

ACRL Category One: Mission

Goal #1: Define the mission for library instruction in order to communicate our core instructional values.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Library instructional mission is drafted and made available.	Librarians work together to draft mission – agree on values and goals.	Time for librarians to meet.	Fall 2005	Mission draft completed	Review Fall 2006

ACRL Category Two: Goals and Objectives

<i>Goal #1: Implement an information literacy plan in order to facilitate work towards information literacy goals at a student, program, and campus level.</i>						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Librarians have a clear understanding of responsibilities for the academic year.	Librarians meet to review IL plan draft and revise.	Time for librarians to meet.	Fall 2005	IL plan completed	Review Immersion faculty recommendations
		IL Plan submitted for review by Immersion faculty.	Sue will edit final plan and submit.	Due 12/7/05	IL Plan submitted	

ACRL Category Four: Administrative/Institutional Support

Goal #1: Librarians sit on key institutional committees in order to act as a two-way conduit between the broader campus community the library.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Librarians are members of diversity, instructional council, assessment, and technology committees. Associate Dean is member of instructional cabinet and other administrative groups.	Discussion and agreement among librarians about their role on these committees.	Time to have discussion. Librarian retreat?	Winter 2006	Minutes from committee meetings, minutes from library staff meetings.	
	Librarians act as bi-directional communicators (to library and from library).	Articulate strategy for communicating items that are important to the library.	Time to report out.	Winter 2006 and ongoing	Each staff member knows what is going on and/or can find the most recent report.	
	Librarians are aware of what is taking place on campus – at a deep level, not just events.					
	Key campus constituencies are aware of what is happening in library.	Establish system of reporting back to library about committee work. Differentiate between that which can be communicated in an email (factual) and those items that require discussion.			Reporting process is in place.	

ACRL Category Four: Administrative/Institutional Support

Goal #2: Raise awareness and understanding of the value of information literacy skills among key stakeholders in order to gain support for IL program.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Administrators, faculty, and other stakeholders don't look blank when the term information literacy is mentioned and/or carry on a conversation among themselves about the value of IL.	Work with instructional cabinet to raise awareness of what IL is, what we're doing, have key IC members review action plan for IL	Ask for time on IC agenda to hold an IL definition exercise.	Spring 2006	Session is held and feedback obtained	
	When a new search tool (e.g., Google Scholar) comes out, they think of contacting the library first.	Fall training day event for assessment – have English faculty and librarian present phase 1 assessment activity – Mary P. to tell her story about IL and student success in her classes	Ask for block of time on "Training Day" and/or fall all staff day	Fall 2006	Time is allocated; Faculty we have worked with are willing to participate; Attendance at event and post-event evaluations	
	In conversations about student learning/ lifelong learning, they bring the library into the dialog/make the connection to IL.	Ensure that strategic initiative is still listed on next year's agenda [revise?]	Discussion with VPI about strategic initiatives for 05/06	Fall 2005	Strategic initiative is on plan	
		Curriculum mapping				
		Collect stories of students success and examples of successful lifelong learning experiences to use in expressing the value of information literacy.	Funding for librarian retreat?			

ACRL Category Four: Administrative/Institutional Support

Goal #3: Articulate the linkages between library services and programs and campus strategic plan in order to demonstrate value added to campus mission of lifelong learning						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Being included in discussion about campus strategic initiatives. We're not invisible anymore.	IL Action plan includes outcomes for each of the main campus strategic initiatives	Time to work as library team	By Spring 2006	Outcomes for each of the campus initiatives are present in the action plan.	
	Library strategic initiatives rank higher on the priority list. Campus stakeholders are aware of what's going on in the library programmatically.	Key people on campus review and comment on the action plan, e.g. VPI, 2 Deans, Assessment Chairs, and Associate Dean of CCE	Judy and Stephanie will let them know this coming and what we'd like them to do with it.	Fall '05 – Win '06	Received feedback and revisions are made.	
	Increased collaborations between library and campus groups.	Create strategic library initiative statements to be included in annual selection pool of strategic initiatives for the campus.	Time to work as library team	According to timeline required by strategic planning committee, possibly summer or fall '05	Strategic library initiatives are created and submitted to VPI.	
		Create instruments directed to different audiences that explain the IL initiative, such as quarterly board reports	Time to work as library team, recruit non-library, administrators, or others to help. Stephanie produces board reports.	Winter 2006	Informational materials are created based on audience.	

