

Campus Information/ICT Literacy Program Overviews

June 7, 2007

CSU Information/ICT Literacy Program Overview

- **Campus: CSU, Bakersfield**
- **Coordinator:** Christy Gavin (cgavin@csu.edu)
- **Campus type:** Commuter
- **Campus demographics:**
 - Year: 2006
 - Total Students: approximately 7, 725
 - Race:
 - American Indian: 81
 - Asian: 456
 - Black: 588
 - Latino: 2,642
 - White: 2, 935
 - Non-resident alien: 143
- **Target Audiences for IL program:** : lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff
- **What are the instructional delivery modes of your IL program?**

We offer the following:

 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Individual Research Appointments with Instruction Emphasis
 - Credit-bearing information literacy courses (for details, see below)
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials
 - Online or blended/hybrid credit-bearing courses
- **Describe your IL program**

While our present IL program focuses on lower division students, our credit bearing courses attract upper division and graduate students. We are beginning to develop a formal plan to embed IL competencies into upper division courses.

Below describes components of our present IL program:

1. CSUB 101 First Year Experience
Librarians conduct 1-2 sessions for each section of CSUB. Introduces students to
2. Partnership with the English Department
 - a. Eng. 110 Library Research Skills Lab
Each Lab section is assigned to a section of a Eng. 110 Writing & Research course. Each Lab consists of four sessions (1 hour 20 minutes per session). Each lab focuses on a specific research competency: search strategies, web evaluation, periodical searching, and researching books and government documents.
 - b. Eng. 500 Literary Scholarly Research, (graduate, 3 units), taught once a year
Librarian team teaches with an English professor.
3. Credit bearing/online courses
The Library offers three credit bearing courses:
 - GST 126 Researching the Electronic Library (2 units), taught 3 times a year
 - GST 153 Researching the Internet (2 units), taught 3 times a year
 - INST420 Electronic Legal Research (2 units), required course for Environmental Resource Management, taught 2 times a year
4. Summer programs. The library conducts library sessions for two summer programs: Summer Bridge and Career Beginnings.
5. One-shot research sessions taught across all disciplines, primarily in social & behavioral sciences and business
6. Individual research sessions (www.csub.edu/library/assistance.shtml)

- **What are the major achievements of your IL program?**

1. Approval of the graduation requirement for computer/information literacy
2. Partnerships with departments in delivering IL
3. Library's IL credit courses
4. Library's participation in the campus' first-year experience program

- **What are the strengths of your IL program?**

1. Delivering formal IL instruction to lower-division students.
2. Working closely with faculty and administrators in developing IL programs

- **What are the challenges you face when promoting IL on your campus?**

While the graduation requirement for IL has been approved, we have yet to develop the online training modules, which will be the primary delivery mode. Ideally, we would like to develop our own; however, at present, this is out of the question because of budget constraints. We hope that the CSU can develop a set of modules, which we would modify to suit our needs.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**
 1. Either receive funding to create our training modules or modify the ones developed by the CSU.
 2. Increase the development of embedding specific IL competencies into GE/upper division courses.
 3. Formalize an IL plan that targets upper-division and graduate students
 4. Hire a first year experience librarian. This will enable the present IL Coordinator to focus on delivering IL to upper division students as well as facilitating the integration of e-learning products.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

CSUB has established an IL graduation requirement. To satisfy the requirement, students must take a series of training modules or an approved course. At present, a campus-wide committee has been created to oversee the development of the training modules and assessment of the delivery modes. The Library's IL coordinator is chair of this committee.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

No, we have no formal document. Yes, I would be interested in attending workshops.

- **What is your library doing in the area of e-learning?** (E.g. activities and products. Please provide URLs for any products (i.e. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)

We have two online tutorials and an online credit course.

1. Cultural Anthropology Tutorial (www.csub.edu/library/subject/anthmain.shtml)
2. Learn the Library (www.csub.edu/library/infocomp.shtml) This tutorial will be revised and updated.
3. INST420 Electronic Legal Research (2 units), required course for Environmental Resource Management, taught 2 times a year

- **For e-learning products, what hardware and software are being used to produce them?**

We use PowerPoint, WEB CT and are experimenting with Camtasia.

