography has taken the place of the research paper. So the historians, with classes that cap at 36 students, not the English faculty whose "writing" classes cap at 25, bear the burden of introducing the research paper, and teaching/reinforcing information literacy skills on campus. This work is labor intensive and very time consuming, but student assessments of their own intellectual growth and our teaching make the job rewarding. If I had my way, I would teach every 200 level history course as an integrated studies course, team taught by a historian and a librarian (given there is a time needed away from the referenced desk to teach 10 credits of class). With the work we have done and the working partnerships we have formed, we could do path breaking work in promoting information literacy and historical understanding. But the support given these efforts by the library director and library and history faculty need to be bolstered by others in academic administration, at the dean, VP and Presidential levels, and by more faculty in the other disciplines.</p>	1	1.02%
<p>I have collaborated with a learning community that combined Composition: research &amp; argumentation, US history, and research in history skills in a 12 credit course. The specific library skills helped both students and my understanding of garnering and evaluating sources.</p>	1	1.02%
<p>I have collaborated with our librarians much more in the past than currently. With the availability of the Internet, EBSCO and ProQuest in the classroom I am able to provide a cursory introduction to peer-reviewed research journals vs. other sources, APA format, and online discussions through Moodle. This has reduced my need to impose on the librarians' time to do this work. I do not recommend strongly that students participate in information literacy sessions in the library, but I do not require it since many already have the skills. Those students who do attend the library workshops tend to do quality work when they need information from journals and APA formatted references/citations. My students do use the reference librarians extensively when they are doing my assignments in the library. I try to foster this, and I actively encourage students to go to the library and see information from a librarian.</p>	1	1.02%
<p>I have come to rely on the TCC librarians as a support for every 100+ level class. We are so lucky to have them.</p>	1	1.02%
<p>I have found that library instruction is a good place to start in teaching students how to find and cite sources. However, it is not effective unless reinforced and supplemented by the instructor.</p>	1	1.02%
<p>I have found the librarians knowledgeable and helpful to me and my students. I begin each quarter with a library assignment to familiarize students with library resources and their access. Students complete a research assignment as well as a research paper in the course.</p>	1	1.02%
<p>I have had a long time relationship with library staff for my classes, but it is a non-traditional one compared with, say, the services they provide for English and Math. Information literacy is, I believe, an important component to technology literacy and fluency. The TILT tutorial, an assignment that provides an interactive assessment of an ebook collection and training in search tools and strategies, as well as some methodologies for assessing web-based resources are some of the activities I try to get my classes to have exposure to. Collaborative work with the library staff began over 12 years ago when my institution offered one of the first classes in the country with internet instruction. We have only expanded this relationship since then.</p>	1	1.02%
<p>I have had an excellent experience working with the TCC librarians to introduce my ESL students to library resources and internet research.</p>	1	1.02%
<p>I have had mixed success using librarians for teaching information literacy-- dependent almost entirely on the skill and charisma of the librarian involved. I have used the tutorials made available by the library quite successfully, especially with online courses.</p>	1	1.02%
<p>I have had two types of experiences in collaborating with librarians. The first involved taking students into the library for a session with a librarian who introduced them to the sources available in our library and to search strategies for using those sources. This involved a single session and was somewhat useful. The second experience involved collaborating with one of the librarians in a learning community. She taught a library research course as part of the learning</p>	1	1.02%

community and designed her lessons and assignments to support what students were doing in the History and English composition components of the learning community. This was extremely useful because it was ongoing throughout the quarter and students had the opportunity to immediately apply what they learned to a discipline. I wish we could do more of this.

I have nothing but positive things to say our librarians here at SCCC, especially the unobtrusive ways that they help us to identify students' needs and then help us find ways to address them. There is never the sense of handing over info lit stuff and kicking back while they do it all. It's all integrated so much better now. The Reflect-Connect-Learn model has enabled me to easily incorporate information literacy skills in ESL classes, where it used to seem like a stretch. Best of all, at least from my point of view, is how everything I've been involved in through this initiative has had a significant impact on all aspects of my teaching: I completely changed the way I incorporated information literacy (not as a library research add on!), I began to look at reading and my teaching of reading more consciously, and I became more aware of how I model (or don't model) effective IL strategies. What I mean by that last comment about strategies is really more about how I verbalize about my strategies. I want the students in my ESL classes to know I am also using the model, and the best way I know to show that is by walking them through my process several times during the quarter. The librarians at SCCC have always included the ESL student population (and the ESL instructors) in their thinking about initiatives like this one, and I'm glad that this grant was also inclusive. If there were another such grant, I'd sign up all over again.

1 1.02%

I have worked with and appreciated the work of Highline's librarians for all the twenty years of my teaching. They have taught my students in "library tutorials" and given my students one-to-one help. They've also assisted me in finding information incorporating activities that make use of the library's resources. In addition, I have worked with several of the Highline librarians over the years on ways to further my students' critical thinking skills and to incorporate information literacy into my assignments. The librarians at Highline help make my job as an instructor easier -- and more rewarding. I'm grateful to them.

1 1.02%

I have worked with librarians at TCC to help me develop an annotated bibliography project that I assign each quarter to my students. They helped me choose criteria to evaluate their sources. I devised a rubric that I hand out as part of this assignment package to serve as a guide as to what my expectations are. A librarian comes to class and presents this assignment, and instructs my students how to get to ProQuest.

1 1.02%

I haven't collaborated to the degree possible, but plan to do more of this in the future. I am currently creating an associate's degree for my program. This two-year program will include an online information literacy class offered by our college librarian.

1 1.02%

I like collaborating with librarians. Because I deal with ESL students who are easily overwhelmed by a lot of information, I don't use the library--or have them use it-- as much as I'd like. Every time I go, I realize there is a lot that I don't know.

1 1.02%

I regularly take my classes to the library for a 1-hour instruction that is tailored to their main research assignment. This hour instruction by a librarian is well worth the class time and helps students not only to find information but also to evaluate it carefully. Another benefit is that students get to know a librarian in the process and seem more likely to go to a reference librarian at other times. I have also taught a coordinated studies course that combined 2 Library credits with an Introduction to Sociology. This was by far the most useful, not just for students but also for myself. Students seemed to benefit from the library instruction, regardless of whether they had previously taken our English 205, Research Paper Writing course, or not. We will teach the course again next year, this time with 3 Library credits added to the introductory sociology course.

