

LIBRARY AS INSTRUCTIONAL LEADER, 2008-2012

Transforming Pedagogy and Curriculum with Information Literacy

A project of the Washington State Community and Technical Colleges funded by the Washington State Library through LSTA.

INTRODUCTION

BACKGROUND & PREVIOUS WORK

In 2003 the Library Media Director's Council (LMDC) for Washington State Community and Technical Colleges (CTC) received LSTA funds from the Washington State Library for a multi-year project focusing on information literacy. The State Library provided LSTA funding from 2003 to 2008 for the CTC libraries to "collaboratively develop and implement programs that utilize Information Literacy (IL) as both a lifelong skill and an instructional strategy." The five-year grant began with a state-wide ACRL Immersion program open to all CTC librarians. Over the course of the grant, library faculty and their discipline faculty partners engaged in professional development and local assessment projects with support from LSTA funds.

At the conclusion of this project, the state library invited LMDC to request additional funds, renewable annually, for an additional four years. This second project became *Library as Instructional Leader: Transforming Pedagogy and Curriculum with Information Literacy (LIL)*, a multi-faceted project that ran from winter 2009 through summer 2012. This report documents the activities and outcomes of this second phase of LSTA funding for information literacy.

2008-2012 PROJECT

LMDC proposed four main goals for *Library as Instructional Leader*, and Seattle Central Community College Library agreed to coordinate these efforts on behalf of LMDC for the CTC libraries. Twenty-eight of the 34 CTC libraries responded to an "intent to participate" form, indicating that most of the libraries in the system were prepared to continue to engage in LSTA activities.

The initial goals were:

1. Continuing the assessment work started in the previous grant;
2. Furthering the Rising Junior discussions with the baccalaureate institutions;
3. Conducting research and designing best practices that determine the library and the librarians' contributions to Basic Skills student achievement. (Developmental Education, ESL, and ABE); and

Developing methods and models for leading and implementing process-based pedagogies on our campuses (Inquiry-based learning, Problem-based learning, Resource-based learning, etc.)

The project's first year focused on assembling a steering committee, developing a research plan for documenting the impacts of information literacy instruction on basic skills students, and continuing assessment efforts by supporting collaborations between library faculty and discipline faculty. The basic skills research, later named Pre-College Information Literacy Research (PILR), was conducted over multiple years of the grant period.

Each year, mini-grants encouraged library faculty to focus on different areas of information literacy. Full-day workshops were designed to support major themes each year, and in summer of year three (2011), a modified ACRL Immersion program was offered to re-establish base knowledge among CTC librarians. Additional focused projects engaged library faculty in developing tools and resources to serve all CTC libraries. Throughout the project, the steering committee provided guidance for the major activities and LMDC received regular updates on the progress of the grant.

ANNUAL SUMMARIES

2009

Planning and activity began as soon as the grant was awarded in February 2009. Grant activity for the 2008-2009 academic year involved 83 librarians and discipline faculty from 27 colleges who participated in at least one activity. The major activities supporting the project were as follows:

Establishing a Steering Committee

Coordinators assembled a steering committee made up of four library administrators and two librarians. The initial committee included Paula Doherty, Vice President for Institutional Effectiveness and Instructional Resources, Peninsula College; Deb Gilchrist, Dean of Libraries and Institutional Effectiveness, Pierce College; Wai-Fong Lee, Executive Dean, Seattle Central Community College; Myra Van Vactor, Dean, Bellevue College; Katy Dichter, Librarian, Green River Community College; Lynn Kanne, LSTA Grant Project Coordinator, Librarian, Seattle Central Community College

Kickoff Workshop

In February 2009, this day-long workshop brought together 45 library faculty and 10 discipline faculty from 22 of the participating colleges. The event was planned to review past work and orient librarians to the projects ahead. LSTA Librarians from colleges in Bellevue, Spokane, Tacoma, and Skagit Valley presented about their successful LSTA-funded projects that featured collaborating with faculty to increase and assess information literacy instruction. Deb Gilchrist, library dean from Pierce College and a national leader on information literacy assessment, presented a review of key assessment concepts, with emphasis on authentic assessment. Participants worked together to draft plans for mini-grant projects for spring 2009.

Authentic Assessment Mini-Grants

For spring 2009, twenty mini-grants were awarded to individual colleges to promote collaboration between librarians and discipline faculty. Most grants were used to provide stipends for discipline faculty to work with library faculty on information literacy. Many recipients created rubrics for information literacy in specific subject areas, analyzed student work using established IL rubrics, conducted pre- and post-tests to assess IL instruction, and presented or attended IL seminars or workshops.