ACRL Category Four: Administrative/Institutional Support

Goal #4: Provide professional development for library faculty and staff in order to remain current with the most effective ways to produce student learning related to information literacy.g						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	<p>Librarians employ innovative teaching and assessment strategies.</p> <p>Librarians are active professionally in the information literacy arena.</p> <p>Librarians remain current on developments in the field and the literature of the field.</p> <p>Librarians work with others throughout the CTC system to share and further information literacy efforts..</p>	Attend IL grant activities.	Time and money for travel expenses.	Based on grant timeline, Fall '05 and Win '06	At least 2 librarians will attend each grant event	
		Attend conferences by professional organizations such as CLAMS and ACRL.		Fall, winter, spring conferences		Schedule regular meetings that include sharing of new info by each librarian.
		Participate in listservs such as ILI-L.		Ongoing		
		Review publications produced by professional organizations such as ALA and ACRL.		Ongoing		
		Use a variety of tools to research what is happening at other institutions.		Ongoing		

ACRL Category Five: Articulation with the curriculum

Goal #1: Implement library liaison system in order to ensure that all faculty (and selected staff) members are contacted regularly by a librarian.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Learning outcomes for library instruction sessions are identified, pedagogy is revised, more cooperation with faculty on collection development.	Librarians identify the diverse ways of interacting with faculty and use this list to create an assessment tool.		Begin Fall 2005	Liaisons log interactions with non-library faculty and staff. Log in IL plan notebook.	
		Librarians set minimum bar [to begin with] for number of interactions they wish to achieve.				
		Librarians identify strategic partnerships and courses on which greater focus/effort will be expended. Curriculum mapping.	Each librarian will review the courses in their liaison areas.	Spring 2005		

ACRL Category Six: Collaboration

Goal #1: Collaborate with non-library faculty in order to create learning experiences that fuse information literacy concepts with curriculum.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Information literacy objectives are included in course outlines. Non-library faculty participate in the development of information literacy outcomes in their courses. Non-library faculty from a broad array of disciplines are collaborating with librarians. Non-library faculty revise long used as assignments to incorporate information literacy outcomes. Non-library faculty talk to librarians in the planning stages of courses and assignments. Non-library faculty are responsive to training in information literacy concepts by librarians.	Work with non-library faculty to integrate learning objectives related to information literacy skills into course proposals and outlines, starting with those faculty who already bring their classes for instruction. Identify strategic partnerships.	Time, access to faculty, syllabi, and department meetings A means of documenting collaborations.		In library or classroom visit instruction statistics go up. Number of documented interactions with librarians for instructional purposes increases	
		Arrange with classroom faculty to observe student presentations and/or review students' completed work.				
		Phase 2 of English assessment project				

		In-service days				
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ACRL Category Seven: Pedagogy

Goal #1: Each instructional experience is tied to learning outcomes in order to guide teaching and facilitate assessment of student learning.						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Both librarian and classroom instructor can articulate anticipated outcomes for each library instruction session. Non-library faculty report evidence of improved critical thinking, analysis of sources, and research skills on the part of their students.	Draft learning outcomes, assessments, and measurement criteria for all library instruction sessions. Document outcomes/assessment/criteria for 2 library instruction sessions.	Training training training training training	Documentation	Outcomes will be in place. Each librarian will submit outcomes for at least 1 session per quarter in the IL plan notebook.	
	Librarian-drafted outcomes for individual-librarian interactions in place.	Draft policies regarding scheduling of instruction in order to ensure that librarians have adequate time to interact with instructor, identify learning outcomes and assessments, and create instructional materials for the sessions. [and to accommodate librarian's other organizational responsibilities]	Time – Stephanie draft policy and librarians review and approve Policies are published (website, faculty newsletter)	Fall 2005	Policies in place and published	Review stated policies at year-end.

		Librarian always asks instructor about his or her outcomes for the session			Librarian asks instructor after sessions if outcomes were met.	
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Goal #2: Each instructional session supports diverse approaches to teaching in order to engage students and accommodate multiple learning styles.

Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Librarian demonstrate flexibility in teaching. Librarians communicate and demonstrate IL concepts and skills in multiple ways. Students are actively engaged in the learning process. Librarians are able to use assistive technology.	Keep up with pedagogical techniques				
		Librarians ask instructors ahead of time of any evident learning styles observed in their class.				
		Group activity and encouragement of discussion.				
		Liaisons to special needs coordinator keeps librarian informed of new assistive technology and arranged training.	Special needs coordinator – time for training			

ACRL Category Ten: Assessment/Evaluation

Goal #1: Systematically review outcomes and assessment measures in order to continually improve student learning .						
Connections	What is the evidence that this is happening? How is this demonstrated?	What strategies do we want to use? What actions do we need to take?	What resources are needed? Who does what? What stakeholders involved?	Timeline	How will we measure progress? And, how will we document actions?	Review process and timeline
	Current learning outcomes are identified and assessment measures documented. Assessment activities are scheduled.	Each librarian lists learning outcomes for their classes and reference desk and the assessment measures used.	Each librarian.	By Winter 2005	Learning outcomes and assessment are documented.	Outcomes and assessments are updated annually.