

Appendix A.

Information Competency Standards and Resolutions

1997

Cal Poly Pomona Academic Senate. *Resolution on Information Competence, What is Information Competence?* and from the *ACRL Statement of Objectives for Academic Bibliographic Instruction*. 1977. 3 p.

Access: <http://www.csupomona.edu/library/InfoComp/home.html>

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National Information Literacy Initiative (NILI). Includes a useful 6-page bibliography on the topic. Last updated 11/10/97. Access: <http://www.ala.acrl/nili/nilih.html>

National Information Literacy Initiative (NILI) Announcements. Post ALA Midwinter Forum on the topic of a National Information Literacy Initiative. Last updated 11/10/97.

Access: <http://www.ala.org/acrl/nili/announce.html>

1996

Association of American School Librarians (AASL)/Association for Educational Communications & Technology (AECT) National Guidelines Vision Committee. *Information Literacy Standards for Student Learning, Draft #5*. October 7, 1996.

Access: <http://www.ala.org/acrl.html>

Education Council for Technology in Learning. *Recommendations Regarding Technology-Based Content and Performance Standards*. California Department of Education, Educational Technology Office, July 8, 1996.

1995

California Library Association. *Public Policy – Empowering Users*. Adopted by Assembly November 14, 1995.

1994

Standards for Community, Junior and Technical College Learning Resources Programs. (The final version approved by ACRL, ALA and AECT in 1994).
Access: <http://www.santarosa.edu/~kathy/ICC>

1993

American Association of School Librarians. *Position Statement on Information Literacy: A position paper on information problem solving.* 1993. Developed by the Wisconsin Educational Media Association and endorsed by the Wisconsin Department of Public Instruction. Adopted by the National Forum on Information Literacy, an umbrella group of 60 organizations.
Access: <http://www.ala.org/aasl/positions/>

1987

ACRL/BIS Task Force. *Model Statement of Objectives for Academic Bibliographic Instruction.* 7 p. and ACRL. *Guidelines for Instruction Programs in Academic Libraries.* 3 p.
Access: <http://www.ala.org/acrl/guides/guiis.html>

Appendix B

Instruction in California Community Colleges: the Information Competency Component

Chancellor's Office, California Community Colleges began to coordinate the college system's library and learning resources programs and services in 1989

Coordinated Efforts to Identify and Advance Instruction Issues

Task Force (1990-1992) recommends the Instruction goal to "promote library and learning resources programs as a means of enhancing the teaching and learning process and promotion of intellectual growth." Gita Satyendra-Holland, Saddleback College, Chair

Intersegmental Joint Faculty Project, 1992-1993. *Bibliographic Instruction/Information Literacy: Articulation between the Community Colleges. California State University's and University of California Systems.* San Diego Mesa College, Karen Kaye, Project Director

Intersegmental Joint Faculty Project, 1994-1995. *Basic Library and Information Competencies: A unified State-Wide Approach,* City College of San Francisco, Inez Cohen, Project Director

Intersegmental Joint Faculty Project 1995-1996. *Intersegmental Articulation Bibliographic Instruction Courses,* City College of San Francisco, Fiscal Agent

Information Competency: A Status Report to the Board of Governors, California Community Colleges, March 1996.

The report replied to the Board of Governors policy questions: What should be the basic guiding principles for education planning in the next decade? The report reviewed developments in the field of information competency and identified steps to be undertaken by the college system in order to further policy discussions and development.

System Responses to Information Competency Initiatives

The Board of Governors identifies information competency as a system-wide policy priority in 1996.

The Academic Senate for California Community Colleges adopts a resolution in support of information competency in 1996.

The Faculty Association of California Community Colleges (FACCC) and the Academic Senate conduct an information competency workshop in 1997.

The Counseling and Library Faculty Issues Committee of the Academic Senate develop a position paper on information competency from 1996-1998.

The California Association of Research Libraries presents a workshop on information competency in 1997.

Information competency is identified as essential to student success by the Chancellor's Office in 1997.