1 1.02%

I require a great deal of research through our Library databases; requiring scholarly journals only. Students are, initially, uninformed of the methods of obtaining such research, the methods of citing them, as well as the wealth of information they can find from them. The difference between using Wikipedia versus scientific or authoritative information seems to have escaped the generation moving from High School to College. The collaboration with the library to introduce the students to the process and helping research has been invaluable. I make it part of every class. We really must do better or the understanding of what knowledge means will be limited to conventional thinking and research will be the first hit from Google, or Yahoo, or MSN. That first hit will often be Wikipedia; that will be taken for gospel, regardless of its validity or reliability.

1 1.02%

I teach in a pre-credit academic preparation program for international students and have often collaborated with the librarians at BCC for introducing basic research concepts to my students. This has been very successful collaboration in the past and has helped prepare international students for doing research in their eventual credit classes. The BCC librarians have always been extremely helpful in designing and presenting activities appropriate to my students and my curriculum.

1 1.02%

I tend to find it most useful for me to learn from librarians and then adapt what I have learned from them to my individual classes/students. OR -- to have a librarian work closely throughout a class. Just doing workshops for students in the library is often less useful because the librarian doesn't have the full context for the assignment.	1	1.02%
I thought that the ESL library tour that my students took was very helpful and applied a lot of good hands-on training. My only complaint is that there was perhaps too much information for a single 1-hour session. I suggested doing a 2 day tour. First day: library tour and students check out ESL books. second day: How to use card catalog, call numbers, etc. Otherwise, I think it was a positive experience.	1	1.02%
I typically collaborate more informally than formally although I did attend a credit course on information literacy that was offered last year. There are often times I will mention an assignment and I will get an idea for better incorporation of resources or evaluation of sources. Working with librarians has certainly helped to sharpen my understanding of information literacy.	1	1.02%
I use the librarians for English 102, a class that explicitly emphasizes the importance of knowing how to find, evaluate and utilize sources for academic writing. I also use the librarians when I teach developmental reading classes. I probably could present the information myself, but I think it is really important that students recognize that IL is not about a particular teacher's agenda, but about the project called higher education, and that it is also something that provides tools that move beyond the English classroom, and even school. In both cases, the result is that student work improves, at least in the demonstration of what qualifies as a reliable source.	1	1.02%
I wish that I had had a Pierce College librarian's help when I was researching in college and graduate school: I learned more about research because of the Pierce librarians when I first began teaching here than I had throughout my university experience. I became a competent researcher as their student. I know how much I learned from them, and I know that because of what they taught me, I am much more prepared to help students.	1	1.02%
I would like librarians to think about how they present material to ESL students. Sometimes librarians speak quickly and don't realize that most of the information has gone over the heads of the students. Simple clear vocabulary that is consistently repeated would be helpful.	1	1.02%
I've had terrific help from each of the librarians I've worked with, most recently (and perhaps over the years, most often) with Jack Harton. Tara, Aryana, Karen, Dana -- and others whose names are escaping me now. I learn (and reconfirm and reinforce) each time I experience one of the Library Orientations -- usually distinct 'performances' whose new twists just adds to what I know. When I continue working with my students through computer lab time, using online databases, what I've picked up from the librarians gets reinforced further. The students gain a point of reference from the orientations, and they become comfortable revisiting the librarians as the term progresses. What these men and women offer is invaluable to higher learning -- not just the 'tech' side, but how technology fits with discernment of materials. Electronic 'information' can 'form' us the way education intends only if we choose the forms we wish to ingest. It's not the machines, however helpful, that matter - it's the people who understand where the machines can take us.	1	1.02%
I've learned more about finding and incorporating key information into assignments. The librarians help me understand and evaluate the sources my students choose because this is what they do. I also have an "imbedded librarian" as part of an online English 103 class I teach each quarter. I love librarians. In fact, my daughter is now in grad school at UWT to become one of 'em.	1	1.02%
I've taught at Centralia College since 1985 and I've valued every interaction with library professionals. We often discuss my assignments and their presentations and interactions with students. If there is a better collaboration between librarians, faculty, and students, I would be truly surprised. I think my experience is also echoed in the experiences of my faculty peers.	1	1.02%
Information literacy is a very important part of the speech classes I teach.	1	1.02%
It has been a couple of years since I completed the IL project in collaboration with our librarian. I already incorporate IL in my classes, but the librarian's rubric and other resources helped me to do so more explicitly and systematically and also led to a few assignments for certain research-heavy classes that really address IL specifically. I also find myself more specifically addressing issues of determining types of sources needed (and how to find them) and evaluating the quality of sources in nearly all of my classes (all except the lowest level of developmental writing, which involves only short personal narratives and summary/response writing). The students seem to be better understanding the concept of what makes a quality source. Of course, all of this would be much more effective if we had an actual library vs. just online databases and online sources for students to work with, but hopefully that will change in the near future, and our students can really start to better understand how to use libraries and can have more access to quality information.	1	1.02%