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**

Effective pedagogy-active learning, collaborative learning, developing student learning outcomes, program development for imbedding IL, GE requirement

CSU Information/ICT Literacy Program Overview

- **Campus:** CSU, Chico
- **Coordinator(s):** Sarah Blakeslee (sblakeslee@csuchico.edu)
- **Campus type:** Residential
- **Campus size:** 16,250 (14,923 undergraduate)
- **Campus demographics:**

	DEGREE-SEEKING FIRST-TIME FIRST-YEAR*	DEGREE-SEEKING UNDERGRADUATES (INCLUDES FIRST-TIME FIRST YEAR)
Non-resident aliens	39	268
Black, non-Hispanic	76	309
American Indian/Alaskan Native	20	149
Asian or Pacific Islander	164	847
Hispanic	364	1,770
White, non-Hispanic	1,625	9,792
Race/ethnicity unknown	189	1,792
Total	2,477	14,927

- **Profile of Learners:** 35% of our students were in the top tenth percent of their high school graduating class, 76%, were in the top quarter of their high school graduating class.
- **Target Audiences for IL program:** Our focus is on freshman and on juniors and/or transfer students.
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)

- Nursing
 - Communication
 - UNIV101
- Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - 221 instruction sessions 2006/2007 reaching 5979 students
- Library Tours and Orientations
- Library-sponsored workshops
- Individual Research Appointments with Instruction Emphasis
- Small Group Instruction
- Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses); Please list the titles for each and indicate how often they are taught each year)
 - Political Science 330 (Research Skills in Politics and Law) – Fall and Spring
 - Religious Studies 481 (Research Methods in Religious Studies) - Spring
- Print and/or online pathfinders, subject guides
- Web-based IL tutorials
- Learning objects mounted in Learning Management Systems
 - Communications
 - SPED 636
- Other (please specify)
 - mp3 tour

● **Describe your IL program:**

- Integrated into FYE Course (UNIV101 Introduction To University Life) GE course
- Research Methods in Religious Studies (RELS 481)
- Research Skills in Politics and Law (POLS 330) is a 2 unit course taught by a librarian in the fall and a Political Science faculty member in the spring. Required for all Political Science graduates.
- Speech Communication Fundamentals (CMST 131) students are all required to complete an online Information Literacy assignment.
- Small Group Communication (CMST 132)
- School of Nursing
- 221 instruction sessions 2006/2007 reaching 5979 students

● **What are the major achievements of your IL program?**

- The libraries strong voice and integration into the FYE class and planning.
- The College of Nursing programmatic integration of Information Literacy
- Political Science research course taught by librarian
- Online communications IL assignment

● **What are the strengths of your IL program?**

- Faculty who are committed to information literacy and forge strong relationships with their departments
- Library and Information Resources administration that is supportive of information literacy

● **What are the challenges you face when promoting IL on your campus?**

- Keeping faculty up to date on resources and ways to integrate information literacy into their curriculums
- Although there is verbal support for information literacy, there is yet to be financial support for campus wide initiatives such as the iSkills test.
- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**
 - Maintain an active blog off the library web page that highlights interesting technologies related to information technology
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**
 - This is not under discussion on our campus at this time.
- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**
 - We do not have a stand alone information literacy plan but Information Literacy is one of the five technology planning themes of the University Information Technology strategic plan, "Aligning With The Future", and also part of the Library Action Plan.
- **What is your library doing in the area of e-learning? (e.g. activities and products.**
 - Camtasia Videos
 - Mp3 tour
 - Chico Rio & Chico Oasis
 - Blog in planning (software set up but have not begun)
- **For e-learning products, what hardware and software are being used to produce them?** We are using Camtasia to create screencasts on how to conduct research in various databases. We have created an mp3 tour using an ipod and an xtreme Mac ipod recorder. Our online tutorials were developed using Dreamweaver.
- **IL/ICT Literacy/Emerging Technologies Expertise** – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning peer mentoring, Proficient in:
 - Active learning
 - Developing Student Learning Outcomes
 - Web 2.0
 - Assessment

CSU Information/ICT Literacy Program Overview

- **Campus: Dominguez Hills**
- **Coordinator(s):** Caroline M Bordinaro
University Library
California State University, Dominguez Hills
1000 E Victoria St
Carson, CA 90747
310/243-2084
cbordinaro@csudh.edu
- **Campus type:** commuter
- **Campus size:** 9400 FTE/12500 actual
- **Campus demographics:** the most diverse campus in the CSU, one of the most diverse in the country (race, culture, age, income level, etc)
- **Profile of Learners:** Learners are divided into two groups: A) traditional age (18-24) underclassmen from surrounding communities, first generation, under prepared for university coursework, but early adopters of technology. Tend to lack critical thinking and information synthesis skills. B) Older, non-traditional student, returning student, has been in the workplace for several years, many in education or nursing. Also first generation students, bring much maturity and life experience, but are generally wary of technology and are fearful of incorporating it into their academic lives. These two wildly different groups pose a challenge for the future direction of our IL program planning in the areas of content and delivery. Do we concentrate on teaching technology, or do we gravitate toward critical thinking and traditional research? Do we create more online interactive tutorials or do we schedule more in-person one-shots and research consultations. (haven't figured out the answer yet)
- **Target Audiences for IL program:** Because undergraduate retention is such an issue for us at DH, it's probably best to target the traditional undergraduates for critical thinking/information synthesis skills.
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online patfinders, subject guides

- **Describe your IL program**

- Mostly one-shots
- Graduate – undergrad evenly divided
- Two modules in our FYE program class, UNV 101
- Library tour for all New Student Orientation groups
- Partnership with history faculty – one on one research consultation part of course curriculum (HIS 490)
- Library orientation for entire nursing program at the beginning of each semester

- **What are the major achievements of your IL program?**

Increasing numbers of classes brought into library and/or involved in library orientations.

