ENTRY FORM

The signed entry form and supporting documentation must be electronically submitted to the ACRL Excellence in Academic Libraries Award Program. For further information, please visit the Awards section of our Web site at: http://www.acrl.org. Faxed entries will not be accepted.

PLEASE TYPE OR PRINT THE FOLLOWING:

Name of Nominated Library  Seattle Central Community College Library
Name of Institution  Seattle Central Community College
Name of Library Director/Dean  Dr. Wai-Fong Lee
Address  1701 Broadway
City  Seattle  State  WA  Zip Code  98122
Phone  (206) 587-4062  Fax  (206) 587-3878  E-mail  wilee@sccd.ctc.edu

Institution's Mission  Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

TYPE OF LIBRARY (Please Check One):

Carnegie Classifications are available at www.carnegiefoundation.org/classification.

University
☐ Doctoral/Research Universities-Extensive
☐ Doctoral/Research Universities-Intensive
☐ Master's Colleges and Universities I
☐ Master's Colleges and Universities II

College
☐ Baccalaureate Colleges-Liberal Arts
☐ Baccalaureate Colleges-General
☐ Baccalaureate/Associate's Colleges

Community College
☐ Associate's Colleges

Submitted by (Full Name/Title):  Lynn Kanne, Librarian
Name of Institution  Seattle Central Community College
Name of Library  Seattle Central Community College Library
Address  1701 Broadway
City  Seattle  State  WA  Zip Code  98122
Phone  (206) 587-4062  Fax  (206) 587-3878  E-mail  lkanne@sccd.ctc.edu

I understand that applications will be kept in the award pool for three years. If my institution is selected for the Excellence in Academic Libraries Award, I will organize and sponsor a ceremony on campus for the presentation of the award.

Signature of Library Director/Dean of Nominated Institution  [Signature]
Date  12-03-10

(All entries must be received by December 3, 2010. They become the property of ACRL and will not be returned.)
2011 ACRL Excellence in Academic Libraries Award

Seattle Central Community College

Background
Located in Seattle’s Capitol Hill neighborhood, a vibrant urban center for the city, Seattle Central Community College is one of the three colleges in the Seattle Community College District. The College is well recognized both locally and nationally for its highly diverse student population and rich learning environment. During fall 2009, a total of 11,109 students enrolled at the College, of whom 76 percent were state-supported and 56 percent were students of color. The total student FTEs was 7,681.

The Library supports the College’s mission and student learning outcomes by practicing user-centered services, integrating information literacy, offering diverse collections and viewpoints, providing contemplative and collaborative spaces, creating access pathways that serve all users, and collaborating for excellence in instruction. Through continuing planning and assessment, the library pursues a mission to:

- Provide instructional programs to support students’ wide range of educational goals and learning styles
- Develop collections to include a variety of formats and points of view that reflect the diversity of the community it serves
- Offer services to integrate a contemplative learning environment with current information technology
- Collaborate with students, staff, faculty and administration on library and campus-wide initiatives
- Enhance access to library resources through a variety of pathways that serve users wherever they are
- Advocate for the fiscal, physical and human resources needed to build outstanding library services and collections
- Promote the value of the Library as an essential resource for academic excellence

The Library benefits from the exceptionally strong team, including five full-time librarians, each with more than 12 years experience at the College. Along with staff, librarians pursue the
Library’s mission with energy, passion, and creativity. It is this synergy that makes Seattle Central’s library special.

**Creativity and Innovation to Support Student Learning**

The librarians and staff work as a team to apply multiple creative strategies and approaches to promote information literacy (IL) and improve library services to enhance teaching and learning. Staff and librarians meet frequently to review progress and design creative approaches to meet current goals. Most notably:

**Continuous review and improvement of library curriculum.** During the last 12 years, the Library has developed more than eight library courses, ranging from one credit to five credits. At present, the Library offers at least six courses each quarter, including one online course (LIB180 – Research for the 21st Century, which is included in the statewide Washington Online shared courses), and five hybrid “Info in Action” courses using Angel courseware (INFO102 to 106, added in spring 2009). The Info in Action series was developed as a flexible alternative to a 3 or 5 credit “Library 101” research course. These 1-credit courses offer students IL content in smaller segments to fit their interests and their tight schedules. The courses have also generated interest from other faculty because of the potential for linking with other disciplines. Librarians are continuing to fine-tune these courses to manage the workload, improve student learning, and appeal to wider audiences. For many years, the librarians maintained a locally produced a web-based textbook for the library curriculum. Although new instructional materials were adopted in 2009 and the Library stopped revising this textbook, the Library continues to receive requests to use or adapt it. Over the years, the Library has granted permission to use the textbook to librarians across the college district, state, and country.

