

**ACRL Best Practices in Information Literacy Invitational Conference**

**Executive Summary**

**The name of the program is the CSUF Information Competence Initiative. This program has been developed and implemented at California State University Fullerton.**

**The contact person for this program is Suellen Cox, Library Instruction Coordinator.**

The CSUF Information Competence Initiative is a systematic, campus-wide program to integrate information competency into the CSUF academic curriculum. Initially funded by the California State University (CSU) Chancellor's Office, the program is a collaborative effort between the CSUF Office of the Vice President for Academic Affairs, the CSUF Faculty Development Center, and the University's Pollak Library. During the first year, department chairs and faculty from seventeen departments worked with assigned librarians to develop student learning outcomes that include the core information competencies. Each department identified two required courses, one entry level and one capstone, and developed syllabi and assignments for these courses that promote and demonstrate information competence.

This program is unique for several reasons. It is implementing Information Competence in a campus-wide systematic way across all disciplines and at multiple levels. It is a collaborative planning effort by several stakeholders: the Vice-President's Office, the Faculty Development Center, and the University Library. It is also a collaborative implementation effort by discipline faculty and library faculty. The program has achieved success in several ways. The grant proposal, subsequent funding, and retreat have been successful and have provided a wider forum on campus in which to discuss information literacy. Funding for the second year has been obtained. Discipline faculty and library faculty are collaborating to integrate information literacy into departmental curriculum.

## Program Description

### I. The CSUF Information Competence Initiative. Participants include:

- ❑ **Dr. Patricia Szeszulski, Chair, Child Adolescent Studies and Past Faculty Development Center Assessment Coordinator.**

Instrumental in developing the campus wide plan and writing the grant proposal. Collaborated with the Library Instruction Coordinator to integrate information literacy into the curriculum for the Department of Child and Adolescent Studies.

- ❑ **Ms. Suellen Cox, Library Instruction Coordinator and Head of Instruction and Information Services, Pollak Library.**

Assisted in planning, and presenting at the campus wide information literacy retreat. Coordinated the library and instruction efforts. Collaborated with Dr. Pat Szeskulski in integrating information literacy into departmental curriculum. Collaborated with over 25 Business Writing Faculty to integrate information literacy into the departmental curriculum.

- ❑ **Ms. Elizabeth Housewright, Acting Associate University Librarian**

Instrumental in working with science faculty to integrate information literacy into the biology and chemistry curriculum.

### II. Program History

Within the California State University (CSU) system there has been a strong campaign to incorporate information literacy into the CSU curriculum. With guidance from the Information Competence Work Group and funding from the CSU Chancellor's Office, discipline faculty, library faculty, and campus administrators from all CSU campuses have created programs in support of information literacy and student acquisition of the core competencies.

In fall 2000, the CSU Chancellor's Office issued a call for proposals. The office was providing funding to academic departments for the purpose of incorporating information competence into the learning outcomes of their programs. Deliverables would include:

1. A list of the department's student learning outcomes that includes the skills of information competence.
2. Two Syllabi for required courses (1 entry level and 1 capstone course) in the department that specifically identify assignments that promote information competence.
3. Representative assignments indicating that students are being asked to demonstrate the various skills of information competence.
  - Defines nature and extent of the information needed
  - Access needed information effectively and efficiently
  - Evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system. Uses information effectively to accomplish a specific purpose
  - Understands the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally
4. A Web Page that provides the proposal, the activities and the deliverables.

At CSU Fullerton, the Vice President for Academic Affairs, the Faculty Development Center, and the Pollak Library responded to this call and collaboratively worked together to draft a proposal for a comprehensive, systematic, campus-wide information competence plan. Specifically, this plan would encourage, assist, and support academic departments or programs in enhancing and integrating student information competency within departmental program curricula. Half of the departments would participate the first year; the remaining departments would participate in an identical program the second year. The proposal was funded by the Chancellor's Office for the first year. The amount funded was \$30,500. CSUF Academic Affairs would provide funding for the second year.

During the first year, fifteen departments participated. The departments were varied and included: Biology, Business Writing/Marketing, Child Adolescent Studies, Chemistry, Economics, Foreign Language (German), Geological Sciences, Gerontology, Human Services, Math, Nursing, Psychology, Science Education, Sociology, and Women's Studies.

The Vice President for Academic Affairs in collaboration with the Faculty Development Center and the Pollak Library hosted an off-campus retreat convening the departments listed above. The purpose of the retreat was to encourage and recruit departmental faculty to examine and explore ways to explicitly integrate information competence into their curricula. The retreat featured a keynote address by Dr. Susan Curzon, Dean University Library, California State University Northridge, who discussed the importance of Information Competence. Suellen Cox, Library Instruction Coordinator led attendees through an exercise to identify and discuss ACRL Information Literacy Standards. This was followed by librarian-facilitated small group discussions of information literacy efforts at the departmental levels.

Each department sent a team consisting of the department chair and several faculty members. The teams were asked to identify two (2) target courses; one (1) early entry-level core course, and one (1) senior level capstone or equivalent course. The courses should meet the following requirements:

- Part of an incremental course sequence
- Required for graduation
- Frequently offered
- Assignment components could be framed in terms of specific skill-building tasks.
- Suggest transferable skills (generic skills or discipline specific skills).

For both courses, departmental teams were also asked to list the following:

- Information competency learning goals for students
- Teaching methods that would be utilized to help students achieve information competency.
- Types of assignments that would allow students to demonstrate their level of mastery of information competency.

The retreat concluded with a discussion on the specifics of the project, departmental guidelines, deliverables expected, funding, and timelines.