Research Team

This group met in spring 2009 to engage selected library faculty and faculty from basic skills, ESL, and developmental education to discuss methods for measuring and documenting the impact of information literacy efforts on success for pre-college students. This initial research team generated design parameters for the research project that would become Precollege Information Literacy Research (PILR).

Working with Pre-College Summer Workshop

Thirty-two library faculty and 10 discipline faculty attended two half days of cross-training on information literacy and the needs of pre-college students in July 2009. Participants collaboratively mapped IL standards to existing basic skills and ESL standards, generating a basis for rubrics to be used in year two of the grant.

2009-2010

Grant activity for the 2009-2010 academic year involved 96 library and discipline faculty from 27 colleges who participated in at least one activity. The second year of the project activities supported three major goals:

- Continue to develop the research initiative to support basic skills and developmental education students
- Foster collaboration between library faculty and basic skills faculty to promote information literacy in the curriculum
- Educate library faculty in new models of teaching and learning and identify best practices for information literacy that address emerging changes in information technology

IL in the Pre-College Curriculum Fall Workshop

This November 2009 workshop on information literacy for pre-college students brought together 68 participants from the Washington State Community and Technical Colleges, including 35 library faculty, 27 pre-college faculty and seven library directors. The day included a session on integrative learning with two discipline faculty from Seattle Central Community College, a session on information resources for pre-college students, and planning time for teams to develop mini-grant ideas and to consider PILR projects.

Pre-College Information Literacy Research (PILR)

In fall 2009, several members of the initial research team formed a smaller planning team which met with a research consultant to design the PILR project. This team established the research question and basic methodology for the project. They also adopted the “Reflect Learn Connect” research model as the basis for a detailed IL rubric that would be used throughout the project.

Building upon preparations from the previous year, the planning team developed an application process and form for PILR participants, a draft rubric, and guidelines for curriculum/assignment design.

Each PILR research team consisted of one library faculty and one to three discipline faculty. Over the course of four quarters (one planning quarter followed by three implementation quarters), teams designed task-oriented, integrative assignments, used the standardized rubric to assess student learning, and collected and reported data to document student achievement of IL outcomes. Faculty and students involved also completed quarterly surveys. The initial 11 teams formed the first cohort (Group A), consisting of seven library faculty and 12 pre-college instructors. Group A began their planning in winter, 2010. Group A consisted of eleven teams at four colleges. Group B, consisting of eight teams from five colleges, began planning in spring 2010. Group C was recruited to begin planning in fall 2010.

Rubric Norming Workshop

In June 2010, 26 PILR team members from PILR Groups A and B joined information literacy and rubric expert, Dr. Megan Oakleaf for a norming process in which participants used the rubric to evaluate examples of student work generated by classes in the Group A. This process helped identify areas of confusion in the rubric and develop consistency in how the rubric is applied to PILR assessment. The rubric was further revised using feedback generated in this workshop.

Literature Review

In order to provide background information to support the PILR research design, the Steering Committee requested proposals for a literature review related to pre-college student assessment, learning, and information literacy. Shireen Deboo, library faculty at South Seattle Community College, conducted the review which was posted to the LIL wiki in March 2010 and shared with the CTC librarians and others involved in PILR.

Authentic Assessment Mini-Grants

Libraries at individual colleges were invited to propose new projects featuring authentic assessment of information literacy. Following previous models, most mini-grants provided stipends for discipline faculty to work with library faculty. The projects varied widely, ranging from single assignments with one corresponding instruction session to quarter-long, weekly IL instruction sessions culminating in student capstone presentations. Several institutions focused on developing faculty understanding of IL by hosting workshops. Others created technical solutions to IL challenges. Several grants aimed at program-level development of IL assessment.

Emerging Technology & Information Literacy Teaching Summer Workshop

Forty-five library faculty and two library directors came together in July 2010 to focus on how changes in technology impact the form and content of instruction. To begin, Anne-Marie Deitering (Oregon State University) and Nicholas Schiller (Washington State University), academic librarians who present frequently on this topic, offered their views in keynote presentations. Other presentations included project management, hands-on time with a variety of teaching technologies, and mapping technology projects to overall information literacy plans like those developed in the previous grant period.