- **What are the strengths of your IL program?**

Flexibility, scalability, customizing, promoting a partnership with classroom faculty

- **What are the challenges you face when promoting IL on your campus?**

Not enough librarians and not enough space.

- We have many requests for BIs for classes of 40-50-60 students, and our classroom cannot accommodate that many students. Also our technology infrastructure is not the most current, and it sometimes prevents us from demonstrating the latest in library skills.
- We would like to do more outreach to departments and programs, but we do not have the staff numbers to make this possible.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

I would like to see a CSU-centralized suite of standardized assessment tools for IL, and be able to pick and choose freely from them. This would serve to standardize IL competency requirements throughout the CSU and facilitate campus-to-campus transfer, as well as make life a lot easier for those of us who don't have the time or skill to develop these tools on our own.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

Our campus IL task force will be submitting a report recommending that students be assessed for ICT skills upon entering CSUDH, and those who do not demonstrate the requisite level of skills must enroll in a credit course. (The task force felt that the GE route was not appropriate, because students could opt not to take the course when they desperately need the ICT training.)

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

The task force report will be the first step towards a campuswide plan. I will forward it to Stephanie when it is finished. But I would be VERY interested in attending systemwide workshops in this area.

- **What is your library doing in the area of e-learning? (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)**

Beyond Blackboard courses, our e-learning is rather limited, owing to 1) our technology budget and infrastructure and 2) our large clientele of older, returning students who are not comfortable with technology-based learning.

- **For e-learning products, what hardware and software are being used to produce them?**

Blackboard...

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**

Active learning

collaborative learning

departmental outreach

individual faculty partnering

embedding IL into curriculum

CSU Information/ICT Literacy Program Overview

- **Campus:** CSU, East Bay
- **Coordinator:** Kyzyl Fenno-Smith kyzyl.fenno-smith@csueastbay.edu
- **Campus type:** primarily commuter with a growing undergraduate residential population
- **Campus size:** about 10,000 FTE
- **Campus demographics:** The student population self-identifies as approximately 25% Asian American (including growing South Asian and Afghani communities), 25% White, 15% African American, 15% Latino, and 20% Other. About 10% are international students. First year students and graduate students each account for less 10% of the population, credential and transfer students are approximately 80% of total FTE. Women outnumber men by approximately 25%. The mean age is 28 years.
- **Profile of Learners:** We serve diverse adult student populations, the largest undergraduate majors are Liberal Studies and Human Development. The campus seeks to attract larger first year classes of traditional college age students. We also serve growing professional and academic Master's degree programs, online degree programs, and are initiating a doctoral program in Educational Leadership (EdD).
- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, and student workers from the Library and Learning Commons.
- **What are the instructional delivery modes of your IL program?**
 - Collaborations to embed IL into course curricula (online and face to face).
 - Course-Integrated instruction for GE or discipline-based courses.
 - Library-sponsored workshops for academic departments, colleges and faculty development.
 - Instructionally focused reference services in-person, via telephone, email, chat, and IM.
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Credit-bearing information literacy courses:
 - Required Information Literacy credit course (LIBY 1210 *Introduction to Information Literacy* 2 credits; offered Fall, Winter, Spring, & Summer quarters; about 30 sections per year) in the First Year Experience program. Elective IL course (LIBY 1551 *Information Skills in the Electronic Age* 2 credits; offered Winter, Spring, Summer quarters; about six sections per year).
 - Print and/or online pathfinders, subject guides
 - Learning objects mounted in Learning Management Systems
 - Online or blended/hybrid credit-bearing courses
- **Describe your IL program**

Library faculty liaise with all academic departments providing course related or integrated IL curricula and instruction. We also liaise with IT and student services (including tutoring/writing center, student disability services) and work closely with faculty development programs.

We regularly offer two credit courses. A required Information Literacy credit course (LIBY 1210 *Introduction to Information Literacy* 2 credits; offered Fall, Winter, Spring, & Summer quarters; about 30 sections per year) in the First Year Experience program. An Elective IL course (LIBY 1551 *Information Skills in the Electronic Age* 2 credits; offered Winter, Spring, Summer quarters; about six sections per year).

The campus has adopted IL student learning outcomes for upper & lower division GE. The UDGE pattern includes the IL outcomes in Science and Social Science breadth requirements. There are dozens of upper division GE courses in the Sciences and Social Sciences which have UDGE IL designations.

- **What are the major achievements of your IL program?**

We teach about 900 students per year in 30 sections of a 2 credit course required of all native first year students as a part of the GE cluster program.

We recently completed a 2 year faculty development project applying portfolio assessment in our first year credit course.