It has been a great experience working with our librarian. She has worked hard to develop activities that specifically meet the needs of our large ESL student population. By gaining these information literacy skills, our students are more prepared to enter and succeed in college level programs.	1	1.02%
It has been a great help to my ESL students, Those with little formal education comment that they are not so afraid of libraries and librarians, and they spend more time in libraries than before. Higher level ESL students report high satisfaction with the library workshops given by the librarian and show more confidence and competency in finding and evaluating information on their own. It has also helped me to understand much more about evaluating information of the Internet and to design activities that require students to practice what they've learned in the library workshops.	1	1.02%
It is a pleasure to work with the librarians at Clark. They are thoughtful in their approach to working with students and tailoring their resources to the needs of the class and assignment. I appreciated the opportunity to work on this project. It changed what I felt were the most important outcomes for my assignment and the emphasis I place on information literacy in all of my classes.	1	1.02%
It was a valuable experience. I revised and refined a major information literacy student learning project so that is more effectively addressed the information literacy outcomes adopted by my college. This grant work benefits me, my students, and the assessment work of my department.	1	1.02%
Librarians are a gold mine since they are trained in exactly the detective process that both I and my students need: HOW TO FIND INFO IN A TSUNAMI OF INFORMATION! My only caveat to this is a nearly ubiquitous demand by librarians that students "know their research question" FRAMED intelligently. Uh, that is exactly what they need help in, especially with regard to search terms!!! Librarians are not taught how to teach, but how to find and evaluate info, so sometimes we reach an impass....At Highline, the librarians are wonderfully flexible and work very well with me and my students even after I fuss about the question-forming issue! :)	1	1.02%
Librarians have been most helpful in offering faculty development opportunities.	1	1.02%
Librarians have helped me a great deal in my understanding of information literacy and student success. Through my collaboration with librarians, I have learned methods for introducing concepts, making strong assignments, and assessing students' work. I'm grateful for opportunities to work with librarians and hope for many more chances to do so in the future.	1	1.02%
Librarians help me: learn what's available in the library and online, design research projects, define what I want assignments to accomplish, be more confident that my assignment will work. Students' first-hand experience training with librarian leads to better results in their product, shows them the value of consulting with research librarians, hopefully carries over to assignments they do later in their college career.	1	1.02%
Library instruction has increased my own awareness of some research strategies that I discuss with my students when not collaborating with library instruction, so the workshops have had influences beyond the intitial target audience.	1	1.02%
My collaboration with the faculty librarians over the years has been invaluable. When I have an assignment that I would like them to help me implement, they are always very helpful in helping students learn how to find and assess information resources. At times when I have an objective for students but don't have an assignment already designed, they have been creative and very effective in helping me design a specific assignment to improve information competency skills.	1	1.02%
My college librarian is available to present to my students whenever I ask. He willing costumizes his presentation to the needs of my students. Each time he presents to my classes I learn additional information. He has also begun a five minute presentation at the monthly Faculty Senate meetings. These presentations are also very informative. This past March he presented at my local Early Childhood Conference. He was informing not only students put professionals about information literacy.	1	1.02%
My experience collaborating with SSCC librarian Shireen Deboo was very positive. She reviewed my syllabus and the assignments that involved information literacy. She provided a library information session on finding information sources relevant to the assignment. She also provided guidance in developing pre- and post-assessment tools. I will definitely ask her to help my students in the same course next year. I think by building on this year's experience, we can continue to improve the information literacy skills of our students.	1	1.02%
My experience in working with Leslie Bussert, our research librarian liaison at UWBothell, has been extraordinary and most fruitful. Over the past several years we have worked together to design and tweak collaborative lessons and materials to improve the information literacy skills and knowledges of our students. We are so pleased with our success that Leslie has invited other librarians to observe and participate in our classes so that they might bring some of our ideas	1	1.02%

into classes taught by other instructors both at Cascadia and at UWBothell.

My students learn through a hands on approach mainly in a lab style environment. Due to the very specific subject matter that we cover in this program most of the information is available through the industry. First year students do get an orientation of the library as well as a short discussion on information literacy. This information is relevant to some special projects throughout the year but in general not used on a regular basis. 1 1.02%

My work with librarians helps me become more familiar with search technologies as well as the search tools available and how to make the best use of them. I also get good ideas from the librarians about how to teach certain information and skills related to information literacy. 1 1.02%

Our librarian has provided us with tutorials that I systematically include in three levels of English instruction. Our library personnel have been helpful in working with students who are seeking sources. 1 1.02%

Our librarians are fantastic! In preparing for instruction sessions, they take into account the speech assignments from my class as well as the sources I'm hoping my students will use. The students who attend the instruction sessions have better research skills than those who do not. Thanks! 1 1.02%

Our librarians are fantastic. They make themselves available whenever we ask and, for my classes, have worked thoughtfully to shape lessons to the subject and assignment presented. 1 1.02%

Our librarians ARE GREAT PEOPLE! I teach business & our librarians prepared for me & my students the list of different business resources available in the library. That is what I share with all of my classes and what my students use to write business reports during the quarter. 1 1.02%

Our Librarians are our stars! They are so knowledgable and helpful. They have come to our Science and Math division retreats twice now and we have to shut down the conversation - in fact last time we just invited them back for a special session. I had an assignment that really depended on the students finding good resources. Up until I went to the Info Lit workshop the assignment regularly tanked for half the class. After amending the assignment at the Info Lit workshop it was a total hit. Additionally working with the Info Lit project meant that I got to work with faculty from all disciplines and made stronger ties to my colleagues. Really a great project - I hope it continues! 1 1.02%

Our librarians are the best. They are always asking if my "library" assignment is meeting my expectations and the students' needs. We work toward the outcome of "valuing inquiry" as our collaborative goal. I assess that with student journals and also an electronic assessment. Students report that they have found the assignment useful in their other classes and many wonder why it is not mandatory for all incoming students to engage in a similar introduction to the library, basic research techniques, and website analysis. 1 1.02%

Our librarians did an excellent job providing students with principles and practices of Information Literacy. This has been an invaluable tool to their learning. 1 1.02%

Our library faculty are wonderful to work with. They are helpful to both students and other faculty and through presentations and materials they have increased awareness of information literacy across the campus. 1 1.02%

Our library staff is the best in the universe: they are on the spot, up to date, friendly, and tenacious researchers who are always willing to educate. 1 1.02%

Our TCC Library staff (Becky sproat in particular)has been extremely helpful in assisting my students retrieve information for a majur term project that involves researching information on a foreign country that is being evaluated as a potential market by an international business. 1 1.02%

Our WCC librarians are wonderful. They offer mini 1 hour classes in basic library knowledge, database use, citing etc. They also offer full class presentations - either in the library or the classroom. They know my assignments and I know what they focus on. They off LBR 194 as a one credit class to help students with research papers. So often my students haven't attended any composition classes, or the more advanced class. The only bit of information sometimes forgotten by our librarians is the use of truncation, this is a minor detail though. My students (about 1/3) routinely think they are paraphrasing when they are plagiarizing! This aspect of information literacy needs more attention by everyone! 1 1.02%