2010-2011

Grant activity involved 93 library faculty and 47 discipline faculty from 30 colleges who participated in at least one activity. The second year of the project sought to:

- Continue to develop the Precollege Information Literacy Research (PILR) initiative to support basic skills and developmental education students
- Foster collaboration between library faculty and discipline faculty to promote information literacy that prepares “rising juniors” for success at 4-year institutions
- Provide advanced information literacy leadership training and improve teaching effectiveness for librarians

Rising Junior Fall Workshop

In November 2010, 44 librarians, library directors, and discipline faculty learned about promoting information literacy for rising juniors, that is, CTC students intending to transfer to upper division studies. Dr. Michael Eisenberg, dean emeritus at the University of Washington’s Information School, gave a keynote presentation on the role of the library in student learning. Dr. Eisenberg shared his vision for the academic libraries and student success, and he presented results from University of Washington’s ongoing Project Information Literacy research. Following the presentation, a panel of librarians from local 4-year institutions discussed the information literacy needs of college juniors and seniors with a focus on students transferring from community colleges. Participants used the remaining time to collaborate on rising junior project ideas, many of which were implemented through mini-grants.

Pre-College Information Literacy Research (PILR)

By the end of the 2010-2011 academic year, PILR had grown to include 39 research teams in five cohorts. The first two PILR groups, A and B, completed research this year and implemented their final quarters in winter and spring, respectively. In order to collect more data, Group A was offered an optional fourth implementation quarter in spring. Group C implemented their instruction plans in winter and spring, and Group D began implementation in spring. Group E began research with the planning quarter in spring. Groups C, D, and E collected data through the 2011-2012 academic year.

Rising Junior Mini-Grants

CTC librarians were invited to propose mini-grant projects ranging from \$1800 to \$2850 to foster collaboration between library faculty and discipline faculty. The focus of these grants was on developing projects within information literacy programs to prepare 'rising juniors' for success at 4-year institutions. Because the grant period was short, mini-grants were often used to begin a larger or longer-term project that would continue beyond spring 2011. Participating colleges were Bellingham Technical, Green River, Lower Columbia, North Seattle, Pierce, Seattle Central, Shoreline, Skagit Valley, Spokane, Spokane Falls, Wenatchee Valley, and Whatcom.

Solving the Copyright Mystery Tutorial

In response to a need identified by LMDC members for instructional material on copyright, librarians were invited to apply for funding to create online instruction for students and faculty on copyright. A team of three librarians from three colleges worked over the summer, producing *Solving the Copyright Mystery*, a tutorial available to individual colleges for use as-is or adaptation to local needs and formatting.

Dipping into ACRL Immersion Summer Workshop

In response to frequent requests from libraries for additional opportunities like the ACRL Immersion program offered in 2005, four faculty from the national ACRL Immersion program were contracted to develop and offer a modified Immersion experience for CTC librarians and discipline faculty in July 2011. Participants selected from two tracks:

- *Student Centered Teaching*, with sessions on student-centered learning and classroom activities, designing instruction that speaks to the full range of learners on the Kolb learning cycle, assessment of student learning, teaching to outcomes, and managing content
- *Developing/Updating the Information Literacy Plan*, with sessions on what's in a plan, assessing existing plans, recognizing and adapting to cultural change in higher education, leadership, advocacy, examining student learning assessment data at the program level, and general program level assessment.

Accreditation Best Practices

In response to the Northwest Commission on Colleges and Universities' new accreditation process, libraries recognized the possible benefits of sharing accreditation information and strategies. This project sought to provide a space for sharing accreditation information and approaches to assessment and reporting. A team of two librarians collaborated to compile useful data and content related to accreditation standards and create a wiki to enable libraries to share experiences and information about the accreditation process.

Grant activity involved 66 library and discipline faculty from 27 colleges who participated in at least one activity. The second year of the project sought to:

- Close the PILR research loop by completing PILR projects and analyzing quantitative and qualitative data.
- Promote the Information Literacy Plan as the main template for developing information literacy.
- Analyze, document and share the best work from each college in order to serve the CTC system and build broader partnerships
- Develop a shared vision for the role of CTC libraries as information managers using available technology.

Shaping a Meaningful Information Literacy Plan Fall Workshop

In November 2011, 49 library faculty and library directors gathered to focus on information literacy plans, a document that can help a library define its vision, not only to describe what it does, but to help guide decision making and planning. This workshop introduced examples, models, and methods for creating a plan that supports goals and reflects larger institutional values. Participants worked on a template for their own college's plan and the skills to envision and create one.

Information Literacy Plan Mini-Grants

Nine mini-grants awarded to eight colleges to encourage libraries to make progress on strategies within their information literacy plans. Through these grants, 19 library faculty led activities that included over 18 other faculty and administrators (not including participants in grant-funded workshops). Participating colleges were Tacoma Community College, Pierce College, Bellingham Technical College, Highline Community College, Spokane Community College, Bellevue College, and Green River Community College. Targeted disciplines/programs included Nursing, College Success, Social Sciences, I-Trans (ABE + Communication Studies), Biology, Applied Education, and the Humanities. Grants focused on the assessment of student learning, information literacy outcomes, developing assessment tools, developing integrative IL assignments, and more.