We are currently working with 30 faculty to integrate IL into online courses they are designing as part of a Faculty Learning Community.

We have an active NCAT grant to create online modules and assessments for LIBY 1210.

We have an active CO Transforming Course Design grant to integrate IL throughout the first online undergraduate degree for our campus.

- **What are the strengths of your IL program?**

Our faculty are focused on student learning and success and play an important role in first year student retention.

We foster excellent collegial relationships across the colleges and departments through our liaison program (including course related instruction) and collegial service.

- **What are the challenges you face when promoting IL on your campus?**

We are understaffed and under-funded. We need more time to devote to a range of instructional activities including: in-library and cross-disciplinary faculty development; longitudinal assessment of GE IL objectives across disciplines; in-depth curricular mapping in the majors; and the production and dissemination of web-based instructional materials.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

See above.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

There is a 2 credit IL requirement for native first year students. We have campus general education learning objectives at both the lower-division undergraduate and upper-division undergraduate levels. The UDGE IL objectives are imbedded in Science and Social Science requirements.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

No; sure.

- **What is your library doing in the area of e-learning?**

All of the faculty are teaching credit courses using our LMS and some have developed and push LOs through the LMS to courses in their liaison departments. Some are using various tools (wikis, blogs, etc) in their credit courses and liaison instruction.

We have two active grants to design online IL modules. We are also working with 30 other faculty in a *Best Practices in Online Course Design* Faculty Learning Community to embed IL and online resources in newly designed online courses.

We are working on a redesign of our website and the development of online instructional modules. We are offering both chat and IM reference services.

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning:**

Curriculum development, instructional design, equitable and effective pedagogy and assessment for diverse populations.

Active, collaborative, inquiry-based and experiential learning. Developing and assessing student learning outcomes.

Authentic assessment methods including portfolio, narrative, formative, peer and self-assessment.

Curricular mapping, development of programmatic IL learning outcomes, imbedding IL into/across the curriculum, working with faculty, and through collegial governance to develop and disseminate IL curricula.

Development and articulation of IL through GE/Institutional/Departmental learning objectives and student learning outcomes.

Using educational and information technologies to improve learning and information literacy. Connecting IL to critical race theory in education. Social justice and equity in knowledge construction, information production, distribution and access. Information policy and political contexts of social and economic information environments especially pertaining to cultural and intellectual property.

CSU Information/ICT Literacy Program Overview

- **Campus: Fresno**
- **Coordinator(s):** Ross T. LaBaugh rossl@csufresno.edu
- **Campus type:** commuter, residential, local
- **Campus size:** 20,000 FTE
- **Campus demographics:**

40% white, 30% Hispanic, 13% Asian, 5% African-American; 60% female, 40% male. Average age 26.

- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program

Many first generation students, high numbers of students with deficiencies in math and writing skills, many students working, have families, etc. Two out of every three students who graduate are transfers.

- **Target Audiences for IL program: [LIST ALL THAT APPLY:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]

In priority order: lower division undergrad, upper division undergraduates, graduate/professional school students

- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials

- **Describe your IL program**

Most of our instruction is responsive, not proactive. We respond to instructors' requests for instruction and have a pretty active schedule without doing much outreach. Generally, we reach between one half and one third of the FTEs on campus. We have good rapport and involvement with the FYE course

(University1) and work closely with the Learning Center (tutorial and supplemental instructors). We have several basic workshop tutorials on Blackboard.

- **What are the major achievements of your IL program?**

I think the Blackboard tutorials are pretty good. And, we have about a dozen “How to...” videos to instruct students how to use some of our databases.

- **What are the strengths of your IL program?**

Rapport with faculty is excellent.

- **What are the challenges you face when promoting IL on your campus?**

Lack of consistent model and understanding of instruction; too little commitment from the librarians; no clearly defined strategic plan or established program.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

Use the iSkills as our baseline, and then begin a systematic building of a program based on the data from the test.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

None

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

No

- **What is your library doing in the area of e-learning?** (e.g. activities and products. Please provide URLs for any products (i.e. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)

Tutorials are in Blackboard. Flash videos

(<http://www.csufresno.edu/library/libraryinformation/libraryinstruction/HowTo.htm>)

There are plans to become more integrated with Blackboard, and Millennium (OPAC)

- **For e-learning products, what hardware and software are being used to produce them?**

Camtasia

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assessment, integrating technology into teaching, program development for imbedding IL – e.g. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)**

I'm pretty good with Camtasia, managing tutors, partnerships with other campus centers, and creating active, relevant learning situations.