Test 1 1.02%

The librarian faculty at Seattle Central CC are phenomenal in encouraging and assisting us faculty to incorporate Information Literacy (IL) into our curriculum. Our specific Professional Technical program is designed with an integrated curriculum which has definitely been enhanced by the inclusion of IL components and the evaluation thereof. 1 1.02%

The librarians (in particular Frank Brasille) at Pierce College have provided me with a significant amount of help over the last year. From teaching specific classes on research and evaluating

sources to my students, to helping with research strategies. In addition, they have helped me develop my class research projects and have made important suggestions which I have incorporated into my assignments and projects. I have noticed that the quality of my students' papers has improved since the librarians became an active part of my writing projects. I look forward to continuing and increasing the working relationship.	1	1.02%
The librarians are routinely very helpful and insightful and collaborating with them only makes for an improved assignment.	1	1.02%
The librarians are very knowledgeable about how to use databases like Ebscohost (and others) that are effective in helping students find appropriate articles for a given topic. The librarians at BCC are very helpful and effective at presenting appropriate information to my students.	1	1.02%
The librarians at SCCC are wonderful. The students who receive instruction from our librarians do much better on my assignments than students who do not.	1	1.02%
The librarians at TCC are outstanding. They help students, and even instructors, learn about new ways we can use information literacy to improve their academic experiences and how to use it to improve the quality of their own lives.	1	1.02%
The librarians have been very helpful in providing access to the software taught in my classroom as well as providing access to technical literature.	1	1.02%
The librarians have been very supportive in helping me incorporate information literacy into my teaching. I have worked extensively with them in course development. This has positively impacted student learning and information literacy skills.	1	1.02%
The librarians share their knowledge and skills in demonstrating and explaining library resources and databases, how to access them, and how to efficiently utilize them.	1	1.02%
The student work has increased in validity and authority through my work with one librarian in particular. They come across with more credibility and confidence, and they even note a difference in their work so reflective thinking develops as well.	1	1.02%
This type of collaborative work is wonderful! If we had more time and resources, we could do so much more. One of the main problems in my discipline, history, is that most of the nation operates on a semester schedule, while we function within a quarter system. If we had more time, I could incorporate IL much more often.	1	1.02%
This was a great opportunity for me to really re-think how I approach and use outside resources in several of my classes. For my English 201 course, it was especially beneficial. I found that when I was systematic in my presentation and expectations, the final research papers that are the core of all 201 classes were much better papers. And I know the papers were better because the students had used a better process in exploring topics, finding resources, coordinating their research, and then putting together a paper (as opposed to skipping the first three steps and just writing a paper based on some Internet info they found!).	1	1.02%
Understanding of what the library offers - subscription services, databases - helps me and my students incorporate these resources more effectively. Also students understand that they have another set of people who can help them in their quest for information.	1	1.02%
We love our librarians at Seattle Central Community College! I attended a three day workshop held on our campus for faculty which definitely opened my eyes to the possibilities for incorporating more aspects of IL into our classroom content. Several faculty in our program have added workshop sessions on research into our course content for specific projects. Feedback from the students has been primarily positive and they are understanding the importance of IL as a marketable work skill for exploring potential employers, preparing for interviews, researching trends and forecasts, and exploring resources for historical and cultural information as it impacts costume and design, etc. Our librarians have gone the extra mile in helping to fine tune the assignments and providing feedback to continuously enhance the process. Thank you. Camila Sigelmann Faculty Apparel Design Program Seattle Central Community College	1	1.02%
We work with our health/ medical librarian to introduce our students to Library resources and ways to navigate the WEB.	1	1.02%
When I assign work which require independent research, I typically schedule a library session where the librarian shows the students how to use library resources and then helps students as they research on their own, usually in the library computer lab. The library tutorials definitely help students realise what resources are available and how to use them resulting in better final papers/presentations.	1	1.02%
Total	98	100.00%

**Question 1 (Multiple select)**

22 of 22 respondents answered this question.

Your library's participation in the ACRL Immersion project included, most significantly, creation of an Information Literacy Plan for your institution. Please indicate the level of implementation that your plan has achieved.

	<b>Number of Respondents</b>	<b>Percent</b>
a) Our Information Literacy plan is nearly or fully implemented on our campus: we have achieved 75% or more of our stated goals and outcomes.	6	27.27%
b) Our plan is about 50% implemented: we have achieved about half or our stated goals and outcomes.	10	45.45%
c) Our plan is about 25% implemented: we have achieved roughly a quarter of our stated goals, targets or outcomes.	6	27.27%
d) Our plan is about 15% implemented: we have successfully developed some of our targeted partnerships or projects	0	0.00%
e) We have not moved forward with implementing our plan or have made only minimal progress.	0	0.00%



## **What does an excellent library contribute to student learning/success regarding:**

### **EXCELLENCE / CONTINUOUS IMPROVEMENT:**

- ◆ Faculty involvement in collection development and weeding
- ◆ Document customized/created library resources per individual instruction
- ◆ Leverage on technology resources in library
- ◆ Use data generated from “culture of evidence” to modify/improve programs.
- ◆ Outreach – give students voice
- ◆ Well-connected to national trends
- ◆ Articulate library resources for online and on-campus classes’ use
- ◆ Provide study rooms with multimedia capabilities to student for collaboration
- ◆ Liaison relationships in instruction
- ◆ Act as HUB to connect ideas on campus between different departments – librarians know everybody!
- ◆ Providing intellectually stimulating space for campus citizen collaboration and individual study
- ◆ Listens to and answers comments and ideas from students and college community
- ◆ MKTG strategies and resources
- ◆ Assessment culture
- ◆ Keeps an ear out for changes in library and business and society and adjusts
- ◆ Value and use outcomes
- ◆ Creative sources of inspiration – Best Practices ideas – not just from librarians
- ◆ Keeping ourselves and college up with lit and research
  
- ◆ We have librarians on the major institutional committees as the research link
- ◆ It’s a natural part of the decision make processes to ask a librarian for research in that area

### **ECONOMIC WELL-BEING, COMMUNITY ENRICHMENT & STEWARDSHIP:**

- ◆ Invite the community to library – marketing programs
- ◆ Publicize college library events to the community
  
- ◆ Get grant money
  
- ◆ Support a connection with university library for upper division offerings at your campus
  
- ◆ Volunteer in your community
  
- ◆ Instruction inspires attitudes – can-do
- ◆ Collaborate giving credit to partners
- ◆ Create collaboration with community, local libraries
- ◆ Offer classes/resources that help people get jobs
- ◆ Support programs address these areas
- ◆ Give tours/orientations for transfer students at 4 year
  
- ◆ Instruction emphasizes free and low cost resources
- ◆ Promote interlibrary loan (or partnerships) with local libraries

Library offers programs of interest and importance to the community.