Pre-College Information Literacy Research (PILR)

By the time the final cohorts were completing their last implementation quarters in spring 2012, PILR had engaged 43 research teams in five cohorts. These teams represented 15 colleges, 26 librarians and 44 discipline faculty. A year-by-year summary of the PILR projects as well as individual PILR deliverables are posted to the grant wiki: <http://goo.gl/ekgVK>. A more comprehensive report with overall conclusions will be available during fall 2012.

PRODUCTS & MAJOR PROJECTS

PILR BIBLIOGRAPHY

To set a solid foundation for the PILR project, librarians needed to build awareness of current and relevant research to support information literacy instruction for pre-college students, including ABE, ESL, and developmental education students.

A request for proposals was sent to CTC librarians. Shireen Deboo was selected from among the proposals to conduct a comprehensive literature search that explored integration of information literacy (IL) outcomes in the curriculum, resource-based or problem-based learning, emerging or creative pedagogies, assessment methods and modes, and other pertinent topics identified during the search. Deboo completed the bibliography in March 2010. It can be accessed here:

<http://lstahighlights.wordpress.com/2012/04/27/pre-college-annotated-bibliography/>.

PILR DATA & FINDINGS

PILR produced data on student learning as it was assessed by individual faculty/librarian teams. This data by itself proved to be most useful for the teams as they evaluated their instructional approaches. PILR teams documented their assessment process quarterly and through sustained collaboration, they were able to implement improvements and revisions to their instruction and assignments that strengthened their partnership and engaged them in authentic analysis of student learning. Faculty responded positively to the curriculum design template as a planning tool and the collaboration itself.

The project findings suggest that sustained collaboration between library faculty and discipline faculty can improve student learning in meaningful ways: students who were involved in PILR classes gained momentum points (a metric used by the State Board to assess overall student progress).

A full report on the project is available at: <http://goo.gl/ekgVK>.

INFORMATION LITERACY ARTICLES

One goal of the overall project was to raise awareness of our work, not only among librarians in the state, but also among educators from other disciplines. To document and share the best work from this LSTA grant period, librarians at participating libraries were encouraged to publish articles about their LSTA activities.

In late winter of 2012, the final year of the grant, library faculty from participating libraries were invited to submit proposals for funding to produce publication-quality articles to be submitted for publication. Librarians were strongly encouraged to target education journals outside of the library field. The steering committee gave first priority to proposals for articles that:

- Related to the proposer's participation in LSTA activities
- Highlighted or illustrate the value of information literacy instruction
- Presented novel strategies or approaches to pedagogy or assessment for information literacy

The LSTA Steering Committee reviewed and approved proposals and participants completed five publication-quality articles. To date, three of these articles have been accepted for publication and two still seeking publication. The following articles were produced:

“I Don’t Have Time to Teach That: The Benefits of Faculty-Librarian Collaborations.” by Andrea Gillaspay-Steinhilper, Lower Columbia College. Published in *Faculty Focus*. [Link: <http://www.facultyfocus.com/articles/instructional-design/i-dont-have-time-to-teach-that>]

“Relieving Library Anxiety in the ESL Classroom” by Jill Bauer, ESL Instructor with Elinor Appel, Reference and Instruction Librarian, North Seattle Community College. Published in *WAESOL World Quarterly*. [Link: <http://waesolworldquarterly.com/?p=957>]

“Information Literacy Cooperation by Design: Review of a Guided Collaboration between Teaching and Library Faculty.” by Quill West, Librarian, Walla Walla Community College. Accepted for publication in *ACRL’s College and Research Libraries News*.

“Integrating Library Skills in Developmental English Classes: A Collaborative Approach.” by Kris Lysaker, ESL instructor and Shireen Deboo, Reference and Instruction Librarian, South Seattle Community College.

“Integrating Information Literacy and Basic Writing: Angela’s Ashes and Academic Self.” by Jennifer Stanton, English Instructor, Bellevue College.

ACCREDITATION TOOLKIT

Accreditation requirements were revised during the grant period, shifting from a descriptive process to a process emphasizing the use of data to demonstrate effectiveness. Libraries across the state have found various ways to address accreditation requirements, and this seemed to be another area in which libraries could share their efforts.

