

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

Renton Technical College Library

Name of Librarian Entering Data

Debbie Crumb

Category 1: Mission

A mission statement for an information literacy program:

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

Category 2: Goals and Objectives

Goals and objectives for an information literacy program:

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

Category 3: Planning

Planning for an information literacy program:

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

Category 4: Administrative and Institutional Support

Administration within an institution:

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

Category 5: Articulation with the Curriculum

Articulation with the curriculum for an information literacy program:

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

Category 6: Collaboration

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

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

Category 7: Pedagogy

Pedagogy for an information literacy program:

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

Category 8: Staffing

Staff for an information literacy program:

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

Category 9: Outreach

Outreach activities for an information literacy program:

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

Category 10A: Assessment/Evaluation for Program Evaluation

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

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

Category 10B: Assessment/Evaluation for Student Outcomes

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

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

Category 10C: Assessment/Evaluation for all

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

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

Optional Questions

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

The library has developed and conducts a variety of info literacy workshops that are well received by instructors for their students. The dormant Library Advisory Committee was revitalized and meets at least once a year. We have begun working with the evening Psychology 101 instructor on a research project with pre-test, library workshop and then post-test to evaluate the effectiveness of the library workshop.

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

1) Lack of proactive advocacy for info literacy by RTC senior administration 2) Lack of overall library strategic plan that includes info literacy 3) Lack of librarian time to work on special projects like this (we're busy enough just trying to keep up with the day-to-day activities of providing library service) 4) Lack of flexibility in the technical college curriculum which means instructors don't feel that have any "extra" time in their curriculum to allow for info literacy training.

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

The grant has been helpful in increasing the collaboration and sharing of ideas between librarians in developing library workshops including centralizing our workshop documents in one online location. It has also helped increased the collaboration between librarians and program/class instructors.

Thank you for completing your self-assessment!