

Characteristics of Programs of Information Literacy that Illustrate Best Practice

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

Based on the *Institute for Information Literacy's Best Practices Initiative*
Please refer to the following link for more information about these criteria.
<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>

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 July 15, 2006

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

College Name

Seattle Central Community College

Name of Librarian Entering Data

Karen Michaelsen

Please answer each question with two check marks. One checkmark indicates where your college's Information Literacy Program was two years ago, at the start of this grant process. The second checkmark indicates where you are at this time. If only one box is checked, that means there has not been movement (progress) on that criterion.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Is consistent with ACRL's "Information Literacy Competency Standards for Higher Education"	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Clearly reflects the contributions of and expected benefits to all institutional constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Appears in appropriate institutional documents	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Establish measurable outcomes for evaluation for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Reflect sound pedagogical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Accommodate input from various constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Articulate the integration of information literacy across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Accommodate student growth in skills and understanding throughout the college years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Apply to all learners, regardless of delivery system or location;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Are evaluated and reviewed periodically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Anticipates and addresses current and future opportunities and challenges;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
♦Establishes the means for implementation and adaptation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Emphasizes student-centered learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Uses local governance structures to ensure institution-wide integration into academic or vocational programs;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Specifies programs and courses charged with implementation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
♦Takes place at the planning stages, delivery, assessment of student learning, and evaluation and refinement of the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
♦Includes active and collaborative activities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
♦Responds to multiple learning styles;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Supports student-centered learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Builds on students' existing knowledge; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
♦Links information literacy to ongoing coursework and real-life experiences appropriate to program and course level.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in instruction/teaching and assessment of student learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Provide targeted marketing and publicity to stakeholders, support groups and media channels;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Target a wide variety of groups;	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Focuses on student performance, knowledge acquisition, and attitude appraisal;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Assesses both process and product;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
◆Includes student-, peer-, and self-evaluation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Optional Questions

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

All year the Seattle Community College librarians from all 3 campuses have been meeting regularly to plan a Summer IL Immersion program for faculty. At Seattle Central we used our \$1400 grant money to host workshops for faculty which test the plans for the summer program and we were able to provide \$100 grants to 13 faculty. The planning for these programs has led to an important shift to focus to faculty development and a new approach to faculty, engaging them as partners in IL instruction.

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

1. articulating the IL Plan as a working document. By the definition implied by the "guidelines" used for this survey, we do not have a formal 'plan' but we have many documents (from planning retreats, etc.) that collectively define this plan. We hope to engage our Information Literacy Committee (including other faculty) in formalizing our plan as a separate document. 2. We need to develop better strategies for engaging other constituencies (outside the library) to take ownership for IL, we still

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

We believe the grant activities leading to our IL Immersion Program for faculty has created momentum outside the library and represents an important breakthrough for us. It has raised IL awareness at the institution level. Still we need to find ways to develop IL leadership outside the library.

Thank you for completing your self-assessment!