Abstract
This grant has enabled Liberal Studies faculty and the Liberal Studies Liaison Librarian to develop learning outcomes and assessment tools for information literacy in direct correlation with the Liberal Studies curriculum. Three upper-division courses have been targeted for revision: LBS 301, LBS 360, and LBS 489. These courses (totaling 12 units) are all required in the Liberal Studies interdisciplinary "core" (which is 20 quarter units). They comprise a sequential progression of beginning, intermediate, and capstone coursework in the major. The Liberal Studies Liaison Librarian and the Liberal Studies faculty have worked together to develop information literacy outcomes and assessment tools for each targeted Liberal Studies course. This process was made more challenging when a targeted course (LBS 302) was administratively deleted from the Liberal Studies core: it had to be replaced with LBS 301. These
outcomes and assessment tools will be further developed and implemented for the first time during the Fall 2007 quarter. In addition to developing these information literacy outcomes, it was decided to fully integrate them into the curriculum by proposing course modifications that will be sent through the necessary university channels during Fall 2007. These course modifications will also include outcomes for California Commission on Teacher Credentialing (CCTC) standards related to subject matter. The Liberal Studies faculty will complete the development of permanent structures for the review and revision of information literacy outcomes by the end of the Fall 2007 quarter. The products of this project will be posted on the Liberal Studies website and linked to from the library website.

**Project Activities Completed:**
During the Fall 2006 and Winter 2007 quarters, the Project Co-Directors had seven two-hour meetings to prepare for a retreat with the entire Liberal Studies faculty. During these meetings, the Co-Directors analyzed the CCTC, ACRL, and campus standards on information literacy in the light of the Liberal Studies curricular outcomes. The Co-Directors also discussed relevant scholarship that was appropriate for the goals of the project. By the Winter 2007 quarter, the Co-Directors had developed an initial draft of the outcomes and assessment tools for three core Liberal Studies courses: LBS 302, LBS 360, and LBS 489. The retreat with the Liberal Studies faculty in Winter 2007 was successful, but only managed to finish some of the information literacy outcomes for the targeted courses. The Co-Directors held more meetings in preparation for a Spring 2007 quarter retreat with the Liberal Studies faculty.

However, there was a curricular problem that arose to dominate the Spring retreat. Originally, LBS 302 was put forward as a new core course focusing on writing, research, and information literacy. As such, it was targeted as one of the core courses to be developed with the grant. After receiving all levels of approval, this course was deleted from the Liberal Studies core curriculum in the eleventh hour by the Dean of Undergraduate Studies for administrative reasons. As such, much of the work already completed had to be revised; LBS 301 was chosen to replace LBS 302 as a targeted course for information literacy outcomes. This also required rethinking the content for each of the subsequent core classes to adjust for the subject matter that had to be removed from 301 to make room for information literacy learning.

The extensive revision of the information literacy outcomes and assessments required a revision of our timeline, with the implementation of information literacy outcomes and the development of web pages pushed back to Fall 2007. An additional series of meetings were required between the Co-Directors, and another Liberal Studies faculty retreat was held at the end of the Spring 2007 quarter. By the end of this third retreat, the Liberal Studies faculty approved a final version of the information literacy outcomes and assessment tools for LBS 301, 360, and 489 (see attached). The assessment tools that we developed are assignments that directly align with the outcomes for each class and build sequentially on previous learning.

**Project Activities Remaining:**
During the Fall 2007 quarter, the Liberal Studies faculty will send forward course modification proposals for LBS 301, LBS 360, and LBS 489. These proposals will permanently change the courses so that they include information literacy outcomes. The proposals will also include outcomes for subject matter that conform to CCTC standards for elementary subject matter.
teacher preparation programs. This is particularly important for Liberal Studies, where 80% of the students must satisfy the CCTC standards for information literacy as a part of their program. To further evaluate the success of this information literacy initiative within the revised curriculum, the faculty will complete development of a survey for both students and faculty.

The Fall 2007 quarter will also see the implementation of the information literacy outcomes and assessments in LBS 301, LBS 360, and LBS 489. As Liberal Studies faculty develop particular assignments and rubrics for their courses, they will meet as needed to discuss problems or issues with implementation (and will meet at least once per quarter for the first year of implementation). At the end of the Fall 2007 quarter, the Liberal Studies faculty will have another retreat to evaluate the first quarter of implementation. They will also discuss the development of permanent structures for reviewing and revising information literacy outcomes and assessments in the Liberal Studies curriculum.

This project also helped initiate the first steps towards the Liberal Studies department’s development of overall student learning outcomes and assessment tools. As this process of program assessment develops, information literacy will remain a central component thanks to the work completed under this grant.

**Revised Timeline:**

**Fall quarter 2006**
- Regular meetings of Co-Directors
- Analysis of CCTC, ACRL, and campus standards
- Initial drafting of outcomes and assessments for three core courses

**Winter quarter 2007**
- Regular meetings of Co-Directors
- Liberal Studies faculty retreat to discuss LBS 302 and 360
- Integration of faculty input
- Finalize outcomes and assessments for LBS 302 and 360

**Spring quarter 2007**
- Regular meetings of Co-Directors
- Liberal Studies faculty retreat to address elimination of LBS 302
- Liberal Studies faculty retreat to finalize outcomes and assessments for LBS 301, 360, and 489

**Fall quarter 2007**
- Full implementation of outcomes and assessments for core curriculum
- Meeting of LBS faculty to assess information literacy implementation
- Development of permanent departmental structures for reviewing information literacy outcomes and assessments.
- Development of Liberal Studies information literacy web pages
- Distribution of information literacy assessment surveys to students and faculty in core Liberal Studies classes
### Budget:

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