Characteristics of Programs of Information Literacy that Illustrate Best Practice

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

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

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

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

Please complete by May 9th, 2008.

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

College Name

North Seattle Community College

Name of Librarian Entering Data

Jennifer Wu

Category 1: Mission
A mission statement for an information literacy program:

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

Category 2: Goals and Objectives
Goals and objectives for an information literacy program:

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

Category 3: Planning
Planning for an information literacy program:

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

Category 4: Administrative and Institutional Support
Administration within an institution:

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

Category 5: Articulation with the Curriculum
Articulation with the curriculum for an information literacy program:

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

Category 6: Collaboration
Collaboration among disciplinary faculty, librarians, and other program staff in an information literacy program:

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

Category 7: Pedagogy
Pedagogy for an information literacy program:

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

Category 8: Staffing
Staff for an information literacy program:

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

Category 9: Outreach
Outreach activities for an information literacy program:

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

Category 10A: Assessment/Evaluation *for Program Evaluation*
Assessment/evaluation of information literacy includes program performance and student outcomes and:

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

Category 10B: Assessment/Evaluation *for Student Outcomes*
Assessment/evaluation of information literacy includes program performance and student outcomes and:

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

Category 10C: Assessment/Evaluation *for all*
Assessment/evaluation of information literacy includes program performance and student outcomes and:

	No	Under Discussion	In Planning	New or Ongoing Activity	Program Strength
♦Includes periodic review of assessment/evaluation methods.	☐	☐	☐	☑	☐

Optional Questions

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

There are significant happenings that helped to advance the information literacy program at our college: 1. In 2007 the NWCCU accreditation committee commended the college "for its strong commitment to information literacy that helps students acquire 21st century research skills through a well-planned program of library instruction, and the collaboration of faculty through the subject liaison program." The recognition helps to legitimize librarians' efforts in promoting information literacy.

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

One of the three librarians who attended the Immersion program in 2005 has become a library director. Another one has resigned. This poses a challenge to the implementation of the plan. In spite of the challenges, we have moved forward in our effort to setting up an informational literacy assessment mechanism at the institutional level. We plan to assess the information literacy skills of incoming students and pinpoint deficiency areas. The assessment will help the college to identify stude

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

The grant and its activities have been very helpful in supporting librarians' efforts in integrating information literacy into curriculum. The Immersion seminars, workshops and ongoing conversation are instrumental in raising the level of awareness on campus level. Some faculty members have benefitted from professional development opportunities and librarians' support in creating or revising their assignments. We are working on instituting an information literacy authentic assessment plan in

Thank you for completing your self-assessment!