CSU Information/ICT Literacy Program Overview

- **Campus:**
CSU Fullerton
- **Coordinator(s): [name and email address]**
Suellen Cox (Head of Instruction & Information Services) scox@fullerton.edu
John Hickok (Coordinator of Instruction) jhickok@fullerton.edu
- **Campus type: [indicate commuter, residential, other]**
Commuter
- **Campus size:**
Enrollment: 36,000
Physical size: 236 acres
- **Campus demographics:**
Ethnicity: white 33%; Hispanic 27%; asian/pacific islander 22%; unknown 10%; international students 4%; black 3%; American Indian 1%
Gender: women 59%; men 41%
Undergrads: 30,606 (71%)
Grads: 5,315 (29%)
- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program
Unable to answer question without further clarification
- **Target Audiences for IL program: [LIST ALL THAT APPLY: lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]**
All
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses); Please list the titles for each and indicate how often they are taught each year) (IL integrated into credit bearing freshman programs University Studies courses (2007 fall semester=22 sections)
 - Print and/or online pathfinders, subject guides
 - Online or blended/hybrid credit-bearing courses

- Other (please specify)
- **Describe your IL program**
 1. Many departments have targeted a entry level and a capstone course for IL integration
 2. IL integrated into First Year Experience (Freshman Programs) University Studies
- **What are the major achievements of your IL program?**
 1. ACRL recognized Fullerton as an IL Best Practices campus due to work of departments to target entry level and capstone courses and integrate IL
- **What are the strengths of your IL program?**
 1. IL integrated into discipline curriculum across campus
 2. Strong IL integration in Freshman Programs (librarians work with FP instructional teams to create effective IL/library assignments)
 3. Variety of approaches (course-integrated, workshops, online, one-shot, etc)
- **What are the challenges you face when promoting IL on your campus?**
 1. Faculty resistance (they feel like they've got too much content to cover)
 2. In some departments, IL has not been fully and systematically imbedded in the curriculum. IL may be embraced by some senior faculty, but when they retire IL may not be continued by newer faculty.
 3. Misconception that IL is the same as computer competency.
 4. Faculty assume that students have IL skills, or that it is someone else's responsibility.
- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**
 1. IL Assessment across campus for incoming and graduating students
Need: a campus assessment coordinator that has a thorough understanding of IL and is committed to promoting and assessing IL across campus AND a commitment from campus administrators and departments to instruct and assess student IL acquisition.
 2. More advanced technology to deliver IL instruction
Need: funding and or release time to develop and implement.
 3. An ICT Assessment Instrument that is easier to administer and use and cheaper
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**
Cox has worked with the Academic Senate GE Committee and Ad-Hoc GE Assessment Committee to recognize and make IL a requirement. Some progress made, but it is still not a requirement.
- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**
We do have a plan (grant funded by the CSU to systematically integrate IL into the campus curriculum). Some departments are doing an excellent job (Nursing, CAS, Biology, Business Writing) but others are not implementing as effectively. Information available at

<http://guides.library.fullerton.edu/infocomp/>

- **What is your library doing in the area of e-learning? (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)**
 1. Working on integrating library content and links into Blackboard
 2. Possible Pilot Project for IM
 3. Chat Reference
 4. Video Tour with accompanying tutorial
- **For e-learning products, what hardware and software are being used to produce them?**
- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assessment, integrating technology into teaching, program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)**

Cox

ICT Literacy

IL/ICT Literacy

Imbedding IL

Assessment

Program Development for imbedding IL

Hickok

E-Learning

Imbedding IL

CSU Information/ICT Literacy Program Overview

Campus: Long Beach

Coordinator(s): Tiffini Travis ttravis@csulb.edu

Campus type: Commuter

Campus size: Total headcount 35,574 Total FTES: 28,576.6

Campus demographics:

	Undergraduates	Graduates/Postbacs
Ethnicity:		
Native American	193	30
African-American	1,634	320
Mexican-American	5,319	890
Other Latino	2,325	329
Asian American	4,694	745
Pacific Islander	194	29
Filipino	1,889	203
White	9,400	2,246

Profile of Learners:

	Undergraduates	Graduates/Postbacs
Gender		
Men	11,714	2,093
Women	17,862	3,905
Mean Age		
Men	22.5	31.2
Women	21.8	30.7
First Year Freshmen	4464	
Transfer Students	13,931	

The large number of transfer students and nontraditional students at CSULB increases the need for additional library services for at-risk students. To this end the library has focused on IL programming for these groups.

Target Audiences for IL program:

Lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)

What are the instructional delivery modes of your IL Program

Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shot)
Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)

Library Tours or Orientations
Library-sponsored workshops
Individual Research Appointments with Instruction Emphasis
Small Group Instruction
Print and/or online pathfinders, subject guides
Web-based IL tutorials
Learning objects mounted in Learning Management Systems
Online or blended/hybrid credit-bearing courses

Describe your IL program

- Librarian led instruction introduces students to basic information literacy skills (finding, evaluating and applying information): F05-SP06 13,491 students attended 584 classroom instruction sessions by librarians
- Library has an online library component required by all freshmen enrolled in the university's freshman seminar (U100) and newly implemented Annotated Bibliography Assignment required of all students.
- Discipline specific collaboration between librarians and faculty have been established to ensure student success at the departmental level: Communication Studies, CHLS, History, Public Administration, and Business
- The library is also targeting service to specific populations on campus, including at-risk, transfer and graduate students: Partnerships include Learning Assistance Center, Writer's Resource Lab, Thesis Office and various student service programs on campus (Summer Bridge, EOP, SOAR, etc.).

