

# 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](mailto:lolson@pierce.ctc.edu)**

### **College Name**

Yakima Valley Community College

### **Name of Librarian Entering Data**

Joan Weber

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
♦Corresponds with the mission statement of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
♦Appears in appropriate institutional documents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
♦Is reviewed periodically and, if necessary, revised	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establish measurable outcomes for evaluation for the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Reflect sound pedagogical practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Accommodate input from various constituencies	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Accommodate student growth in skills and understanding throughout the college years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Apply to all learners, regardless of delivery system or location;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Are evaluated and reviewed periodically.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Anticipates and addresses current and future opportunities and challenges;	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Incorporates findings from environmental scans;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Accommodates program, department, and institutional levels;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Involves students, faculty, librarians, administrators, and other constituencies as appropriate to the institution	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Establishes the means for implementation and adaptation;	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes mechanisms for articulation with the curriculum;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes a program for professional, faculty, and staff development; and	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Emphasizes student-centered learning;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Uses local governance structures to ensure institution-wide integration into academic or vocational programs;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Results in a fusion of information literacy concepts and disciplinary content;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Incorporates appropriate information technology and other media resources;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Includes active and collaborative activities;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Encompasses critical thinking and reflection;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Responds to multiple learning styles;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Supports student-centered learning;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Builds on students' existing knowledge; and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Links information literacy to ongoing coursework and real-life experiences appropriate to program and course level.	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Serve as role models, exemplifying and advocating information literacy and lifelong learning;	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in instruction/teaching and assessment of student learning;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Develop experience in curriculum development and expertise to develop, coordinate, implement, maintain, and evaluate information literacy programs;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Employ a collaborative approach to working with others;	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Receive regular evaluations about the quality of their contribution to the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Provide targeted marketing and publicity to stakeholders, support groups and media channels;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Target a wide variety of groups;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Use a variety of outreach channels and media, both formal and informal;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>
♦Advance information literacy by sharing information, methods and plans with peers from other institutions; and	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Measures directly progress toward meeting the goals and objectives of the program;	<input checked="" 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 checked="" 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Focuses on student performance, knowledge acquisition, and attitude appraisal;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Assesses both process and product;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦Includes student-, peer-, and self-evaluation;	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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?**

-Developing the IL rubric, which was comparable to the other rubric used to access individual assignments in three other YVCC abilities. -Preparing and presenting 10 scheduled workshops on various IL topics -More focused presentations to individual classes, targeting IL information and standards -Stipends to faculty to incorporate IL components into specific course(s)

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

Involving more discipline A&S faculty and almost of the vocational faculty in an attempt to find more ways to infuse IL activities/topics into the curriculum.

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

Absolutely! Without it, the efforts of the library would have still been minimal, at best! The grant and other local factors "lit a fire" under the Dean of A&S who through considerable time and effort into the IL project and its successful implementation, to date.

*Thank you for completing your self-assessment!*