**IL course for a new bachelor degree program.** The College is one of the seven Washington state community and technical colleges that offer bachelor degree programs. The Bachelor of Applied Behavioral Science program includes a 5-credit IL course (ABS330) entitled Information Literacy and Program Assessment. Librarian Helene Williams developed the content for this course and teaches it twice each year.

**IL as a shared learning outcome.** Whether through direct instruction or through training and advocacy, the Library has built a culture and curriculum that values IL. Many faculty rely on librarians to create customized course-specific workshops designed for their class assignments. As part of the planning process, librarians consult with faculty to ensure that the faculty’s goals for the workshop are met. Among the peer colleges in the state, the College has one of the highest numbers of workshops offered: 254 for 6,000 students in 2008-2009, and 233 for 6,250 students in 2009-2010, an 18% increase from 2004-2005. While workshops are a key curricular
strategy for IL, the librarians have long held that IL is an instructional responsibility shared with discipline faculty. To that end, librarians actively encourage faculty to conduct their own IL instruction. As a result, the number of librarian-led sessions has declined slightly, while overall IL instruction both inside and outside the Library has grown in recent years. In 2008-2009, discipline faculty used the library classrooms to conduct 120 IL sessions for 2,658 students, and in 2009-2010, that number rose to 149 sessions for 3,285 students, a 50% increase from 2004-2005. The total number of students receiving targeted and intentional IL instruction continues to rise as faculty gain confidence and embrace IL as a learning outcome.

**Support the integration of IL in class assignments.** Librarians engage with faculty both formally and informally to design curriculum and assignments that address IL for each discipline at various developmental levels in order to support student achievement and meet the IL learning outcome which has been articulated in the college-wide learning outcomes since 1994. Each librarian is designated as liaison to one or more of the College’s instructional divisions. These liaison relationships form much of the basis for collaboration on instructional design. Many of these relationships, which have evolved over multiple years, have resulted in multiple adjustments and fine-tuning to develop strong IL assignments and assessments as well as close ties with the Library. Librarians have positioned themselves in curriculum and faculty tenure committees, which expand opportunities to influence curricular design.

**Professional development for faculty and staff.** The Library offers quarterly professional development opportunities to showcase new information resources, services, IL strategies, and new library technologies. These sessions, typically presented in an inviting and informal “open house” format, help faculty and staff deepen their IL skills. Librarians have also offered more in-depth workshops and retreats to engage faculty in deeper discussions about IL. See Appendix A for fall 2010.

**Expansion of online resources.** In order to support the increasing number of hybrid and online courses and instructional programs wherever they are offered and however they are delivered, the Library offers a diverse and extensive collection of online databases and tools. Librarians use data and user feedback to evaluate existing databases and the Library has added substantial online resources to its collections in recent years. The Library now provides access to over 39,000 ebooks, including a large and fast-growing collection of online reference titles. The user access to online resources was 415,624 in 2009-2010, an increase of 260 percent over that of 2004-2005.

**Promoting a community of readers.** The Library has partnered with Seattle Public Library to offer annual “Seattle Reads” programming since 2005 by providing multiple copies of the
annual common book and organizing campus opportunities for students and faculty to attend
the authors’ presentations and discuss the selected book. The Library engages in projects like
Seattle Reads to connect the academic community with the public library and to build student
awareness of information resources, particularly for life-long learning. To promote reading and
to highlight the library’s collections, librarians solicit faculty and staff book reviews and publish
suggested reading lists for the campus community. Topical book displays showcase the library’s
collections and encourage students to browse.

**Leveraging limited physical space.** Although the Library is currently confined to a smaller-than-
ideal space that was designed for the information needs of the 1960s, librarians and staff have
radically re-envisioned the spaces and resources to meet current needs. To address the growing
need for student study space and more relevant book collections, the Library removed dated
library collections, including 24,978 circulating books and a significant amount of rarely-used
print periodical subscriptions and back-issues, most of which have been superseded by online
resources. In all, at least one quarter of the physical shelving has been replaced with room for
quiet—and not so quiet—study space. This careful de-selection process cleared the way for
increased seating space, including 26 study tables. What remains includes a highly attractive
and functional book collection that is now more heavily used and an appealingly browsable
periodical collection. Student response has been overwhelmingly positive: at most times of any
given day, almost every seat is filled, bringing life to an area once occupied by subdued and
dusty book stacks.

