

Library 2011-12

Expand Opportunities for Information Literacy

Summary:

Develop assessment tools to assist librarians and all Lane faculty in evaluating skills learned during information literacy instruction.

Description

In developing its information literacy program, the Library has worked with faculty to develop approaches to information literacy instruction, developed a mapping system to guide instruction, and developed learning objects to help embed this instruction into course design. We would like to continue this work into the next phase: Assessment. This project focuses on creating rubrics that all instructors can use to assess information literacy skills.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

Last year's information literacy goal was to develop curriculum that embeds information literacy skills into Writing 121 and 122 courses. These courses were identified by the Joint Boards Articulation Commission as the starting point for information literacy instruction, and the library must support faculty teaching these courses.

This initiative further fleshes out our information literacy program with assessment tools.

Describe the resources needed:

Last year we were granted curriculum development funds that we were not able to use during the summer, as per tradition. We received an extension that allowed us to spend the CD money winter quarter, and to provide backfill to free a full-time faculty member to do this work. Now that HR has established a precedent with this model, we would like to repeat it. We have no faculty who are able to do the CD work during the summer, and workload issues preclude doing the work without being able to use part-time faculty backfill.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The CD report will provide details on what is achieved by carrying out this initiative.

Department Priority:

Unit Resources:

One faculty librarian will be responsible for implementing this curriculum development project, with input from other librarians as needed. Part-time faculty will be needed as backfill.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Course: Information Literacy (not a discrete course) instruction and assessment that can be embedded in any course, particularly in Writing 121 and 122, per JBAC requirements.

Instructor: Jen Klaudinyi

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

The curriculum development will take place winter quarter 2012.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

1. To develop and assess in students the ability to identify an information need, and locate, evaluate, and use ethically and legally the information retrieved.

2. To develop lifelong learners.

3. To enhance instruction and learning in a manner consistent with the philosophy and curriculum of Lane Community College

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

The materials developed by this initiative will be available to all faculty members through a library toolkit. Adding assessment tools to the kit will ease course design and provide tools that can be easily used in a Moodle environment.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

The library may use these materials in its own instruction efforts. Last year the library instructed approximately 5600 students in face-to-face one-shot instruction sessions. Potentially, all Lane students could be served if their instructors choose to use instruction and assessment materials provided in the library toolkit.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

These materials will enhance the information literacy skills of students, which are absolutely necessary in today's academic and work environments.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

The Library Toolkit houses instructional materials developed with our curriculum development initiatives. These materials are usable in an online environment, which in turn may help reduce the carbon footprint of commuting students, and reduce Lane's physical classroom footprint.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- 100 hours maximum for new development.
- 70 hours maximum for course revision
- 50 hours for 3-4 credit conversion
- other (use if multiple courses addressed in one initiative)

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

50

Explanation of effect of partial funding:

Funding Request: Technology Fee