Information competency is funded as part of the Student Success Institutionalization Fund in 1997.

The Chancellor's Office funds the development of an Information Competency Plan for the college system through the Fund for Instructional Improvement, Board of Governors for 1997-98.

Information Competency Ad Hoc Advisory Committee assembles for first meeting and establishes a website: <http://www.santarosa.edu/~kathy/ICC> in November 1997.

The Information Competency Ad Hoc Advisory Committee project team meets with constituents in five regional workshops in February-March 1998 to develop an information competency plan. The team also meets with various educational segment groups.

The State Academic Senate for California Community Colleges adopts their committee report *Information Competency in the California Community Colleges* in April 1998.

The Information Competency Draft Plan is reviewed in May 1998 by the Information Competency Ad Hoc Committee.

Appendix C

Information Competency Plan Project Meetings

Information Competency Ad Hoc Advisory Committee meetings

October 27, 1997 – Conference call
November 5, 1997 – Conference call
December 15, 1997 – Meeting, Laney College, Oakland
March 13, 1998 – Conference call
May 15, 1998 – Meeting, City College of San Francisco

Five regional workshops (139 participants from 67 colleges, plus representatives from CSU, George Mason University and one high school library)

February 20, 1998 – Library Regional Workshop, Foothill College
February 23, 1998 – Library Regional Workshop, College of the Sequoias
February 24, 1998 – Library Regional Workshop, Chico
March 2, 1998 – Library Regional Workshop, Riverside Community College
March 3, 1998 – Library Regional Workshop, LA Pierce College

Consultations

February 27, 1998 – Faculty Assoc. of Calif. Community Colleges Conference, Pasadena
March 4, 1998 – Chief Student Services Officer, Palm Springs
March 11, 1998 – Chief Executive Officers, Pasadena
March 18, 1998 – Chief Instructional Officers, Sacramento
March 20, 1998 – Calif. Student Assoc. of Community Colleges, Sacramento
March 27, 1998 – Council of Chief Librarians, Glendale
March 27, 1998 – Faculty Assoc. of Calif. Community Colleges, Santa Monica College
March 28, 1998 – Academic Senate Board, San Francisco
April 1, 1998 – Chancellor's Office & CCC 7th Annual Conference, Palm Springs
April 3, 1998 – Library & Learning Resources Programs Advisory Board, Palm Springs
April 23, 1998 – Academic Senate Spring Session, San Francisco

Appendix D: Workshop Participants

ADALIAN	PAUL	CAL POLY SAN LUIS OBISPO
ALIRE	WILIFRED	KINGS RIVER COMMUNITY COLLEGE
AMER	ROSALIE	COSUMNES RIVER COLLEGE
AUYEUNG	SHUK-CHUN	GAVILAN COLLEGE
AXELSON	DEB	SAN BERNARDINO VALLEY COLLEGE
BADRKHAN	KAMIRAN S.	COLLEGE OF THE SEQUOIAS
BAILEY	LINDA	POTERVILLE COLLEGE
BATCHEV	JULIA	MONTEREY PENINSULA COLLEGE
BELL	FRED	TAFT COLLEGE
BLACKMAN	MICHELLE	GROSSMONT COLLEGE
BOBP	MARYELLEN	SANTA ANA COLLEGE
BONNINGTON	SUSAN	BUTTE COLLEGE
BRENNER	ERIC	SKYLINE COLLEGE
BRETALL	LESLIE	COLLEGE OF THE CANYONS
BREWER	CLYDE	SAN JOSE STATE UNIV.
BROCKENBROU	CELIA	RIVERSIDE COMMUNITY COLLEGE
BROSE	FRED	RIVERSIDE COMMUNITY COLLEGE
BROWN	ROSANNA	LASSEN COMMUNITY COLLEGE
BUSCHE	DON	SADDLEBACK COLLEGE
BYRD	RON	FRESNO CITY COLLEGE
CAMPBELL	ELISABETH	L.A. HARBOR COLLEGE
CARSON	NANCY	L.A. HARBOR COLLEGE
CARTER	QUENT	SOLANO COLLEGE
CASAGRANDE	CLAUDIA	TAFT COLLEGE
CASSON	ED	L.A. MISSION COLLEGE
CEN	LUOZHU	BUTTE COLLEGE
CHANG	LINDA L.	RIVERSIDE COMMUNITY COLLEGE
COBOS	ANAMARIA	SADDLEBACK COLLEGE
COHEN	INEZ	CITY COLLEGE OF SAN FRANCISCO
COLEMAN	ANITA	SANTA ANA COLLEGE
COLLING	BRENDA	GLENDALE COMMUNITY COLLEGE
COLLING	MICHAEL	GLENDALE COMMUNITY COLLEGE
CORONADO	SHIRLEIGH	BUTTE COLLEGE
CROWE	ELAINE	SHASTA COLLEGE
CUOVATZ	LINDA K.	SANTIAGO CANYON COLLEGE
DERUM	CLAUDIA	COLLEGE OF THE DESERT
DOMAN	MONICA	CYPRESS COLLEGE
DOSU	TABZEERA	BUTTE COLLEGE
DUNLAP	MARTY	BUTTE COLLEGE
ESCATIOLA	EVELYN	EAST L. A. COLLEGE
ESTON	DORA	L.A. VALLEY COLLEGE
FALLER	PAMELA	COLLEGE OF THE SEQUOIAS
FINNEY	NANCY	COLLEGE OF THE SEQUOIAS