In response to a suggestion from LMDC, two library faculty were enlisted to develop an online space where libraries could share information about their activities and reports related to accreditation. The accreditation site has been received with enthusiasm from the CTC librarians, and it will increase in value over time as libraries share their completed accreditation documents. The site can be viewed at: <http://librarytoolkit.wordpress.com/>.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The LSTA grant provided a variety of professional development opportunities for both library faculty and discipline faculty. During the grant period, library faculty and discipline faculty had opportunities to attend and present at different targeted professional development events designed to further information literacy initiatives and other LSTA grant activities. In all, participants were offered the opportunity to attend seven major workshops ranging from full day workshops during an academic quarter to three days in the summer. Project funds helped bring speakers of national stature, provide venues and refreshments, and support travel and reimbursement for faculty. Travel funds were particularly important because they enabled broader participation by supporting travel and substitutes as needed as well as stipends for part-time librarians. Most events were held in the Puget Sound area to provide access to the greatest number of library faculty and minimize travel costs.

The content of each event was tailored to the goals of the grant and the needs of the participants. Most events were planned in conjunction with the steering committee with the help of smaller ad hoc groups of librarians drawn from CTC libraries. Because of the emphasis on collaboration, librarians were frequently encouraged to invite discipline faculty from their campuses. Discipline faculty provided perspective, energy, and enthusiasm to these events.

The kickoff workshop in winter 2009 reviewed the accomplishments of the previous grant and introduced the new project. In summer and fall 2009, workshops on basic skills and developmental education prepared librarians for PILR; in summer 2010, the workshop explored using technology to support information literacy instruction; in fall 2010 participants were prepared to focus on “rising juniors,” which was also the focus of the mini-grants. In summer 2011, *Dipping into Immersion* offered a modified version of the ACRL Immersion program, designed for CTC librarians whether or not they had already attended a full ACRL Immersion program. The final workshop, held in fall 2011, extended Immersion to additional participants by focusing on the information literacy plan and preparing libraries to apply for mini-grants based on their information literacy plans.

SOLVING THE COPYRIGHT MYSTERY TUTORIAL

A common need among the CTCs is to educate students and employees about their rights and responsibilities as users and producers of copyrighted information. At LMDC’s suggestion, a request for proposals was presented to the CTC libraries for creating a copyright tutorial covering the basic information needed in an educational environment. The tutorial was to cover the following learning outcomes:

- Define copyright, including what is protected and what is not protected
- Describe the basic concepts of copyright, including ownership, public domain, licensing, and fair use
- Describe the purpose of copyright and list the consequences for violating copyright law
- Apply the four fair use factors to different scenarios to determine whether fair use applies to the most commonly used formats in different situations: use in the classroom, reading packs, and

reserves, in student work, and TEACH Act, including online with password protection and online without password protection

- Obtain permission to use copyright protected materials and/or find open access alternatives
- Protect one's own creative work using copyright or other methods

The project was awarded to a team of three librarians from three different colleges who collaborated over the summer of 2011. The team was required to use the IRIS tutorial as a model for organizing content that would be easy for libraries to load locally and customize to the needs to their institutions. The resulting project includes overview information, content for students and faculty, and pre- and post-tests. The completed project has been adopted by individual colleges, including: Skagit, Clark, Seattle District, Highline, Tacoma and Bellingham. Whatcom, Yakima and Everett are currently reviewing the content to adapt it for their use.

An example of the [tutorial](#) can be found at the Seattle Community Colleges.

MINI-GRANTS SUMMARY

The LSTA grant provided libraries/librarians the opportunity to create and implement projects each year of the grant. The impact of mini-grants on the full grant cycle was to give all participating libraries the opportunity to implement the goals of the grant in ways most relevant to their individual libraries and campuses. A total of 56 mini-grants were awarded through the four-year grant cycle.

Grant years would generally start with some sort of themed kick-off workshop, and the workshop would include a guest speaker(s) and/or activities to introduce librarians to the year's focus (basic skills, rising junior, etc.). Librarians from the CTCs would gather at these workshops to learn from guest speakers and discuss themes and ideas with colleagues in and outside of their libraries.

The yearly mini-grant opportunity was introduced during these workshops. The development of mini-grant projects was very "grassroots;" librarians weren't told what to do with the funding. Rather, they were given the freedom to implement thematically relevant projects most critical to their librarians, students, and institutions.