We will know success when people from outside the college community attend and participate in library events.

## **CRITICAL THINKING:**

### Reference / Instruction

- ◆ Reference demonstrates appropriate attitude – skeptical looking for proof
  - Student bibliographies reflect variety of appropriate resources
- ◆ Collaborate with faculty to help teach critical thinking (outside of library instruction)
  - Faculty are able to “teach” critical thinking in class
  - Assignments are adapted/changed
  - Library instruction takes place as a result of collaboration
- ◆ Instruction/ref exposes students to diverse points of view through examples
- ◆ Model critical thinking at reference desk – thinking out loud with students
  - Student is able to do the same, ask similar critical questions
- ◆ Show them that ??? are good
- ◆ Teach them to fish – evaluation skills
  - Librarian teaches criteria for evaluations of resources
- ◆ Librarian teaches criteria for evaluation
- ◆ Student

### Collection:

- ◆ Collections of diverse views and perspectives
- ◆ Controversial programming
- ◆ Handouts – provide concrete examples of critical thinking questions

## **COMMUNITY OF LEARNERS:**

- ◆ Active partner in planning committees of learning community courses/programs
- ◆ Work with faculty to help students to be independent learners
- ◆ Technical services make a variety of resources available to the community of learners
- ◆ ILL extends amount of resources available on any topic
- ◆ Incorporate group activities in library workshops for students
- ◆ Exhibit collection and services
- ◆ Make library website and effective marketing tool for all learners
- ◆ Website reaches all people at all times and places
- ◆ Group study rooms – provide space for shared learning
- ◆ Small rooms for group collaborative work and learning
- ◆ Collaborative work space
- ◆ Use active and collaborative instruction strategies
- ◆ Welcoming diverse viewpoints

## **COLLABORATION:**

- ◆ Social software in the OPAC
- ◆ Library philosophy is rooted in collaboration – it comes naturally to us
  
- ◆ Collaborate with local high schools
- ◆ Collaboration with public library systems
- ◆ Librarians from other community colleges collaborate with each other
- ◆ Librarians see variety of assignments from different teachers
  
- ◆ We work with everyone and understand a variety of their program needs

- ◆ Find ways to collaborate/integrate with faculty from assignments to courses
- ◆ Strengthen library liaisons
- ◆ Excellent collaboration between faculty and librarians for placed resources that reflect class
- ◆ Create an easy venue for conversation (wikis? Social software?)
  
- ◆ Learning communities
- ◆ Learning commons (HUB)
  
- ◆ Peer and mentoring
- ◆ Offer student production labs – computer labs with group project space
- ◆ Gathering place
- ◆ Group study!
- ◆ Tools – space, computer, projector, audio, video editing, powerpoint, practice areas

The library facility offers learning commons, group study space, peer mentoring, and a campus hub for meeting and exchanging ideas.

We'll know it's happening because we'll see people booking study rooms, doing student group projects, and booking event rooms/classrooms.

#### **ACCESS:**

- ◆ Hours – virtual and physical
- ◆ 24/7 on/off campus access to resources
- ◆ Open to the community
  - We're open evenings and weekends
  - Community members may borrow materials and use resources.
    - Indicator: Community borrowers continue to use library and register as borrowers
    -
  - We're ADA accessible.
    - Indicator: Wheelchair, blind and deaf use library consistently.
  - Reference questions can be emailed.
  - Our website is always open.

We have liaisons to faculty and other educational institutions.

We are active in the college community.

Indicator: We attend programs/conferences with and at other institutions

- ◆ Take your show – offer help where the students are
- ◆ Approachability
- ◆ Outreach to faculty – well-informed faculty make better referrals to library resources
- ◆ Who is the face of the library? Front line people
- ◆ Does physical space help people get to collection
- ◆ Signs are informative and welcoming
  
- ◆ Balanced resource allocation
- ◆ Intellectual freedom
  - We have a variety of viewpoints represented in our resources.
  - We are one of the few resources on campus which offers resources to the community.
  
- ◆ Intellectual access: reading ladders for intellectual topics (not just literature)
- ◆ Levels of literature
- ◆ Link to resources in and out
- ◆ Website and other digitization

- ◆ Connections between literature they know with new
- ◆ Interlibrary Loan provides any material (info) needed
- ◆ Use library terms paired with common language
- ◆ Balances access between primary and secondary users
- ◆ Is there enough info in catalog for people to find?
- ◆ Having materials that meets people's needs
  - We provide access to a variety of materials and formats to a variety of people.
  - We offer levels of materials and niche collections, thereby increasing browsability
  - We offer physical access in the library and online access from everywhere
    - Indicators: Students are observed using databases and coming to the library in droves
    - Measures: quantitative – Gate counts and databases usage
  - We encourage through the organization of our collection, the “aha” moments of discovery
  - We have multiple catalog entry points, following cataloging rules from a student access point of view.

Library building is centrally located. Service locations (circ-ref-media) are logically positioned.

- ◆ Building design
- ◆ Variegated study spaces
- ◆ Library is a familiar place to new/reticent students – opportunity for connection
- ◆ Available computer for catalog?
- ◆ Enough computers
  - We provide social and study space.
  - Our existence says ask a question here.
  - We provide technology (computers, software, media) to meet student needs.

Indicator:

Students are approaching the Reference Desk for pro/con arguments on research topics.

Measure:

Institutions share student work which reflects critical thinking skills and analysis of opposing viewpoints of the topic.

