

WWCC Library



Information Literacy Plan

WWCC Mission and Goals	Library Mission Statement
<p>Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.</p> <p>To accomplish this mission, our outcomes goals are to:</p> <ul style="list-style-type: none"> • Encourage and support lifelong learning. • Prepare students for the 21st Century workforce. • Strengthen basic skills of students. • Serve as a leading partner in strengthening communities. <p>Our process goals are to:</p> <ul style="list-style-type: none"> • Embrace relevant technologies. • Provide services that support student learning. • Hire, develop and train highly qualified personnel. • Value and promote diversity and multiculturalism. • Collaborate with public and private partners. • Acquire and maintain high quality facilities. • Pursue additional sources of funding. 	<p>The library connects our community to information resources and, with an active instructional focus, develops self-confidence and academic capability in a technologically challenging and multicultural world. We:</p> <ul style="list-style-type: none"> • anticipate and provide access to the resources and tools students and instructors need to enhance teaching and learning; • promote fluency with information literacy and educational technology; • provide comfortable, safe library spaces conducive to study, inspiration, collaboration, and reflection; • contribute leadership and direction in information policy issues such as fair use, intellectual freedom, privacy, and access to information; • interact with students, faculty, and staff for improved feedback, communication, and information flow.

Information Literacy Vision: In support of the Institutional and Library missions the library will create and promote an instruction program that includes incremental development of information literacy concepts across the WWCC curriculum in order to provide a culture of discerning and ethical information seeking and usage among our students, faculty, and staff.

Information Literacy Student Learning Outcomes:

- Define and discuss questions in order to develop research questions
- Experience information seeking strategies and tools in order to brainstorm processes for meeting one’s own information needs.
- Work with a variety of sources and technologies in order to identify and use appropriate resources for information needs.
- Critically evaluate a variety of information sources in order to use the most valuable information available.
- Work alone or in groups effectively to organize information in different forms in order to synthesize findings.
- Discuss and practice legal and ethical use of information in order to avoid plagiarism and copyright violation.

Outcomes to support the vision:

- Promote IL outcomes and definition among WWCC faculty and staff in order to secure involvement in the implementation of the IL program.
- Collaborate with key departments in order to implement incremental IL into specific courses.
- Collaborate with key departments in order to integrate IL Outcomes into course syllabi and lessons.
- Assess IL innovations in order to determine current successes and future plans.
- Leverage prior year's assessment in order to promote successes and enact needed change in the system.
- Review current goals in order to ascertain if current efforts are correctly placed.

Outcome: Promote IL outcomes and definition among WWCC faculty and staff in order to secure involvement in the implementation of the IL program.

Leadership on this phase of the project: Quill West, IL Librarian; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Partners in this phase of the project: Marleen Ramsey, Vice President of Instruction; Mindy Stevens, Vice President of Workforce Education; Brad LaFran, Humanities Division Chair; Composition Instructors including: Jessica Salvador, Linda Andrews, Ginny McConnell, Jesse Burgess, Deana York, Lisa Chamberlin, David Owens, Mike Kiefel, Jennifer Boyden, Nanqi You, Wayne Bushnell, various newer adjunct faculty; Information Technology Office; Professional Development/Transitional Studies IBEST Faculty including: Karen Kirkwood, Stan Hughes, Suky Binney; Outcomes Review Committee (Marleen Ramsey and Nick Veluzzi current leadership)

Activities/Criteria

- a. Begin using outcomes to define IL instruction in integrated and one-time classes

Resources Needed: Staff time to plan training about IL outcomes, Integrated IL Outcomes/Writing Outcomes Rubric (to be created see next outcome),

Completion Date: Unclear, the start date for this project was Fall 2011- we suspect it will be an ongoing project.

- b. Add IL Outcomes to the broader campus wide Online College Administrator (OCA)

Resources Needed: Computer technology programming in the OCA, Acceptance from Outcomes Review Committee and Instruction Offices, training on OCA and Outcomes reporting for Library Staff

Completion Date: This project has been sidelined because of Title 3 Activities.

