2009 Project/Budget Proposal - Implementing Authentic Assessments

**Library as Instructional Leader: Transforming Pedagogy and Curriculum with Information Literacy**

**LSTA Grant from the Washington State Library**

**Email proposals to Lynn Kanne (**[**lkanne@sccd.ctc.edu**](lkanne@sccd.ctc.edu)**) by March 13, 2009**

**Guidelines:**

* Eligible projects involve authentic assessment for information literacy. Activities include workshops and development work to implement authentic assessment for information literacy within courses in order to determine student ability in the context of a course or program, as well as determine specific contributions of the library to student success.
* Each college may request up to $2500 (including benefits) for projects conducted through June 10, 2009. Request a maximum of $450 per participating faculty member. Additional funds may be available after this first round.
* Funds can used to pay faculty for time spent in collaboration with librarians. Calculate grant requests based on non-library faculty time spent on grant activities.
* Projects must be completed and reports submitted by June 10, 2009. Extensions available for projects that involve instruction during summer quarter. Grants will be paid after deliverables are provided to the grant coordinator or posted to the wiki.

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| **College Name** | **Wenatchee Valley College** |
| **Submitted by (contact person)** | Andrew Hersh-Tudor |
| **Email** | Ahersh-tudor@wvc.edu |

**Grant Participants (add more lines if needed):**

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| **Name** | **Position/Subject Area** |
| **Wendy** | **Instructor / ESL** |
| **Barbara Oldham** | **Librarian** |
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**Description of Project(s) for spring 2009 – in one page or less, address the following:**

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| 1. General description & project outcomes – what do you plan to do? | For Level 1 ESL students, establish basic familiarity with library and library staff; develop skill in forming a question and using found information to propose an answer, presenting the question to a librarian and receiving information from her, comparing answers and determining how well the information received answers the question.  IL standards addressed: 1.1.B; 3.2.A; 3.4.A; 3.4.C; 3.4.E; 3.6.A; 3.7.A |
| 1. Products – what information, tool, or resource will you produce? | Pre-test for test and control groups measuring familiarity with the library (services, resources, basic policies, types of assistance available); lesson activity that introduces test group to library, relevant library resources, and library staff; lesson activity in which students form a question, use found information to draft an answer, ask the question at the library, and report results; post-test for both groups measuring familiarity with library. |
| 1. Assessment – how will you know whether the project achieved its outcomes? | **Pre- and post-test information with a control group and a study group will determine the library’s impact on student performance; evaluation of homework assignment will determine student ability to meet IL standards noted above.** |
| 1. Time – about how many hours do you and your collaborators expect to spend? | **24 hours.** |
| 1. Proposed budget with brief breakdown. **Important note:** The total amount request should include employee benefits. Check with your administrator for your library’s stipend rate. | **Sixteen hours preparation (Barbara and Wendy, eight hours each), four hours processing assessment data (Wendy), four hours reporting (Barbara and Wendy, two hours each).**  **Wendy Hulse, ESL faculty member: $434 stipend (14 hours @$31 per hour)**  **Replacement librarian for Barbara Oldham: $310 (10 hours @$31 per hour).**  **Total budget: $744** |