### **TECHNOLOGY LEADERSHIP:**

- ◆ Partner with IT
- ◆ Interpreter/liason for campus departments (translating tech talk to normal language)
- ◆ Library people are present, listening, communicating at discussions of tech on campus
- ◆ Librarian on tech committees

Instruction:

- ◆ Use campus-wide instruction tools in library classes/courses
- ◆ Technology tutorials
- ◆

Media Services:

- ◆ Visual literacy – Information Literacy via technology component
- ◆ Media labs to help students do technology
- ◆ Media lap to support students' presentations such as making Powerpoint

Collection:

- ◆ Provide support materials to grow in use of technology
- ◆ Know basic software programs so you can troubleshoot for students
- ◆ Know what's "new" and useful
- ◆ Pioneers
- ◆ "Wow" the faculty

**STUDENT-CENTERED ENVIRONMENT:**

Facilities:

- ◆ Comfy furniture
- ◆ Comfortable, attractive, spacious, variety
- ◆ Space to allow different activities
- ◆ Flexible and varied study habitats
- ◆ Adequate lights and power
- ◆ Intuitive way-finding
- ◆ Space for different learning styles/activities
- ◆ Quiet and group study: ample access provided for both
- ◆ Students recognize the space for what it is
- ◆ Place of inspiration
- ◆ Friendly, inviting
- ◆ Destination place
- ◆ Variety of study/work spaces
- ◆ Group study and faculty outreach = curricular and classroom learning community
- ◆ Facilities for student community development

Technology:

- ◆ Access to computers – major software and peripherals
- ◆ Tap into their environment – cell phones, facebook, text messaging
- ◆ We're early innovators with technology so that we can reach most tech savvy students
- ◆ Use student communication and social networking tools

Access:

- ◆ Intuitive websites using language students understand
- ◆ Catalog records have words that will aid student searchers – give results for stuff students would type

Collections

- ◆ Multiple modes of materials
- ◆ Materials that directly suppose the curriculum
- ◆ All levels and formats

Reference

- ◆ Reference is always available in various forms
- ◆ Same services available as a distance
- ◆ Having Reference chat
- ◆ 1:1 Reference at whatever level is needed
- ◆ Availability of 24/7 reference

Connected to Curriculum

- ◆ Hours and services that match classes

- ◆ Instruction space faculty will want to work in too
- ◆ Outreach to faculty will include ideas by connecting library staff of all kinds to students
- ◆ Individualizable / Customizable
- ◆ Connections to curriculum so there is continuity from the classroom

Other:

- ◆ Flexible policies – reasonableness – “hurdle-free”
- ◆ Faculty/Librarian collaboration on timing, scope, and activities to create the successful student learning experience.
- ◆ Students respond positively to instruction
- ◆ Student attend multiple and a variety of sessions with differing focus
- ◆ See more students use different areas of the library for different purposes
- ◆ Students use areas appropriately
- ◆ Surveys reflect student satisfaction

**RETENTION:**

Space:

- ◆ Appropriate space to study away from work/home
- ◆ Move library service out of library
- ◆ Group study / faculty outreach – Learning Communities (curricular classroom) contributes to success and retention

Instruction:

- ◆ Library instruction is developmental and in many intro courses
- ◆ Instruction builds self-confidence – Socratic method, supportive feedback
- ◆ Achievable activities to mark success
- ◆ Target instruction to increase retention/work with retention group
- ◆ Individual research assistance
- ◆ Identify and focus on key courses

Collection:

- ◆ Collection to help “coming up to speed” and self-tutoring
- ◆ Multi-modal remedial / self-tutoring materials
- ◆ Materials that engage learners – interesting, current, diverse

Attitude:

- ◆ Smile, say hello and greet students around campus
- ◆ Positive messages (signage)
- ◆ Make people feel welcome and comfortable
- ◆ Friendly staff – nice people
- ◆ Make meaningful connection with individual students
- ◆ Look for ways to say yes!
- ◆ See student as individuals and respect them
- ◆ Mentor our student assistants

Collaboration:

- ◆ Collaborate with advising and student programs

- ◆ For referral and for a sense of the community
- 

Library users stay in college, get better grades, complete on time

Library=stay

Instruction=steady progress

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We'll know student feel supported in their college experience/college community

WHEN:

- ◆ They tell they "feel better"
- ◆ They report feeling supported
- ◆ By survey, student who fail indicate that they feel uncomfortable coming to the library (and library staff) for help. Students who succeed indicated that they feel comfortable coming to a librarian for help.
- ◆ They ask us to provide answers/resources/referrals/counseling/consultations

### **RESPONSIBILITY / PERSONAL INTEGRITY:**

- ◆ Respect other people "in your space"
- ◆ Facilitate/teach sharing
- ◆ Ideal of a collection owned/accessible to all – "I'll return this so someone else can have it"
- ◆ Print only what you need
- ◆ Advocate for students
- ◆ Fees and fines
- ◆ Meet deadlines!

Plagiarism:

- ◆ Work with faculty to modularize research paper assignments to avoid plagiarism
- ◆ Instruction emphasizing IL step 6 – avoid plagiarism
- ◆ Copyright and citation evaluation
  - Instruction/collections/outreach to faculty
  - Library offers a variety of ways that students learn about plagiarism and how to avoid it
  - Faculty report fewer instances of plagiarism
  - More instances of use of plagiarism resources

### **QUALITY LEARNING/ACHIEVE CAREER GOALS / PROGRESS BETWEEN PROGRAMS & INSTITUTIONS:**

Facility

- ◆ Quiet areas
- ◆ Separate collections – basic skills / careers
- ◆ Group areas
- ◆ Ability to return after leave school (services too)
- ◆ Sanctuary

Website

- ◆ Be a portal academic student services
- ◆ Website – point to other resources outside college (for after graduation)

Collection

- ◆ Guides to careers and education programs
- ◆ Visual pathway handouts located in library (program pathways, career pathways)
- ◆ Tools to produce quality resume and cover letter