**Continuous improvement.** Through both economic necessity and the desire to re-think
assumptions, the Library continuously assesses and improves its operations. For example, in
2009 the Library consolidated its service points to offer more convenient access to print and
media items as well as audio-visual equipment. By combining all check-out functions into one
circulation counter, the Library solved a major staffing problem while offering better service to
students. Staff were freed for other tasks, and cross-training allowed more flexibility in
coverage at service points. Students can now browse most media items in open shelving,
resulting in increased circulation of media items.

**Changing the Library Advisory Committee to Information Literacy Committee.** The Library
replaced the long-standing Library Advisory Committee with an Information Literacy
Committee. This change reflected a shift in focus from information sharing to promoting the
instructional value of IL. Members of this committee represent different instructional divisions.
They meet quarterly to share IL experience and discuss new developments in information
resources. Librarians have identified some faculty as “IL champions” who have demonstrated
interest and passion for the library in general and IL in particular.
Success in obtaining local and statewide grants. Although state funding has been an issue for the College, the Library has received various local and statewide grants to develop new or revise/redesign library courses, online textbook as well as to promote IL in general. The grants include:

- Local “IL Immersion” training for faculty in the district (3 days): Sept. 2006
- Marketing Grant (state): 2006-2007
- Seattle Central Community College Foundation Grant: 2007-2008, to support faculty IL retreats
- Curriculum Development Grant (district): 2008-2009, to revise the online textbook, but decided to adopt the IRIS (Information and Research Instruction Suite) system instead. The librarians received several curriculum development grants in previous years.
- Faculty Learning Community for Information Literacy Grant (state): 2009-2010
- Gates Open Course Library Grant (state): 2010-2011 to redesign LIB 180

In addition, since 2003 the Library has been receiving funding from two statewide LSTA grants intended for community and technical college libraries to support the collaboration between faculty and librarians on IL class assignments, IL workshops for faculty, and faculty to create IL rubrics for specific courses and disciplines.

Integration of learning and technology to expand access on campus and off-site. The Library has been an early but careful adopter of technologies that deliver both content and instruction. From coordinating an early CD-ROM database network for the district to implementing authentication for off-campus databases, the Library has initiated technologies that improve both user experience and library efficiency. In addition to the Library Open Lab and Instruction Lab, during the last several years the Library has added new technologies to improve access and services to students and faculty. These include off-site access to online resources, WiFi, and laptops for student use. For library instruction, the librarians use iClickers to get instant student feedback during instruction, QuestionPoint for online reference assistance, and LibGuides to organize and publish research information. They replaced the online textbook with a customized version of IRIS and added other tutorial and research tools. The library website has undergone major evolutions since its inception in 1995. Librarian Sharon Spence-Wilcox recently harnessed LibGuides to create flexible and attractive web pages that integrate with the college site more seamlessly. Website revisions evolve with input from student focus groups and faculty brainstorm sessions. The latest redesign was released in October 2010:

http://seattlecentral.edu.library.
Leadership in Developing and Implementing Exemplary Programs

The Library has provided leadership at the college, district, and state levels.

Innovative IL research model to support curriculum. The poster “Making Information Literacy Visible” (Appendix B) outlines the Library’s major initiative to promote IL, which began in September 2006. The resulting research model and logo, known as “Reflect-Learn-Connect,” (Appendix C) has created an identity for the Library that faculty and students recognize immediately. Posters of the design, which can be seen on many classroom walls and faculty office doors, outline the research process as interconnected phases. Bookmarks with basic library information also present the “Reflect-Learn-Connect” process (Appendix D). “Reflect-Learn-Connect” provides a visual model to illustrate the research process and promotes IL across the college curriculum. The model has helped increase both awareness of IL and the visibility of the Library. Developing the model involved several faculty retreats, workshops, and student input. Other libraries across the district, state, and country have adapted the research model for local use, and the Library continues to receive requests for permission to use it. (Appendix E – Lower Columbia College adaptation).