Ongoing support in the way of consultations with FDC Assessment Coordinator, FDC technology staff, and designated library liaisons was made available to departments. A follow up meeting was scheduled for Fall 2001 in which participating departments reported on their progress.

Funding in the amount of \$1000.00 was awarded to participating departments for activities supporting this initiative.

During summer and fall 2001, fifteen departments worked on learning goals, syllabi, and assignments. Faculty librarians attended numerous department meetings and met with faculty to discuss goals, library instruction, and assignments. Library instruction occurred during fall 2001. Each department must submit their deliverables by December 17, 2001. The web page has been created and can be viewed at:

[http://www.library.fullerton.edu/information\\_comp/](http://www.library.fullerton.edu/information_comp/)

Currently, the FDC and the Pollak Library are planning for the second year. Academic Affairs has provided the second year funding. A call for remaining departments' participation will be made in early December. A second CSUF Information Competence Retreat has been scheduled for Friday March 15, 2002. During the week of April 8th 2002 "Celebrating Teaching Week", departments involved in the first year of the Information Competency Grant will be showcased.

### **III. Best Practices**

#### **□ Category 2 Goals and Objectives**

- In each department, faculty are asked to clearly articulate the information competency learning goals for students in 1) an early entry level core course and 2) a senior level capstone course.
- These goals are in concert with the objectives of the institution i.e., providing high quality programs that meet the evolving needs of our students, community, and region; making collaboration integral to activities; creating an environment where all students have the opportunity to succeed; increasing external support for university programs and priorities.
- Our information competency initiative has been developed with input from various campus constituencies: the Vice President's Office, the Faculty Development Center, the Pollak Library.
- Our information competency initiative will be integrated horizontally across all disciplines and vertically at several levels.
- Applies to traditional and distance education, for example our Nursing program that has a large distance enrollment.
- Includes representative assignments that allow students to demonstrate their mastery of information competence.
- Prepares students for current curricular activities and for effective life long learning.
- Includes assessment both at the program level i.e., how are we doing, what needs to be changed?; and at the student level by way of assignments.

#### **□ Category 3 Planning**

- Planning has occurred at the program level for example in the collaboration between the Faculty Development Center and the Pollak Library to implement and ensure a campus-wide systematic, and comprehensive program. Planning is occurring at the curriculum level by way of departments implementation. Planning has occurred at the institutional level, both within the CSU, for example the Chancellor's Office, and on campus through the vision and leadership of the office of the Vice President for Academic Affairs.
- The CSUF program follows the ACRL definition and standards.
- Documents charting the course of the program include: the grant proposal, retreat materials, lists of departments student learning outcomes, syllabi for targeted course that identify assignments that promote information competence, representative

assignments indicating that students are being asked to demonstrate the various core competencies, a required web site, and a final reports submitted to the CSU Information Competence Committee.

- Funding at both the CSU level (Chancellor's Office), and the Campus level (Vice President's Office) established the means for implementation and adaptation. The grant proposal included the budget and timeline for the program.
  - Planning included holding a retreat to consider the place of information competence in the curriculum, the presentation of ACRL standards, and the opportunity to begin developing goals, teaching methods, and assignments.
- ❑ **Category 4 Administrative and Institutional Support**
- Campus administrators identified and gave responsibilities to a team consisting of the Vice Presidents Office, the Faculty Development Center, and the Pollak Library.
  - Collaboration occurred between the FDC, discipline faculty, and library faculty.
  - Campus administrators including the Vice President for Academic Affairs, the Director of the Faculty Development Center, the campus Assessment Coordinator, and the University Librarian articulated their support for the program.
  - Participation in the program has been valued and recognized by funding, and opportunities to showcase departmental involvement and deliverables.
- ❑ **Category 5 Articulation with the Curriculum**
- Information Literacy is being integrated into the various existing departmental curriculum.
  - Integration of information literacy is occurring vertically and progresses in complexity as students move through their academic experiences, i.e., in early entry level courses, and in senior level/capstone courses.
- ❑ **Category 6 Collaboration with Classroom Faculty**
- Collaboration between discipline faculty, librarians, and campus administrators has fostered support of the program.
  - This ongoing collaboration is resulting in a process that includes future planning, discussions on pedagogy, assessment, development of syllabi explicitly recognizing information literacy, and assignments that allow students to demonstrate mastery of the core competencies.
- ❑ **Problematic Category: Category I Mission**
- Currently, there is no campus wide mission statement for, or policy regarding an information literacy program. A policy on computer competency for entering students (UPS 320.030) has been adopted by the Academic Senate.

#### **IV. Evidence of success of program to date**

- ❑ The grant proposal, subsequent funding, and retreat have been successful and have provided a wider forum on campus in which to discuss information literacy.
- ❑ Funding for the second year has been obtained.
- ❑ Discipline faculty and library faculty are collaborating to integrate information literacy into departmental curriculum.

**V. What makes the program unique and what our team would contribute to this conference.**

- ❑ This program is unique in several ways. It attempts to integrate information literacy in a comprehensive, campus-wide, and systematic way. It is a collaborative planning effort between the Vice President's Office, the Faculty Development Center, and the Pollak Library. It is a collaborative implementation effort between discipline faculty and library faculty. The program includes all academic departments, majors, and programs, and thus reaches all students.
- ❑ Our team would contribute our expertise and knowledge in developing such a program, both at the planning level, and more specifically at the departmental implementation level. We would also share the challenges and obstacles that we have encountered. We would also provide copies of the various materials utilized.

**VI. Questions**

1. How to proceed in obtaining Academic Senate acknowledgement and support of a campus wide mission and policy statement on information literacy.
2. How to develop a comprehensive and systematic program that includes outreach and articulation with staff and students at K-12 schools and at community colleges that provide us with transfer students.