Written reflection provided by participating libraries on the total impact of the grant yielded the following comments about mini-grants:

Because of the LSTA mini-grant project, the idea of librarians and developmental education instructors collaborating to develop information literacy assignments has been institutionalized, and the language we use to talk about quality standardized. - South Puget Sound

During the kick-off meeting that introduced information literacy as a potential integrative project using the learning community model, the 30+ attendees were particularly engaged; discussion continued well past the end time. -Seattle Central

Without the LSTA mini-grant librarians and Reading faculty would likely still be confusing students by talking about the same thing (information literacy) using different

terminology. Now instructors, librarians and students have a clearer idea of the results we are after. -South Puget Sound

And a common sentiment about mini-grant impact that appeared across self-evaluations, but is exceptionally well stated by Skagit Valley College, is

We are working at developing more relationships with classroom faculty to bring them along on this journey.

HIGHLIGHTS CONTENT

In an effort to document grant activities and share products that were created through grant activities, a small group of librarians developed an online site for collection and later retrieval of information literacy resources. The resulting site can be found here: www.lstahighlights.wordpress.com. Librarians can use the site to share instructional resources, particularly those focused on information literacy. The site includes articles, assignments, handouts, lesson plans, rubrics, tutorials, and more. Visitors to the site can browse resources by audience, college, and resource type. Resources are identified with the intended audience, resource type, creator contact information, and keyword tags.

As part of the Wrap-Up Activity in spring 2012, librarians from participating colleges were asked to select and submit 4 resources to be shared on the site. To date, 15 colleges have shared 84 resources, including teaching and assessment tools, learning objectives and lesson plans. All submitted resources are available for reuse and adaptation under a Creative Commons Attribution License. The website will continue to be available as a resource and will be updated as new content gets submitted. To date, the site has been viewed over 1,250 times by visitors from 12 countries.

KNOWLEDGE MANAGEMENT SYSTEM FEASIBILITY STUDY

As part of the next grant cycle, LMDC executive officers were considering creation of a statewide knowledge management system that organizes documents, audio/video, and other resources which would be searchable and secure. Such a KMS could not only highlight the skills and expertise that librarians offer, but could also use LSTA funds to promote and expand the role of the college libraries system-wide and statewide.

As part of this grant cycle, a research team consisting of two faculty librarians conducted a feasibility study and made the following recommendations:

- *LSTA funds should identify a piece of this project concept that specifically highlights and capitalizes on the value of librarians, rather than adopting a large-scale project which would rely heavily on outside technical support and partnership.*
- *LMDC should track the rollout and design of CTC Link, to ensure that LSTA project efforts do not duplicate what the SBCTC is already building.*

- *LMDC should consider developing a KMS specifically focused on library statistics and library data in the first year, designed by and for library directors, faculty and staff statewide. Such a project would capitalize on existing expertise, require minimal buy-in for outside users or partners, and offer an opportunity to demonstrate a replicable project to other user groups in the future (such as enrollment or registration staff). Long term maintenance, staffing and sustainability would still need to be considered.*
- *If the results of the statewide library KMS are positive, LMDC could consider promoting the use of a KMS to other councils/colleges/SBCTC using the framework and best practices developed this year.*

RISING JUNIOR INITIATIVE

The Rising Junior initiative included a workshop, mini-grants, and the development of the Rising Junior outcomes. The workshop with Dr. Michael Eisenberg and a panel of librarians from four-year institutions set up participants to focus on possible grant activities targeting their transfer student population. Most mini-grants from the 12 colleges participating created and/or refined information literacy outcomes within a specific context of the transfer population, such as a program (English, Nursing) or a transfer course (Biology 241/242, English 102, Genetics):

Through the grant's Rising Junior projects, we have begun providing a smoother transition for our transfer students. We were able to partner with instructors in some core transfer courses to teach discipline specific research skills and resources. -Spokane

As was the case with most of the grant's endeavors, building relationships with faculty outside the library was a lasting impact of these mini-grants:

Seattle Central librarians, faculty and staff developed a Rising Junior learning experience that is an intercampus, interdisciplinary, integrated project;

Skagit Valley states that their Rising Junior project is "something we plan on picking up again. We made valuable contacts at WWU...

Our College Success work, part of the Rising Junior mini grant helped us to establish greater communication with the program and its faculty. -Pierce

As part of the Rising Junior initiative, a small team of librarians from three different colleges gathered to collaborate on the creation of a draft set of outcomes specifically targeted at rising juniors. The outcomes are intended to serve as a guide for faculty and librarians developing curriculum for transfer students. The outcomes can be viewed on the grant wiki: <http://goo.gl/zRk7l>

PROJECT ASSESSMENT

Evaluation Methods

Because the project involved multiple activities with different goals, each activity was assessed separately.

Mini-grant and special project recipients reported on their projects upon completion, describing accomplishments and outcomes, participants, and the impact or expected impact of the activity. Post-workshop surveys were conducted for each workshop to document the learning as well as the effectiveness of the workshop content and delivery. A final self-evaluation asked participating libraries to describe the overall impacts of the project. This evaluation is summarized in Outcomes and Themes below.