Research model selected for a statewide research project. The LSTA planning team made up of library deans and faculty from across the state selected “Reflect-Learn-Connect” as the IL framework for assessment in a statewide research project that documents the impacts of IL on
pre-college students (PILR: Precollege Information Literacy Research). The PILR team used the model to develop IL rubrics for this project (Appendix F).

Leadership support of the statewide LSTA Grant (Library as Instruction Leader). Seattle Central served on the steering committee for phase one of the LSTA grant that supported 34 community and technical colleges (CTC) in the state from 2003 to 2008. The Library is now providing leadership for the current phase of the grant, which started in winter 2009. Librarian Lynn Kanne coordinates the grant activities and library dean Wai-Fong Lee is the project administrator. The 2010-2011 grant activities include continuing the PILR project, an ACRL Immersion “refresher” for CTC librarians, and support for creative IL approaches that prepare transfer students for success at four-year institutions.

Statewide Gates Open Course Library Project. In 1997, Seattle Central’s librarians originally designed an online course, Research for the 21st Century (LIB180), as a core 5-credit course for the state’s online learning consortium, Washington Online. The course, which has been revised several times over the years, has been so successful that the statewide project selected it as one of 42 courses to be funded in 2010-2011 for a redesign that would produce open course curriculum and instructional content. Two librarians, Kelley McHenry and Francine Walls, received grant funding of $16,000 for this project which will be complete in spring 2011. The course will become one of Washington state’s open courses to be shared worldwide.

Leading assessment on campus. From 2004 to 2007, three librarians and the library dean actively worked with other faculty to promote learning outcomes assessment in various instructional programs. In 2007-2008, librarian Karen Michelsen chaired the Instructional Assessment Taskforce, a critical college initiative to address learning outcomes assessment. Working with the taskforce members and the library dean, she led the adoption of a whole new model for assessing learning outcomes. Karen offered workshops on curriculum mapping and learning outcomes assessment for faculty. She assisted instructional programs to create program learning outcomes assessment document sets as a baseline for future assessment activities. Instructional programs also started using a program learning outcomes assessment template to report their assessment efforts and achievements. The Library’s annual report on assessment planning and achievements became one of the strong examples for other instructional programs.

Creating new college-wide student learning outcomes (on campus). In 2008-2009, Karen Michaelsen as the Instructional Assessment Taskforce chair and the library dean provided effective leadership to develop a new set of college-wide student learning outcomes to replace those that were 14 years old. The process engaged ideas and feedback from faculty, staff,
students, and administrators. The basic concepts of IL are embedded in all five of the new student learning outcomes: think, collaborate, communicate, connect, and continue learning. Included in the new learning outcomes are “Possible Instructional Activities,” which are helpful suggestions and tools for course assignment planning and learning outcomes assessment.

Service to the profession. Since 1997, the Library has employed graduate students from the University of Washington Information School as reference assistants. These students not only help at a very busy reference desk, but they also gain experience in reference and instruction through mentorship and training. These important team members take on creative projects that augment library services and instruction while they build their experience. At the same time, the reference assistants provide an important bridge between Seattle Central’s professional librarians and the iSchool. Former reference assistants have been very successful finding employment in academic libraries, even in difficult economic times: at least 10 of them (including one of the Seattle Central librarians) are currently employed as academic librarians in Washington state CTCs. Many others are working at academic libraries across the country.

Partnerships and Productive Relationships with Faculty and Students

Outstanding relationships with faculty. The librarian team at Seattle Central enjoys exceptional collaborative partnerships and positive working relationships with the faculty. To encourage support and communication, each instructional division has its own assigned librarian who works closely with the faculty, attends their division meetings and faculty retreats. Some of the collaboration examples are:

- During the last four years, librarians have worked with at least 211 faculty to integrate IL in class assignments.
- Regularly, 15 to 35 faculty attend library sponsored events, such as retreats, workshops, and open houses.
- A librarian was part of a team that attended the Washington Center Learning Communities Summer Institute in 2008. The eight-member team included the college president, two division deans and four other faculty members.
- The Library worked with a group of faculty to obtain a faculty learning community grant for integrative assignments and received funding for 2010-2011.
- Division faculty serve on the library’s Information Literacy Committee.
- Librarians serve on faculty tenure committees in instructional divisions.