FISCHER	RUSS	SAN JOSE CITY COLLEGE
FLY	CONNIE	COLLEGE OF THE SEQUOIAS
FOERSTER	MARION	MIRA COSTA COLLEGE
FOURIE	DENISE	CUESTA COLLEGE
FREIDENRICH	LEAH	RANCHO SANTIAGO COLLEGE
FROLOFF	KATHY	WEST L.A. COLLEGE
FRONGIA	TERRI	COLLEGE OF MARIN
FUNES	CAROLYN	PALOMAR COMMUNITY COLLEGE
GARCIA	YOLANDA	SANTA ANA COLLEGE
GERINGER	ELLEN	CONTRA COSTA COLLEGE
GIBSON-LOTT	ANNE	LOS ANGELES PIERCE COLLEGE
GILETTE	KAREN	FOOTHILL COLLEGE
GOGIN	SALLY	L.A. HARBOR COLLEGE
GOLZ	NANCY	YUBA COLLEGE
GRIGSBY	ALICE	EL CAMINO COLLEGE
HABIB	FATEN	MOORPARK COLLEGE
HAUGH	JUDITH	RIVERSIDE COMMUNITY COLLEGE
HAUSRATH	DON	GAVILAN COLLEGE
HAYCOCK	GINA	COLLEGE OF THE SEQUOIAS
HAYWARD	MARILYN	CANADA COLLEGE
HOWELL	JOANNE	GAVILAN COLLEGE
JAMES	GALE	L.A. PIERCE COLLEGE
JAN	ELMER	CITY COLLEGE OF SAN FRANCISCO
JOHNSON	WANG	SAN DIEGO MESA COLLEGE
JONES	BRENDA	GLENDALE COMMUNITY COLLEGE
KANG	BYUNG IN	PALOMAR COMMUNITY COLLEGE
KEEN	GREG	COLLEGE OF THE SEQUOIAS
KENT	CONNIE	COLLEGE OF THE SEQUOIAS
KIM	YANGHEE	WEST VALLEY COLLEGE
KLEPINGER	ED	MISSION COLLEGE
LA BARGE	MARY	MOORPARK COLLEGE
LAGIER	JENNIFER	HARTNELL COLLEGE
LAUN	MARY ANN	PASADENA CITY COLLEGE
LEWIS	KATHIE	COLLEGE OF THE SEQUOIAS
LIPSCOMB	LORETTA	TAFT COLLEGE
LIVINGSTON	JOYCE	L.A. TRADE-TECH COLLEGE
LYM	BRIAN	CANADA COLLEGE
MALLER	YVONNE	SACRAMENTO CITY COLLEGE
MAURO	ELEANOR	COLLEGE OF THE SISKIYOU
MAYO	NANCY	OHLONE COLLEGE
MCCOLLUM	PATRICIA	L.A. SOUTHWEST COLLEGE
MCDONALD	MARILYN	FOOTHILL COLLEGE
MCGREEVY	KATHY	SANTA ROSA JUNIOR COLLEGE
MENDRINOS	ROXANNE	FOOTHILL COLLEGE
MITOMA	DONA	PASADENA CITY COLLEGE
MOONEYHAM	DEE	TAFT COLLEGE
MOSSON	LESLIE	ALLAN HANCOCK COLLEGE
MOTTE	HORTENSE	CONSUMNES RIVER COLLEGE