What are the major achievements of your IL program?

- Integration into University 100
- Integration into core courses for the major (communication studies, business, history, public administration)
- Information Literacy and Technology Literacy as distinct learning outcomes in the University General Education Policy.

What are the strengths of your IL program?

Strategic Instruction Plan which targets librarian identified courses in an effort to eliminate the "come to us" approach to library instruction. Imbedded IL throughout GE and core courses in an effort to give students a chance to develop skills rather than attend a one shot for their entire academic career.

CSU Long Beach is lucky to have a motivated library faculty who are passionate about providing basic and advanced IL skills to students.

What are the challenges you face when promoting IL on your campus?

As on any campus, there are roadblocks to integrating IL within certain departments. This takes the form of an individual or a lack of enthusiasm on the part of the department faculty.

Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?

My ultimate goal for the library's instruction program is to reach every undergraduate student at least three times in their academic career as well as partner with every department to ensure

that the skills provided in library instruction are reinforced and expanded upon in other courses. This will ensure students are equipped with essential information literacy skills and subsequently, lifelong learning skills.

What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?

IL is a learning outcome listed in the newly revised GE policy. Two librarian representatives have been added to the General Education Committee in an effort to integrate IL into GE certification requirements

Do you have an information literacy plan in place at your campus? YES

What is your library doing in the area of e-learning?

U100 Library Component (BlackBoard)

An online tutorial designed to introduce students to basic information literacy concepts and services the library provides.

SURF Tutorial <http://www.csulb.edu/projects/surf/>

An online tutorial designed to teach intermediate IL skills (builds upon the U100 Library Component). A database collects student answers and allows faculty to build reports of data.

Blogs <http://www.csulb.edu/~coutten/csulbsciblog.html>

Some librarians have developed Blogs for their departments. This one is by Cathy Outten.

CPR <http://cpr.molsci.ucla.edu/>

Click on the "Assignment Library" to see examples of how CPR is used in a course setting.

For e-learning products, what hardware and software are being used to produce them?

Dreamweaver, Camtasia, Macromedia Flash

IL/ICT Literacy/Emerging Technologies Expertise

Information Literacy, ICT Literacy, E-Learning: effective pedagogy-active learning, collaborative learning, developing student learning outcomes

Web 2.0/social networking: Instant Messaging, MySpace

LMS/CMS integration of IL/ICT Literacy: Learning Objects, Tutorials

Programmatic Development: curriculum mapping, assessment, curriculum integration, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.

CSU Information/ICT Literacy Program Overview

- **Campus: CSU, Los Angeles**
- **Coordinator(s):**
 - Catherine Haras
 - University Library
 - 5151 State University Dr
 - Los Angeles, CA 90032
- **Campus type:**
 - commuter
- **Campus size: 12,000 FTE, 22,000 total**
- **Campus demographics:** Working Latino (Hispanic Serving institutional status), first generation, at-risk learners. Large female population
- **Profile of Learners:** As above, second language issues are big at our campus.
- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)] **ALL we do outreach to high schools and community colleges as well.**
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses); Please list the titles for each and indicate how often they are taught each year)
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials
 - Learning objects mounted in Learning Management Systems
 - Online or blended/hybrid credit-bearing courses
 - Other (please specify) **ALL apply**
- **Describe your IL program**
 - First year experience/transfer experience *IHE 101/301*

- Partnership with EOP/SSP and the Writing Center for Summer Bridge
 - Capstone courses on a dept. by dept. basis
 - English 102
- **What are the major achievements of your IL program?**
 - Information literacy policy revision happening at EPC level
 - Creation of a faculty Information Literacy Advisory Committee
 - School of Nursing has embedded IL into undergraduate and graduate core (5 classes)
 - Dept. of Liberal Studies has embedded IL into core
- **What are the strengths of your IL program?**
 - The needs of our students are always considered and we get professional development in order to teach to a second language population and cultural/linguistic minorities
 - Faculty collaboration
- **What are the challenges you face when promoting IL on your campus?**
 - Well meaning faculty think IL is about tech skills and not critical thinking
- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**
 - I'd like to see programmatic change so students are coming in for progressive instruction and we're not repeating our instruction
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**
 - Information literacy policy revision happening at EPC level (Fall 07)
- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**
 - Yes. Attached.
- **What is your library doing in the area of e-learning?**
 - Collaborating with elearning faculty lab.
 - Information literacy tutorial
- **For e-learning products, what hardware and software are being used to produce them?**
 - Camtasia