Librarians as faculty leaders. Librarians also partner with faculty by actively participating as leaders or members of many key college-wide faculty committees, such as:

- Curriculum Review Committee (prior to 2009). Lynn Kanne served as chairs for three years.
Global Education Design Team (GEDT). Kelley McHenry was the founding chair of this team. Sharon Spence-Wilcox has also co-chaired this team. Librarians continue to serve as members.

Information Literacy Committee. Karen Michaelsen (founding chair) and Lynn Kanne (current chair)

Instructional Assessment Taskforce. Karen Michaelsen was the chair in 2008-2009.

Curriculum Coordinating Council (CCC). The library dean facilitated the establishment of this new council in winter 2009. Librarians serve as members of the following committees that compose the council:
- Course Approval Committee
- Program Review Committee
- Instructional Assessment Committee
- Learning Communities Committee

Faculty Development Coordinating Committee and Coordinator (District). Karen Michaelsen served as the committee member representing the college for six years, and has been on leave to serve as the district-wide coordinator as of fall 2009.

Other college community engagements. Librarians and staff serve on major college-wide councils and committees and make significant contributions to the college community. The following is a representative list of the committees where librarians and library staff recently or currently serve:
- College Council. A key decision-making group on campus.
- Information Technology Council (Kelley McHenry, chaired a committee for two years)
- Universal Technology Fee Committee (Lynn Kanne, one of two faculty on this committee)
- Bookstore Committee
- Safety Committee (Jane Shoop and Susan Tokheim, library staff)
- Facilities Committee (Library dean)
- Strategic Plan Taskforce (Lynn Kanne and Library dean)
- Facilities Master Plan Committee (Library dean)
- Strategic Enrollment Management Committee (Library dean)
- Accreditation Coordinator and college liaison to the NWCCU (Library dean)

In addition, the Library frequently participates in many college-wide events, such as “Welcome Back,” new student fair, and part-time faculty orientation, as well as major college-wide initiatives, such as Achieving the Dream and CLIP (Communities of Learning, Inquiry and Practice) projects.
**Students value and support the library.** Students Leadership has demonstrated strong support for the Library by providing ongoing financial assistance from the universal technology fee funds to support a Library Open Lab ($30,000 annually), computers in other areas of the Library, online databases ($12,000 annually), and textbooks for the Library’s reserve collection ($4,500 to $5,500 annually). Student leaders have also helped the Library with initiatives to establish student rights and responsibilities and reduce noise in the very busy library.

**Librarian presentations (on campus, district, and statewide).** Excluding LSTA grant activities, during the last three years, examples of the librarian presentations on campus and in the district include topics such as Beyond the Textbook: Exploring Open Access Resources; QuestionPoint Chat and Email Reference Service Training; iClickers; Preventing Plagiarism; What to do about Wikipedia?; New Research Databases: Expanding Your Options; and Database Open House. They also planned and conducted retreats on Information Literacy and College-Wide Learning Outcomes, and Outcomes Assessment for Student Services.

In April 2010, one librarian presented and another facilitated two separate presentations at the Northwest Assessment, Teaching, and Learning Conference. In previous years, librarians have presented at regional ACRL conferences, LOEX of the West, Online Northwest, and ALA.

**Service Improvement and Effectiveness Indicators:**

**Library Instruction and Services**

<table>
<thead>
<tr>
<th>Category</th>
<th>2009-2010</th>
<th>% increase from 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library workshops: librarian-led and faculty-led</td>
<td>378</td>
<td>23%</td>
</tr>
<tr>
<td>Number of students attended library workshops</td>
<td>9,535</td>
<td>34%</td>
</tr>
<tr>
<td>Circulation: print</td>
<td>49,650</td>
<td>66%</td>
</tr>
<tr>
<td>Circulation: media</td>
<td>3,441</td>
<td>25%</td>
</tr>
<tr>
<td>Online resources</td>
<td>415,624</td>
<td>260%</td>
</tr>
<tr>
<td>Reference assistance</td>
<td>15,646</td>
<td>39%</td>
</tr>
<tr>
<td>Gate counts</td>
<td>413,146</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Graduates developed IL Skills: Surveys of 2006 and 2010.**

<table>
<thead>
<tr>
<th>Amount of IL skills developed at Seattle Central</th>
<th>2010</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot or a moderate amount</td>
<td>78.5%</td>
<td>78%</td>
</tr>
<tr>
<td>A little</td>
<td>17.9%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Not at all or don’t know</td>
<td>3.3%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**Conclusion**

The librarians and staff at Seattle Central are passionate about libraries and information literacy. They are committed to the College mission and strive to fulfill the Library’s charge in
helping students achieve their educational goals and develop life-long affinity for learning, information, and libraries. In their joint efforts, they uphold the shared values of student-centered service and instructional support; continuous review, evaluation, and improvement in all library functions and policies; teamwork in terms of cooperation, collaboration, sharing, support, and encouragement; and open communication. The active involvement of the library team in many key initiatives on campus demonstrates that they are integral partners in supporting student learning and success.