NEWMAN	DAK	L.A. MISSION COLLEGE
NG	REBECCA	RIVERSIDE COMMUNITY COLLEGE
NOLAN	ROBERT	INSTITUTE OF COMPUTER TECH.
NORMAN	COLETTE	COLLEGE OF SAN MATEO
NORMAN	CAROLYN	CCC/CHANCELLOR'S OFFICE
NORTON	DALE	COLLEGE OF THE SEQUOIAS
ONTELL	VALERIE	SAN DIEGO MESA COLLEGE
PALMER	BARBARA	SANTA ANA COLLEGE
PATTERSON	WILLIAM	FOOTHILL COLLEGE
PEDROZA	LUIS	SANTA ANA COLLEGE
PERKINS	ANNE	CAL STATE UNIVERSITY, NORTHRIDGE
PRATT	MARTHA	CANOGA PARK HIGH SCHOOL
RINNANDER	ELIZABETH	L.A. PIERCE COLLEGE
RISCH	JOAN	COLLEGE OF MARIN
ROBIN	FLORENCE	L.A. PIERCE COLLEGE
RODRIGUEZ	HARMONY	OXNARD COLLEGE
RODRIGUEZ	RON	RIO HONDO COLLEGE
ROTELLA	SALVATORE G.	RIVERSIDE COMMUNITY COLLEGE
ROTH	LORIE	CALIFORNIA STATE UNIVERSITY
RUPERT	DOROTHY	L.A. PIERCE COLLEGE
SHUMWAY	VINTA MARIE	ORANGE COAST COLL
SIMMS	DENISE	CCC/CHANCELLOR'S OFFICE
SMALLEY	TOPSY	CABRILLO COLLEGE
SMITH	GORDON	CALIFORNIA STATE UNIVERSITY
SPALSBURY	JEFF	POTERVILLE COLLEGE
STEUBEN	LARRY	COLUMBIA COLLEGE
SUGRANES	MARIA	SANTA ANA COLLEGE
TENPAS	CYNTHIA	RIVERSIDE COMMUNITY COLLEGE
THIESSEN	STACIA	SACRAMENTO CITY COLLEGE
THOMAS	CARMELITA	L.A. PIERCE
THOMPSEN	SANDY	L.A. MISSION COLLEGE
THUNEN	CHARLOTTE	FOOTHILL COLLEGE
UESUGI	ISAO	COLLEGE OF THE CANYONS
UKWU	DELE	LONG BEACH CITY COLLEGE
URQUIZU	LINDA	RIVERSIDE COMMUNITY COLLEGE
VASQUEZ	BARBARA	L.A. CITY COLLEGE
WARMINGTON	SANDY	SACRAMENTO CITY COLLEGE
WHALEN	PAUL	L.A. PIERCE COLLEGE
WHITAKER	CHAR	COLLEGE OF THE DESERT
WHITE	MONICA	LONG BEACH CITY COLLEGE
WIRTH	JEAN	FOOTHILL COLLEGE
WONG	CECILIA	RIVERSIDE COMMUNITY COLLEGE
WONG	LANA	SANTA ANA COLLEGE
WU	JULIA	BOARD OF GOVERNORS, SACRAMENTO
YAMAKAWA	LINDA	COLLEGE OF THE SEQUOIAS
YEPES	MARIA-ELENA	EAST L. A. COLLEGE
YOUNG	JAMES	GEORGE MASON UNIVERSITY
YOUNG	JEAN	FOOTHILL COLLEGE

Appendix E

Information Competency Sample Models

This appendix makes extensive use of a workshop presentation: *Bibliographic Instruction at the Rosenberg Library, City College of San Francisco* by Elmer Jan and Inez Cohen, CCSF faculty librarians.