- c. Begin reporting our outcomes, lessons, and applications to the OCA

Resources Needed: Better communication with faculty on Outcomes planning, training for Faculty Librarians

Completion Date: This project has been sidelined because of Title 3 Activities.

- d. Present annually, like other instructional departments, to the Outcomes Review Committee

Resources Needed: Faculty librarian time, Outcomes Review Committee Time
Completion Date: Unknown, the Outcomes Review Committee is in transition.

- e. Hold Professional Development sessions on using IL outcomes in classes

Resources Needed: Faculty time, classrooms, innovative ideas for integrating IL
Completion Date: This will be an ongoing activity for our library. We are currently working to hold at least one session per quarter.

Outcome: Collaborate with key departments in order to implement incremental IL into specific courses.

Leadership on this phase of the project: Quill West, IL Librarian; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Partnerships on this phase of the project: Marleen Ramsey, Vice President of Instruction; Mindy Stevens, Vice President of Workforce Education; Division Chairs

Actions/Criteria

- a. Identify partner programs in developing incremental IL education

Resources Needed: Faculty time to visit and organize departmental meetings.
Completion Date: English: Spring 2012 (This will be ongoing for years, program by program)

- b. Capitalize on the English Department's recent establishment of department-wide writing standards rubric in order to include IL Outcomes/standards to the same rubric

Resources Needed: Understanding of the Writing Rubric, Comp. Faculty involvement in establishing criteria, ability to teach about the rubric
Completion Date: Spring 2012

- c. Use established IL learning outcomes to talk with faculty members about how incremental skills development leads to fluency

Resources Needed: Staff time, talking points, organizational outreach and planning
Completion Date: Ongoing project. At least one new relationship per year.

- d. Hold Professional Development and brown bag with food events to garner interest in collaboration

Resources Needed: Food and interest, staff time
Completion Date: Ongoing, at least one session per academic quarter.

- e. Evaluate student work from involved departments in order to assess success level of IL

Resources Needed: Instructor cooperation, Librarian time, student work, assessment rubrics
Completion Date: 2 classes per year starting 2010/11 with PILR groups, Eng 97 & 101 2011/12

Outcome: Collaborate with key departments in order to integrate IL Outcomes into course syllabi and lessons.

Leadership on this phase of the project: Quill West, IL Librarian; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Partnerships on this phase of the project: Marleen Ramsey, Vice President of Instruction; Mindy Stevens, Vice President of Workforce Education; Division Chairs

Actions/Criteria

- a. Work with programs where class specific integration has begun
- b. Conduct workshops that include evaluation of assignments and syllabi
- c. Offer personalized assignments and intensive classroom involvement when necessary
- d. Use assessment of current involved programs/classes to promote further faculty involvement

Outcome 7: Assess IL innovations in order to determine current successes and future plans.

Leadership on this phase of the project: Quill West, IL Librarian; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Activities/Criteria

- a. Conduct faculty interviews to discuss student level of learning overall.
- b. Collect data about student learning in order to determine how effective the IL program is.
- c. Use the Curriculum Map to identify areas that need improvement
- d. Convene the IL Team often to determine the success of current initiatives

Outcome: Leverage assessments and successes in order to promote successes and enact needed change in the system.

Leadership on this phase of the project: Quill West; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Activities/Criteria

- a. Continually discuss and promote success in IL around campus

- b. Be transparent about the system of development and overall IL program

Outcome: Review current goals in order to ascertain if current efforts are correctly placed.

Leadership on this phase of the project: Quill West, IL Librarian; Stacy Prest, Library Director; James Rice, Faculty Librarian; Jana Lu Williams, Faculty Librarian/ Writing Tutor Coordinator; Jackson Vance, Clarkston Library Coordinator

Activities/Criteria

- a. Maintain librarian involvement on Outcomes and Curriculum Committees so that new initiatives can be reviewed as they are presented
- b. Continually assess students and faculty needs in order to see what changes are needed in the system
- c. Hold regular meetings of the IL Team in order to “check in” on the institutional view of IL
- d. Review the IL literature in order to maintain fresh eyes
- e. Attend IL professional development whenever possible to maintain perspective and interest in our field as well as learning new theories and ideas