Appendices

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Faculty workshops, Fall 2010</td>
</tr>
<tr>
<td>B</td>
<td>Making Information Literacy Visible (Poster)</td>
</tr>
<tr>
<td>C</td>
<td>Reflect-Learn-Connect (Poster)</td>
</tr>
<tr>
<td>D</td>
<td>Reflect-Learn-Connect bookmark [front and back]</td>
</tr>
<tr>
<td>E</td>
<td>Adapted bookmark from Lower Columbia College</td>
</tr>
<tr>
<td>F</td>
<td>PILR: Precollege Information Literacy Research [first page only]</td>
</tr>
</tbody>
</table>

Web Links for Further Information:
College Website: [http://Seattlecentral.edu](http://Seattlecentral.edu)
Library Website: [http://Seattlecentral.edu/library](http://Seattlecentral.edu/library)
LibGuides Link: [http://libguides.seattlecentral.edu/content.php?pid=119658&sid=1255369](http://libguides.seattlecentral.edu/content.php?pid=119658&sid=1255369)
Web Tutorials: [http://libguides.seattlecentral.edu/content.php?pid=119658&sid=1030598](http://libguides.seattlecentral.edu/content.php?pid=119658&sid=1030598)
Librarian as Instructional Leader (LSTA Grant)
[http://informationliteracywactc.pbworks.com/w/page/19923193/FrontPage](http://informationliteracywactc.pbworks.com/w/page/19923193/FrontPage)
You’re invited: Short afternoon workshops on our most popular databases. Enjoy a cup of tea while you ramp up your information literacy.

Come to one or all for secrets of our fantastic research databases. For example:

- Link directly to specific articles
- Receive table of contents of new journal issues
- Generate concept maps that link related concepts and give definitions

**Database Derby**

Tuesdays 2:00-2:30
Library Room T

**Oct 26** Academic Search Complete
academic journals galore

**Nov 9** ProQuest Research Library
all-purpose periodical wonder

**Nov 23** Credo Reference & Gale Virtual Reference Library
reference books like you’ve never seen them before

**Dec 7** Opposing Viewpoints
more than you think: selected essays, articles, web sites - great for beginning researchers to explore issues
Appendix B - Making Information Literacy Visible (Poster)

Making Information Literacy Visible

Goals
Build library identity
Create a model for research
Cultivate “IL Champions”
Involve the community in defining IL

REFLECT • LEARN • CONNECT

DEFINE TASK
What is your assignment, problem or question?

IDENTIFY OPTIONS
What kinds of information do you need and where do you look?

PRESENT FINDINGS
How do you organize and communicate what you learned?

SELECT SOURCES
How do you search for them and which do you choose?

ANALYZE CONTENT
What did you discover and what does it mean?

EVALUATE
Is your research process leading to relevant and useful results?

INFORMATION LITERACY
SEATTLE CENTRAL COMMUNITY COLLEGE

Timeline
- September 2006
- Fall 2006
- February 2007
- March 2007
- April 2007
- May 2007
- June 2007
- Fall 2008
- 2009 and on

Local IL Immersion for faculty
Apply for State Library Marketing Grant
Faculty retreat to review initial design ideas
Student focus groups on wording
Faculty retreat to refine & brainstorm uses for the model
Design ideas were introduced to students in selected classes for feedback
Rolled out posters, bookmarks, and logo
Faculty Learning Community: Integrating IL & using the model for instruction

Outcomes
- Posters all over campus
- Bookmarks reinforce the steps
- Visible frame for IL instruction
- Instructional web pages reference the research model

http://dept.sccd.ctc.edu/cclib/Research_Help/rlcpuzzle.asp
Appendix C - Reflect-Learn Connect (poster)

reflect · learn · connect

define task
What is your assignment, problem or question?

identify options
What kinds of information do you need and where do you look?

evaluate
Is your research process leading to relevant and useful results?