General Orientation Model

A general orientation model emphasizing the basic skills necessary to find information in today's electronic environment, focusing on (1) search options available on an OPAC, (2) using print indices and electronic databases to find citations for periodical articles and (3) resources on the worldwide web and elsewhere.

City College of San Francisco, which has a large ESL population, has developed an ESL Pre-Library Orientation assignment to acquaint upper level ESL students with the terms and vocabulary used in the orientations; for lower level ESL students, the Reference Department offers one-hour class orientations to the library.

Related Courses Using City College of San Francisco Examples

A one-unit course on using books and libraries, a required course for two campus programs, and fulfilling the San Francisco State University library requirement.

Library Information Technology 10: Introduction to Books and Libraries, a one-unit self-paced course.

Library Information Technology 51: Introduction to Books and Libraries, a three-unit course providing a general introduction to librarianship.

Library Information Technology 57: Internet research strategies, a two-unit course teaching students how to formulate search strategies and use Internet access tools to identify appropriate sources to retrieve information, as well as how to critically compare and evaluate information found on the Internet with other sources.

Formal instruction for faculty, administration and staff is an integral part of the bibliographic instruction program. Each semester a series of workshops is provided as part of staff development. This combines an orientation on the more traditional library resources with a spectrum of electronic resources. This program assists in (1) motivating instructors to successfully incorporate information competency in classroom instruction, (2) keeping faculty informed about the new library materials and technologies available for research, (3) offering support in designing successful assignments, particularly in light of the volatility of the electronic environment; and (4) encouraging classroom and library faculties to find opportunities to work collaboratively in developing information competency skills across the curriculum.

General Education Model

As stated in the Academic Senate report, “because the ability to use information effectively and wisely is crucial to a student’s success in higher education, it seems natural to incorporate information competency into the general education curriculum required for all students. It could be added as a separate course or it could be added as a component in several, or all, of the courses in the general education curriculum.” This statement parallels the observations on GE in the CSU Curzon report.

Major Area Model

“It is possible,” states the Academic Senate report, “to identify competencies that all students should have, but sometimes discipline-specific competencies are needed. These competencies should be integrated into the curriculum of that discipline. For example, there are things about the acquisition of information that nursing students should know that are different from what needs to be known by a student studying fine arts. Some models for including information competency in the discipline choose to integrate this information competency into the introductory course in the discipline. These introductory courses in a discipline typically familiarize students to the methodologies, terminology, and resources of a discipline, including ways to acquire information.”

As an Add-On to Another Course

The Academic Senate report notes “another model treats information competency as an enhancement to an already established course in the discipline; an ‘add-on’ to the course. For example, students enrolled in a psychology course might gain one extra unit for completing the information competency component, developed by the faculty teaching the course, in consultation with library faculty or other faculty having specific expertise.”

Competency-Based Mastery

The CSU Curzon report notes “one of the most influential trends in recent years has been the university’s willingness to award academic credit on the basis of students demonstrating mastery of skills as opposed to simply taking courses.” Possibly California’s forthcoming “Virtual University” will allow, via Internet, student assessment instruments regarding mastery of a subject or a set of skills.

Examples: The Institute of Computer Technology, a California public school agency provides training in a number of courses for which the University of California Santa Cruz awards credit. ICT is, as well, developing educational technology programs in partnerships with the Intel Foundation, UCLA, NASA, and the University of Nebraska.

Interactive websites and distance education projects are underway at Cal Poly and CSU campuses. This type of project would appear to provide opportunities for interleaving information competency components developed elsewhere into a specific community college course.

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