- ◆ Offer or co-sponsor career exploration workshops
- ◆ Collection development – “ethics, community support info readily available, career, philosophy, self-help, fitness” – focused funds for this collection development that is “peripheral”
- ◆ Multilingual collection – cultural sources – “taste of home”
- ◆ Collection reflects new intellectual ideas
- ◆ Collection reflects personal interests
- ◆ Interlibrary loan – cheerfully get whatever they need (no grilling)
- ◆ Trade publications for careers

#### Student Advising Services

- ◆ Educational mentorship
- ◆ Help students learn how to be students
- ◆ Free counseling

#### Technology

- ◆ Computer literacy / computer access

#### Instruction

- ◆ Incorporating this information during instruction
- ◆ Generalize tools to how can use outside school
- ◆ Build self-confidence, using Socratic method and supportive feedback
- ◆ Instruction inspiring insights (e.g. power of sharing ideas)
- ◆ Cultural education

#### Outreach/Collaboration

- ◆ Communicate/outreach with faculty and librarians at transfer institutions – align goals
- ◆ Talk with other libraries at high schools and 4 year schools
- ◆ Know services of other departments and community support services
- ◆ Advocate for “learning success centers”
- ◆ Collaboration on handouts between programs (writing/reading lab, career center, Ed planning)
- ◆ Group study and faculty outreach – curricular and classroom learning communities for student success and professional responsibility

#### Outreach and collaboration between librarians and faculty contributes to quality learning

- ◆ by creating learning opportunities that are based on information resources.
- ◆ When we see an increase of librarian-faculty collaboration in developing class assignments that are resources-based.
- ◆ Collaboration in instruction has the highest impact
- ◆ Document the number of collaborations in creating assignments and instruction by total number and by program

### **OUTREACH & PARTNERSHIPS:**

- ◆ Be flexible and creative with other services in the community and on campus
- ◆ Be a leader – instigate partnerships – create outreach
- ◆ Create easy access to our libraries
  - Websites
  - Wikis
  - Attend meetings outside the library
- ◆ Actively work with local reference desks to share and know resources
- ◆ Partnerships with public libraries and universities
- ◆ Work with faculty and apply for/implement grants like One Book from state library
- ◆ Partnerships in interdisciplinary



- ◆ Involvement in “Community Read” programs
- ◆ Market what you have as what they need
- ◆ Bringing high school students to the community college library for a visit
- ◆ Teach students (by example) how to flexibly use partners – go outside library to meet needs
- ◆ Partner with faculty in promoting information literacy

**MULTICULTURALISM; GLOBAL UNDERSTANDING/CIVILIZATION; DIVERSITY;  
INTERNATIONALIZATION:**

Reference & Instruction:

- ◆ Offer options for learning styles in information literacy instruction
- ◆ Address variety of learning styles
- ◆ Offer variety of instruction styles for variety of learners
- ◆ Promote diversity through sample topics used in class, on handouts, etc.
- ◆ Respect learning styles! (and levels of understanding)
- ◆ Providing appropriate materials in variety of formats to reflect student body
- ◆ Address variety of learning styles
- ◆ Demonstrate respect in every remark and comment
- ◆ Students are doing well in transfer and prof/tech classes
- ◆ Reference desk designed for easy access
- ◆ Electronic access to ref services
- ◆ Methods of delivery match learning styles
- ◆ Student repeat visits to reference librarian

Marketing:

- ◆ Hot topics – displays, web links
- ◆ Exhibits & Programs that offer another point of view – variety of cultures
- ◆ Sponsor activities and displays (e.g. GLBT, inter-racial) – library Administration
- ◆ Variety of views
- ◆ Exhibits and programs are obvious and publicized throughout campus and community

Facilities:

- ◆ Gathering spaces in library
- ◆ Gathering spaces and group study
- ◆ Students are using space
- ◆ ADA accessibility

Collaboration and partnership:

- ◆ Outreach to ESL / International students – partnerships
- ◆ Faculty collaboration with librarians on designing assignments and projects
- ◆ IEP & ESL instructors request lib instruction

Collection and Access:

- ◆ A reflection of inclusion in the collection
- ◆ Multicultural literature
- ◆ Breadth of content
- ◆ Diversity and breadth of collection meets curriculum needs – visible on shelf
- ◆ Campus community involvement in collection development
- ◆ Varied reading levels represented
- ◆ Seeing diverse use of collection (something worth coming to the library for)

**RESPECT FOR OTHERS**

- ◆ Clearly communicate expectations and rules
- ◆ Modeling behavior desired
- ◆ Don't talk down

### **LIFELONG LEARNING / BUILDING A BETTER FUTURE:**

#### Space / Facilities:

- ◆ Appropriate space for various kinds of student learning
- ◆ Group Study – encourages developing a process for learning by working with others
  - Students return to library to do group study/work
  - Study rooms booked/full consistently
  - Library has hammer when student has nail; library has drill when student has bit – we meet their need for information resources at any given time

#### Instruction:

- ◆ Informing students what libraries can provide to facilitate life long learning (marketing)
- ◆ People identify the library as a desirable source of information
- ◆ Handouts – offer something that can be used and referred to for years
  - Students return to set handouts
  - Faculty request handouts
  - Handout answers all anticipated questions and some questions student didn't know s/he had
- ◆ Accept students wherever they are academically
- ◆ First time users have a positive experience
- ◆ Points to resources available after formal education

#### Collection:

- ◆ A wide variety of resources – a variety of levels
- ◆ Collection encourages a love of learning
- ◆ ILL – demonstrates the wealth of material/info available through ALL/ANY library

#### Other:

- ◆ Web – can be used for scholarly research and developing critical thinking analysis
- ◆ Media – offer materials that speak to learners in other formats
- ◆ Users can determine appropriate information for a specific need
- ◆ Students have the foundation to be savvy users
- ◆ Students know what the web does well and what it doesn't
- ◆ Allowing community access to resources
  - Members of the community make use of the library
  - Library is seen as a community resource
- ◆ Develops love of reading
- ◆ Facilitate exposure to range of reading materials
- ◆ Faculty/staff inspire habits of library use for personal enrichment
- ◆ Introduce students to joy of broadening their reading
- ◆ Supports promotes a “habit” of information seeking and critical thinking
- ◆ Continue to make use of library, resources – raise children who are readers – they feel they're successful in life

75% of former students surveyed 5 years out report using library resources for personal enrichment, career needs, problem-solving, etc.