Communication

The LMDC and College Library and Media Services (CLAMS) listservs provided a primary means of informing librarians of project opportunities, information, and events. Messages to these lists often led to links in the project wiki (<http://informationliteracywactc.pbworks.com/w/page/19923193/FrontPage>), where participants could find detailed activity information, including registration, notes, and related information. Participants also posted reports to the wiki, making their work available to the entire group.

This wiki was central to the PILR project, which generated two reports and one data file per team each quarter of participation.

Participation

In total, 30 of the state's 34 community college libraries actively participated in at least some aspect of the project, which engaged about 95 librarians, library administrators, and discipline faculty during each year of the project. The largest single activity of the project was PILR, which engaged 26 librarians and 44 discipline faculty in sustained collaborations that generated student learning assessment data and developed information literacy assignments.

PROJECT OUTCOMES AND THEMES

Participating libraries were asked to report on their overall involvement and impacts of the grant. Seventeen of the 30 participating libraries responded to questions about their involvement, activities, and progress in information literacy. In general, libraries with the greatest levels of participation in the grant responded to the self-evaluation and libraries with fewer librarians seemed to be less able to participate in grant activities, even when stipends were available.

Text in italics indicates comments provided by the libraries in their final self-evaluations.

INFORMATION LITERACY PROGRAM DEVELOPMENT

Libraries reported that the grant activities helped promote the culture and practice of information literacy. Libraries cited the grant as an important factor in creating changes that extended beyond the library itself to the local campus culture.

The grant workshops helped librarians build their ability to articulate information literacy as a general learning outcome, and the mini-grant projects gave them opportunities to collaborate with discipline faculty on in-depth assignment design and assessment. The mini-grants also focused librarians' attention on various key student populations such as pre-college students and "rising juniors." Librarians reported that they will continue to build upon grant work to develop instruction and assessment for these populations.

Libraries overwhelmingly reported that participating in LIL activities had helped increase campus-wide awareness of library services and deepen the appreciation of information literacy as a learning outcome. Many said their work had resulted in establishing IL as a college-wide learning outcome.

...the grant has been the most significant motivating and educating factor in our creation of an IL plan, a crucial document for communicating our mission and values, and clarifying the Library's goals. – Spokane

Before working on the various LSTA projects and attending the workshops, we felt we were providing information literacy instruction in the library, now we know that we are. We are also making advances in assessment, which is the trickiest part for our job. – Skagit

We have also found that as a result of grant activities, we are making progress in our goal to engage faculty across campus in information literacy-related conversations. ... One of the campus-wide initiatives that we have been heavily involved in this past year is the nascent Writing Across the Curriculum program. With our input and the support of composition and discipline faculty, it has been re-born as the Writing, Reading, and Research Across the Curriculum program. –Tacoma

We also learned that the planning process takes quite a bit of time and there must be commitment to rethinking and revising because we seldom "got it right" on the first try. The PILR project was particularly useful in showing us how long it can take to properly design an authentic IL assignment and connect it to the rubric. -Highline

INFORMATION LITERACY ASSESSMENT

Libraries engaged in a variety of assessment activities that deepened understanding of student learning for both library and discipline faculty. Smaller assessment projects completed through mini-grants often generated plans, partnerships, or models that could be applied to other courses or programs. Assessment work that was a part of PILR was especially helpful because the project required

collaboration over at least four quarters to design and revise assignments and to provide assessment data on student learning. Faculty seemed to benefit from repeating this quarterly process several times, each time deepening their analysis of how a particular assignment or approach served their purposes. Not only did PILR help assess the impacts of IL instruction, but the project serves as a model for sustained collaborative assessment to improve student learning.

Spokane Community College implemented WASSAIL, an assessment tool that can be used to collect assessment data and evaluate IL learning. Spokane is generously sharing what they learn with colleagues across the state and they are offering other libraries access to the tool.

