ACRL IS ILBP: Evaluation Rubric

This rubric will be used to identify programs that exemplify categories of the "Characteristics of Programs of Information Literacy that Illustrate Best Practices"

"Characteristics" Category	Performance Level 1 Criteria: Emerging	Performance Level 2 Criteria: Advancing, Significant Progress	Performance Level 3 Criteria: Model Program
Category 1: Mission Performance Description: The Information Literacy Program's mission statement includes a definition of information literacy; is consistent with standards set out in ACRL's Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline; integrates with the library's and the institution's mission statements; and is promoted by the library and the institution.	The IL Program has a general statement at the library or institutional level, or is working on one.	An IL Program statement defining IL is publicized on the library or institution's web site or in relevant publications.	The IL Program's mission statement defining IL is publicized on the library or institution's web site and in other relevant publications and institutional documents. The statement clearly reflects the contribution of institutional stakeholders and is aligned with the library's and institution's mission statements.
Category 2: Goals and Objectives Performance Description: The IL Program has determined its goals and objectives and its criteria for measuring outcomes in alignment with the library and institution's missions, goals and objectives. Input from institutional stakeholders is accommodated, and all learners at the institution are taken into account.	IL goals, objectives and measurable outcomes are in development to align with the library and institution's mission, goals & objectives. Input is sought from institutional stakeholders.	IL goals, objectives and measurable outcomes are in place, are aligned with the library and institution's mission and goals, and take into account all learners at the institution. Input from institutional stakeholders is accommodated.	IL goals, objectives and measurable outcomes are in place, are aligned with the library and institution's mission and goals, and take into account all learners at the institution. IL skills are presented sequentially and are integrated across the curriculum. Input from institutional stakeholders is accommodated.
Category 3: Planning Performance Description: The IL Program has developed a	The IL Program is engaged in a process of exploring opportunities and challenges for a	The plan is written and has been shared with campus stakeholders; it addresses the categories	The plan has been adopted by the institution and incorporated into the

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plan that addresses the other Characteristics categories while adapting them to a unique institutional context.	campus wide strategy, but has not yet completed a written plan.	outlined in the Characteristics in a way suited to the institution's unique context. Certain aspects of the plan have been adopted, while others are in progress.	curriculum; the plan's embodiment of all the Characteristics makes it an exemplary model to others.
Category 4: Administrative & Institutional Support Performance Description: Administration within an institution incorporates IL into the institution's mission, strategic plan, policies and procedures. IL Program leadership is clearly assigned. The administration recognizes, supports, and rewards staff contributions to the IL Program.	IL is not incorporated into the institution or library's mission, strategic plan or policies. IL Program leadership is not clearly defined. Mechanisms do not exist (or have not yet been implemented) for recognizing, providing support for, or rewarding staff contributions to the IL Program.	IL has been incorporated into the institution's mission or strategic plan or policies. IL leadership is assigned. Staff contributions to the IL Program are recognized, supported and rewarded.	IL has been fully incorporated into the institution's mission, strategic plan or policies. IL Program leadership is clearly assigned and responsibilities are assigned to appropriate librarians, faculty and staff. Staff contributions to the IL Program are formally and fully recognized, supported and rewarded. Support may include appropriately funded staffing levels, teaching facilities and professional development opportunities.
Category 5: Articulation within the Curriculum Performance Description: The IL Program is formally articulated within the curriculum at the discipline and course level with appropriate sequences and changing competencies at each level of the student's academic career. There is evidence of advocating for institution-wide integration into all academic or vocational	There is little articulation of IL competencies at the discipline level, but it is evident at the course level. There is little integration of IL into the academic programs. There is no formalized dissemination of IL competencies or standards.	The ability for a student to gain IL competencies is articulated and defined at the course level. There is a level of IL integration within a few academic programs. There is some dissemination of IL competencies and standards.	There is a clear articulation and defined sequential progression for the student to gain IL competencies at both the academic discipline and individual course levels. IL is highly integrated within a variety of academic programs due to a formalized dissemination of IL standards and competencies that charges specific programs and courses with their