select sources
How do you search for them and which do you choose?

analyze content
What did you discover and what does it mean?

present findings
How do you organize and communicate what you learned?

information literacy
Seattle Central Community College

Find out more at the Library  http://seattlecentral.edu/library
Appendix D - Reflect-Learn-Connect bookmark [front and back]

LIBRARY
Seattle Central Community College

INFORMATION LITERACY
REFLECT · LEARN · CONNECT

HOURS
Fall, Winter, Spring
Mon to Thu 7:45am – 9:00pm
Fri 7:45am – 4:30pm
Sat 12:00 – 5:00pm
Summer
Mon to Thu 8:00am – 6:30pm
Closed the 1st Saturday of each quarter, holidays, and Sundays
Media Services closed on Saturdays

PHONE
Reference 206.587.5421
Circulation 206.587.4050
Media 206.587.4053

LOAN PERIODS
Books 2 weeks; 2 renewals
Magazines, CDs, Selected Videos 1 week; 1 renewal
Reserves loan periods vary; no renewals

http://seattlecentral.edu/library

INFORMATION LITERACY
REFLECT · LEARN · CONNECT

DEFINE TASK
What is your assignment, problem or question?

IDENTIFY OPTIONS
What kinds of information do you need and where do you look?

SELECT SOURCES
How do you search for them and which do you choose?

ANALYZE CONTENT
What did you discover and what does it mean?

EVALUATE
Is your research process leading to relevant and useful results?

PRESENT FINDINGS
How do you organize and communicate what you learned?
Appendix E - Adapted bookmark from Lower Columbia College

---

**Information Literacy**
**Reflect · Learn · Connect**

**Define Task**
What is your assignment, problem or question?

**Identify Options**
What kinds of information do you need and where do you look?

**Select Sources**
How do you search for them and which do you choose?

**Analyze Content**
What did you discover and what does it mean?

**Evaluate**
Is your research process leading to relevant and useful results?

**Present Findings**
How do you organize and communicate what you learned?

---

**Library Lower Columbia College**

**Define Task**

**Identify Options**

**Evaluate**

**Select Sources**

**Present Findings**

Puzzled by research?
Let Library Services help you put the pieces together!

- One-on-one reference help
- Database tutorials
- Research methods
- 24-Hour reference
- Bibliographies and citations
- Finding sources
- Subject guides

Reference Desk:
phone 360.442.2665
library.reference@lcc.ctc.edu

**Library hours:**
Mon-Thurs ... 7:30 a.m.-7 p.m.
Fri ..................... 7:30 a.m.-4 p.m.
Sat ..................... 10 a.m.-2 p.m.

**Library web site:**
lowercolumbia.edu/library

---

**Library Lower Columbia College**

**Define Task**

**Identify Options**

**Evaluate**

**Select Sources**

**Present Findings**

Students puzzled by research?
We work with you to provide information literacy instruction:

- Databases
- Research methods
- Evaluation of sources

Instruction is available in:
- Classrooms
- The Library
- Computer labs

For instructional services, contact the Reference Desk:
phone 360.442.2665
library.reference@lcc.ctc.edu

**Library hours:**
Mon-Thurs..... 7:30 a.m.-7 p.m.
Fri............... 7:30 a.m.-4 p.m.
Sat.......... 10 a.m.-2 p.m.

**Library web site:**
lowercolumbia.edu/library

---

Art adapted with permission from Seattle Central Community College.
Appendix F - PILR: Precollege Information Literacy Research

**PILR Rubric Dimensions At-a-Glance**

**Define Task** Defining an assignment or problem, developing a question or topic, and devising a plan for answering the question.

**Identify Options** Choosing appropriate sources of information (such as books, reference books, periodicals, broadcast media, etc.) and the tools for finding that information (such as library catalogs, databases, search engines, directories, etc.).

**Select Sources** Use search tools to search for needed information and find them, including using indexes and developing keywords and other terms to generate a list of sources. Consider these sources, choose the best information for the information need, and locate the content.

**Analyze Content** Read, listen, or view information, extract content to form meaning, compare and relate information from different sources.

**Present Findings** Present or share information in some form such as a written assignment, presentation, poster, or web site. Includes findings, synthesis, or conclusions and includes citations or credit to sources used.

**Evaluate** Consider both search strategy (whether it is producing usable sources) and the overall completeness, quality, and appropriateness of the information for the task.