...instructors participating in PILR have used the IL rubrics developed for the grant. The rubrics have helped faculty to understand what the librarians mean by information literacy. – South

*The participating librarians are clearly more focused in their approach to teaching and integrating IL in discipline classes. We have improved the way we assess student research and in the manner in which we approach faculty regarding research outcomes in their classes. –
Spokane Falls*

*In addition, our involvement in the grant and our recent accreditation activities have caused us to think more deeply about assessment of IL. During the last year, our library has identified and mapped library-wide outcomes. Although we've gathered some IL assessment data through our involvement in the LSTA grant, we recognize the need to systematize assessment more fully. Some of the partnerships we've formed during the grant process helped us identify campus partners with whom we want to work to ensure systematic assessment of IL on our campus. -
Highline*

COLLABORATIONS BETWEEN LIBRARY AND DISCIPLINE FACULTY

Ongoing collaborations, such as those required of the PILR teams, were invaluable in developing working relationships between library and discipline faculty with a mutual interest in student learning through IL. These collaborations frequently resulted in improved assignments. Projects demonstrated the value of concentrated efforts to build partnerships to explore student learning. Some discipline faculty also attended grant workshops, giving them further opportunity to engage with librarians and absorb information literacy concepts and strategies. Librarians benefitted similarly from having the discipline faculty perspective represented at workshops.

Libraries also reported that mini-grants helped them develop deep partnerships and sustained involvement with discipline faculty across their campuses. Respondents frequently expressed a desire for continuing collaborations in the form of additional mini-grants, but they said collaborations would continue regardless of mini-grant offerings. LIL focused intensively on pre-college students through PILR; several libraries wanted to devote similar attention to “rising juniors” in order to take advantage of the benefits of collaboration with discipline faculty. They also wanted to re-establish connections with 4-year institutions about this same student population.

Developing assignments with and explaining the purpose of the assignment helped classroom faculty clarify their own understanding of IL. – Skagit

The strength of this project was that it got librarians and development education talking about their shared information literacy objectives. We learned early on that we could be more effective by agreeing on the terms we would use to teach students to identify quality sources... the idea of librarians and developmental education instructors collaborating to develop information literacy assignments has been institutionalized, and the language we use to talk about quality standardized. – South Puget Sound

The grants provided an incentive and a structure that made it possible for us collaborate with a number of faculty who might not have been interested otherwise. – South Seattle

Our faculty partnerships enabled us to grow our IL efforts from the course-level to program-level. These work-intensive partnerships would have been impossible without incentives provided by the grant which has changed what we do and how we do it. – Spokane

The latest work we've done through the spring 2012 mini-grants has allowed us to pilot a format we hope to use in the coming years. We believe faculty working together in small cohorts to think about research, learn about information literacy best practices, reflect and revise, and provide feedback to each other will work well on our campus. The work we're doing this quarter will help us revise this cohort approach so we can implement in future quarters. -Highline

SHARED TOOLS AND MODELS

Through special projects and mini-grants, libraries and teams from multiple libraries created rubrics and other tools with support from the grant. These tools will continue to provide support to libraries who can access them through the Highlights page and the project wiki. Many of the respondents reported having renewed their attention on their information literacy plans, which were helping them be more intentional about the activities they choose to pursue, especially given limited staff time. Several libraries developed compelling models for promoting information literacy. Highline organized discipline faculty into cohorts for developing information literacy assignments.

INFORMATION EXCHANGE AMONG CTC LIBRARIES

Many libraries cited opportunities to exchange information with CTC colleagues as one of the most valuable impacts of the grant. They reported that the grant workshops in particular provided rare opportunities for information sharing and collaboration across the CTC libraries. Many also reported that library faculty are often so busy that finding time to participate in these activities is a challenge. Libraries with fewer full-time faculty find it especially difficult to participate, even when stipends and funds for substitutes were available.

I do feel that the workshops... were extremely beneficial and learning from other librarians was one of the best things we gained from this experience. Learning what worked and what didn't at other colleges gave us ideas that we incorporated at our college. - Skagit

CONCLUSION

Librarians at the Washington State Community and Technical Colleges have embraced collaboration and sharing to build instructional leadership in the state. Over the four years of the grant, librarians from across the state engaged in grant activities with openness and enthusiasm for promoting information literacy within their own institutions and across the state. They engaged discipline faculty in defining and assessing information literacy and created instructional tools and workshops. They demonstrated methods for assessing information literacy and they adapted others' work for their own institutions.

Although mini-grants and other funding encouraged participation, colleges were limited by their librarians' workloads (funding was mainly used to encourage discipline faculty to participate in developing information literacy). In some cases, libraries used the funding to extend work they were already doing; in others, the grant made it possible to initiate new projects, such as PILR, which required coordination

With the support of this project, librarians have advanced their information literacy programs by establishing and revising information literacy plans that guide their decisions about projects and activities to pursue each year. And by sharing their work throughout the project, they have built a supportive community for continuing to collaborate and share through future grants, and possibly through CLAMS, a well-established organization of CTC librarians in Washington state. Tools like wikis and learning management systems are now easily available to help organize these collaborations. However, sustained activity will most likely require some form of leadership and coordination from LMDC or CLAMS, regardless of whether grant funding is available.