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assessment, integrating technology into teaching, program development for imbedding IL – e.g. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)**
 - Serving on WASC accreditation team
 - ICT Literacy/ administered 100s of tests (campus coordinator)
 - Wikis
 - Assessment
 - Program development
 - Active learning

CSU Information/ICT Literacy Program Overview

- **Campus: California Maritime Academy**
- **Coordinator(s):** Mindy Drake, mdrake@csum.edu
- **Campus type:** Largely residential
- **Campus size:** Approximately 800
- **Campus demographics:** 21% Ethnic Minority; 20% Female
- **Profile of Learners:** We are one of 6 public maritime academies in the United States & the only one on the west coast, which gives us a unique population & a unique mission. We currently have 5 major fields of study: Marine Transportation, Mechanical Engineering; Engineering Technology (including marine & facilities engineering focuses); Business Administration; and Global Studies and Maritime Affairs.
- **Target Audiences for IL program:** All students & faculty. We have not done any outreach as of this point to local high schools or community programs.
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses) – the CMA Library will be teaching our first IL course entitled “LIB 100: Information Fluency in the Digital World” this fall (2007). It will be a 2-credit course taken by all incoming freshmen in the GSMA & Engineering Technology programs.
 - Print and/or online patfinders, subject guides
- **Describe your IL program**

We have currently developed a curriculum-integrated program in which certain skills are imbedded universally in typical freshmen-year-experience courses such as English 100, Computing 100, and introduction-to-major courses (i.e. BUS 100; Introduction to Mechanical Engineering). These basic skills include an orientation to Library materials, internet search skills, basic and advanced database search skills, evaluation of materials, and citation style. Introductory skills are then built upon through classroom instruction, assignments, and research consultation imbedded in discipline-specific courses throughout students’ time at CMA, from sophomore to senior year. Skills unique to a specific discipline (such as patent searching for engineers or locating company financials for business administration students) are likewise imbedded in classroom instruction delivered in the sophomore, junior, and senior years. To encourage the success of our curriculum-integrated system, the Library partners with faculty in all majors as well as the Writing Across the Curriculum (WAC) and campus Communications platforms.

In addition to this curriculum-integrated system of instruction, the CMA Library is also about to launch its first for-credit course. This course, entitled LIB 100: Information Fluency in the Digital World will be a hybrid computing/information fluency course delivered to all incoming freshmen in the Global Studies and Maritime Affairs and Engineering Technology disciplines. Pending approval of the campus Curriculum Committee, all students in the Marine Transportation department will also be required to take this course as of fall semester, 2008.

- **What are the major achievements of your IL program?**

The creation of curriculum maps to illustrate current program directions in the Global Studies and Maritime Affairs and Mechanical Engineering departments; the development of our first for-credit course; the recent implementation of the ICT Literacy Assessment (iSkills).

- **What are the strengths of your IL program?**

Working with a small population (just 800 students and a handful of faculty) gives us the opportunity to collaborate closely with individual departments and students – a trait that has been invaluable to program success. Library faculty has an opportunity to become involved with all forms of campus governance – I will be serving my third term on the Curriculum Committee this fall & have been elected to serve on the Academic Senate Executive Committee for a 2-year term. Plus, students rarely come into the library to find a librarian...they're looking for "Mindy." It is a distinct advantage that they all understand the librarian works closely with their professors & knows what is expected from their research assignments.

- **What are the challenges you face when promoting IL on your campus?**

We have a very unique mission that must be addressed when "pitching" information literacy instruction to students and faculty – CMA has evolved over the past 30 years from a largely technical/vocational institution to an academy with a broader educational range. Librarians must be well-informed of maritime industry expectations and willing to focus on how instruction will benefit future mariners and engineers.

Also, the small population can be a double-edged sword. Once IL instruction & support is recognized as a valuable resource by students & faculty the demand for that support can be difficult to meet – especially in a small institution where a limited number of professionals are expected to wear a lot of different "hats". Fortunately, CMA will be hiring another IL Librarian over the summer. The new librarian will be able to focus his or her energies & flushing-out the curriculum-integrated instruction delivered to the Business Administration, Marine Transportation and Engineering Technology programs, as well as helping to teach sections of the LIB 100 course & other projects.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

I'm definitely interested in imbedding instructional components into our online learning management system, WebCT. I'd like to develop some web tutorials for this purpose that might help to bridge the gap for transfer students, distance students, and students who test-out of freshmen-year-experience courses where much of the groundwork of IL instruction is provided on our campus. I'd also like to experiment with developing quizzes and surveys in this environment. To this end, I would be very interested in professional development workshops.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

Our biggest accomplishment in this area will be the LIB 100 course, which will be required for graduation in 2 majors as of the fall of 2007 & is expected to become required by a third (and largest) major in the fall of 2008. The support for the development and implementation of this class was made possible largely due to preliminary data on students' incoming information fluency and basic computing skills gathered from a pre-test survey imbedded in an administration of the ICT Literacy Assessment (iSkills).