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programs.			implementation.
Category 6: Collaboration Performance Description: The IL Program staff works continuously to improve communication among faculty, librarians and other stakeholders with a focus on enhancing student learning and developing skills for lifelong learning. IL is aligned with disciplinary content to achieve IL outcomes.	The institution is beginning to work on communication and alignment among faculty, librarians, and other stakeholders.	Mechanisms are in place for continuous communication with some focus on enhancing student learning. Efforts are underway to align disciplinary content to achieve IL outcomes.	A fully operational system of communication is in place and contributing to student learning and skill development consistent with the use of disciplinary content to achieve IL outcomes.
Category 7: Pedagogy Performance Description: The IL Program staff supports diverse approaches to teaching and learning and integrates current learning theories and relevant technology to support pedagogy. Collaborative and experiential activities are used to promote critical thinking, reflection, and recursive learning.	The institution is in the process of developing diverse approaches to teaching and the use of appropriate learning technologies.	Diverse approaches to teaching and learning can be seen, as can some use of appropriate technology in pedagogy.	There is clear evidence of diverse approaches to teaching and learning, including collaborative and experiential activities that incorporate appropriate technologies for the purpose of enhancing critical thinking, reflection and recursive learning.
Category 8: Staffing Performance Description: Staffing, which includes librarians, library staff and collaborators such as disciplinary faculty and teaching/learning specialists, is sufficient in quantity and qualifications to support	The institution is beginning to work on issues of staffing in support of IL, but current staffing is less than adequate. Staffing does not yet include collaborators, such as faculty, instructional designers, etc. There is an indication of some	Staffing levels can support the current IL Program and allow for its continued growth and improvement. At least one member of the staff is knowledgeable in instruction, curriculum development and assessment. Collaboration is under	Staffing levels can support the current IL Program and allow for its continued growth and improvement. A librarian has training or expertise in instruction, curriculum development and assessment and is positioned to advocate for information literacy.

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the IL Program and its continued growth and improvement.	professional development support.	development with administration, faculty, or other potential program staff and collaborators.	Staff regularly engage in professional development and training. Collaborations with, for example, disciplinary faculty and educational technology specialists are in place and encouraged.
Category 9: Outreach Performance Description: The IL Program clearly defines and describes its outreach activities, including the value these activities have for their targeted audiences. The program is marketed creatively to relevant stakeholders within and outside the institution, utilizing varied communication methods for outreach. The program collaborates with other institutional units to provide programs and workshops related to IL.	The program's outreach activities are described for targeted audiences within the institution. There is some evidence of collaborating with institutional units to disseminate IL. The program is marketed utilizing standard publicity materials, primarily focused on the institution.	The program's outreach activities are described for its targeted audiences, peers, stakeholders, and collaborative partners within the institution. There is clear evidence of collaboration with other institutional units to provide programs and workshops on IL. The program is marketed using a variety of methods, including formal and informal networks and publicity materials.	The program's outreach activities are clearly defined and described for its targeted audiences, peers, stakeholders, and collaborative partners both within and outside the institution. The program collaborates with other institutional units to provide programs and workshops related to IL. The program is successfully marketed through a variety of communication methods, including formal and informal networks, social media, traditional media and publicity materials.

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Category 10: Assessment and Evaluation Performance Description: The IL Program utilizes a variety of appropriate assessment and evaluation approaches to measure both its own success in meeting its goals and objectives (see categories 1 and 2) and student success in achieving learning outcomes.	The IL Program conducts assessment and evaluation of one-shot library sessions and freshman orientation components of the IL Program using a few quantitative approaches.	The IL Program conducts assessment and evaluation using measurable objectives. The program and student learning outcomes are assessed using appropriate quantitative and/or qualitative methods. Results of assessments and evaluations are used to improve the IL program.	The IL program conducts assessments and evaluations at the course, program, and institutional levels using measurable objectives for program success and for student learning. Appropriate quantitative and qualitative designs are utilized. Multiple methods are incorporated to assess student learning across the curriculum. Results of assessments and evaluations are used to improve the IL program.

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