Or, “students flock to the library uncontrollably!”

# From Sap to Syrup

(to Pancakes).....refining the work of August 20<sup>th</sup>, 2007

	What's missing?	What are the priorities? What has the most impact? What's the specific language?	What are the measurable data elements?
<b>Community of Learners</b>		<ul style="list-style-type: none"> <li>▪ Library as virtual and physical space for collaborative learners and extending their learning environment beyond the classroom door</li> <li>▪ Cooperatively develop assignments, curriculum, and syllabi</li> <li>▪ Fostering scholarship and lifelong learning for faculty and staff.</li> <li>▪ Intellectual crossroads....</li> <li>▪ Cultivate/infuse/promote/create a culture of/value openness; diversity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student surveys, focus groups – space use</li> <li>▪ How they use the space and amount</li> <li>▪ Ratio students: number of rooms/areas</li> <li>▪ Variety of ways faculty engage with the space               <ul style="list-style-type: none"> <li>– Creative use</li> <li>– By discipline and resources</li> </ul> </li> <li>▪ Resources from others - \$</li> <li>▪ Link the values to the service</li> <li>▪ Dynamic or combo indices – multiple indices</li> </ul>
<b>Multiculturalism; Global Understanding / Civilization; Diversity; Internationalization</b>	<ul style="list-style-type: none"> <li>▪ Study abroad collaboration</li> <li>▪ Develop a staff that reflects diversity of community served</li> <li>▪ Responsive to suggestions for new material</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students no matter of their background, area of study, etc. are supported and enriched by the library's services and collections</li> <li>▪ Collection that reflects diverse viewpoints</li> <li>▪ Accommodate various learning styles</li> <li>▪ Facilities and services are inclusive – everyone is comfortable asking for help or accessing resources</li> <li>▪ Physically and psychologically/emotionally welcoming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning styles – evidence in syllabi, course assignments, do our learning spaces support various learning activities</li> <li>▪ Library space – structured surveys, focus group – representative sample, e.g. International students and finding out how they use the library, what works well, what may be barriers; work through student clubs and associations</li> <li>▪ Collection – evaluate ILL – a lot of requests going out for alternative viewpoints; collection review conspectus/analyze collection for gaps, benchmark the collection</li> </ul>
<b>Lifelong Learning / Building a Better Future</b>	<ul style="list-style-type: none"> <li>▪ Teaching fundamental concepts that apply whether or not you're in the classroom – critical thinking, education for citizenship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparing students to be responsible users of information</li> <li>▪ Creating positive experiences for students from the beginning so that they</li> <li>▪ Cultivating intellectual curiosity</li> <li>▪ Collection that supports both curricular needs and life stuff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review courses to see what critical thinking components are involved</li> <li>▪ What parts of the collection are being used, e.g. books on child rearing</li> <li>▪ Alumni associations</li> </ul>

<p><b>Critical Thinking</b></p>		<ul style="list-style-type: none"> <li>▪ Model critical thinking at the Reference Desk</li> <li>▪ Faculty collaboration to incorporate critical thinking</li> <li>▪ Collections of diverse views – displays</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluation of student bibliographies</li> <li>▪ # of workshops/collaborative classes/assignments adapted</li> <li>▪ Library holdings to measure diverse views in collection</li> </ul>
<p><b>Respect for Others</b></p>		<ul style="list-style-type: none"> <li>▪ Balanced collection</li> <li>▪ Communicate expectations / model behavior</li> <li>▪ Keeping hours that cover times for non-traditional students</li> <li>▪ Our role in teaching critical thinking</li> <li>▪ Collaboration with other departments like Tutoring, Distance Learning to provide students with access to services within the library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Policies (for behavior)</li> <li>▪ Open library hours</li> <li>▪ Number of workshops/classes specific / or have evaluative component</li> <li>▪ Survey</li> </ul>
<p><b>Quality Learning / Achieve Career Goals / Progress between Programs and Institutions</b></p>	<ul style="list-style-type: none"> <li>▪ Collection connects to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitates the connectedness of Information Literacy to technological literacy (exposure, practice and support)</li> <li>▪ Good collection contributes to quality learning by supporting the needs of the curriculum and allowing the student to pursue knowledge beyond lifelong learning and interests</li> <li>▪ Outreach and collaboration between librarians and faculty connects and extends the curriculum of the college</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equipment offered</li> <li>▪ Access provided – facility and hours</li> <li>▪ Support that we give it with librarians and Media</li> </ul>

Welcome to the [informationliteracywactc](#) Wiki!

### Final Grant Report and All of the Grant's work by Colleges

Here is the Final Grant Report, written by the Data Analysis Group\*. Be sure to look at the Raw Data in the Appendices!

\* Data Analysis Group = Aryana Bates, Nicole Longpre, Shireen Deboo, Laura Staley, Lynn Deeken.

- [Final Grant Report](#)
- [Grant Report Appendices](#)

The table below collects all of the project work turned in by the participating libraries.


College	Action Plan (Post-Immersion)	Pre-Immersion Case Study	Spring 2006 Project Report	2006-2007 Project Report	2008 Last Assessment Project	Best Practices 2006 / 2008
Bellevue	<a href="#">Action Plan</a>	<a href="#">Case Study</a>	<a href="#">Report</a>		<a href="#">Report</a>	<a href="#">2006</a> <a href="#">2008</a>
Bellingham Technical		<a href="#">Case Study</a>				
Cascadia	<a href="#">Action Plan</a>	<a href="#">Case Study</a>	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">2006</a> <a href="#">2008</a>
Centralia	<a href="#">Action Plan</a>	<a href="#">Case Study</a>			<a href="#">Report</a>	<a href="#">2006</a> <a href="#">2008</a>
Clark	<a href="#">Action Plan</a> <a href="#">OutcomesOutline</a>	<a href="#">Case Study</a>	<a href="#">Report</a>	<a href="#">Report</a>		<a href="#">2006</a> <a href="#">2008</a>

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- Photo by Laurie Shuster, 2005