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

Yes, we use "curriculum maps" to track the development and evolution of IL instruction within specific programs of study on our campus. I am attaching a sample curriculum map for the GSMA program.

- **What is your library doing in the area of e-learning?**

We have recently partnered with EGL 100 faculty on a classroom wiki project requiring students to collaborative research, author & edit technical writing assignments related to life in the maritime world. Once a sufficient number of these entries has been created, a link to the evolving wiki will be posted on the Library website for the public to view. This collaboration was the subject of a recent WASC Conference presentation & we're very excited to track the evolution of the project.

However, because of high classroom and reference demand, we have not yet been able to make routine use of digital learning objects, tutorials, rss feeds & blogs in our instructional program. We look forward to pursuing these areas in the near future.

- **For e-learning products, what hardware and software are being used to produce them?**

WebCT, version 5.

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**
 - **Effective pedagogy**- course design, active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc;
 - **Web 2.0/social networking**-e.g. blogs, wikis, rss, IM, podcasting, etc;
 - **Curriculum mapping**

CSU Information/ICT Literacy Program IL Program Overview

- **Campus:** Monterey Bay
- **Coordinator(s):**
 Pam Baker, Library Instruction Coordinator
pam_baker@csumb.edu
 Mardi Chalmers, CST 101
 Coordinator
Mardi_chalmers@csum.edu
- **Campus type:** [indicate commuter, residential, other]
Residential and commuter
- **Campus size:** approx. 3800 FTE
- **Campus demographics:**

AGE (Undergraduates only)

16-21 YEARS OLD	1,882	56%
22-25 YEARS OLD	935	28%
26-30 YEARS OLD	262	8%
31-40 YEARS OLD	161	5%
41 + YEARS OLD	136	4%

ETHNICITY		
WHITE	1,829	48%
LATINO/A AMERICAN	1,044	27%
ASIAN AMERICAN	137	4%
AFRICAN AMERICAN	150	4%
PACIFIC ISLANDER	88	2%
NATIVE AMERICAN	35	1%
OTHER	122	3%
DECLINE TO STATE	413	11%

GENDER		
WOMEN	2,204	58%
MEN	1,614	42%

STUDENT LEVEL		
FRESHMEN	904	24%
SOPHOMORES	450	12%
JUNIORS	800	21%
SENIORS	1,222	32%
GRADUATE	201	5%
CREDENTIAL	196	5%
POSTBACCALUREATE	45	1%

GEOGRAPHIC REGION		
TRI-COUNTY	1,436	38%
<i>MONTEREY</i>	1,049	27%
<i>SANTA CRUZ</i>	324	8%
<i>SAN BENITO</i>	63	2%
OTHER CALIFORNIA	2,181	57%
ALL OTHER STATES	123	3%
OTHER COUNTRIES	78	2%

"VISION STUDENT" CHARACTERISTICS (Undergraduates only)		
ADULT STUDENTS	678	20%
FIRST-GENERATION	1,317	39%
HISTORICALLY UNDERREPRESENTED	1,139	34%
LOW-INCOME	904	27%
TRI-COUNTY AREA (Santa Cruz, Monterey, San Benito)	1,092	32%

- **Profile of Learners - Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program:** As seen from the campus demographics above, it is difficult to give an overview of our learners. We have students that come from high schools with differing levels of funding and resources and that has a direct impact on their preparation for college level studies. We have students from different generations, ethnic and socio-economic backgrounds, different academic skill levels, and different learning styles all in the same 2-hour library sessions or CST 101 sections. 39% of our students (regardless of age and other factors) are first-generation college students, many of whom are not native English speakers. The age differences play out significantly in the digital native/digital immigrant issues which can be quite challenging in a single classroom situation. As of now we do not have separate materials or classes for ESL students. I do work with our Summer Bridge, EOP and Outward Bound students, but it is on an “invitation of the program” basis only.
- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty (training on Tech/Info ULR outcomes, research consultations), staff (occasional workshops), community (high schools, community colleges - one or two workshops per year)
- **What are the instructional delivery modes of your IL program?**
 - Librarian/discipline faculty collaborations to embed IL into course curricula (beyond one shots) - *some*
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library tours or orientations
 - Library-sponsored workshops (*some for staff, community schools or special groups on campus like Summer Bridge, EOP, etc.*)
 - Individual research appointments with instruction emphasis (*both students and faculty*)
 - Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses) – *part of a 4 credit graduation requirement course, CST 101 Technology Tools*
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials (*a few*)
- **Describe your IL program**
 - **GE courses: (graduation requirement courses):** In CST 101, Bus 200 and FYS 100 Tech the students demonstrate knowledge of our IL LOs through readings, PP lectures, hands-on practice activities, in-class online quizzes and completion of required assignments (research proposal, preliminary research exercise, annotated bibliography and PP presentation of research results); One- shots in various courses throughout the departments
 - **First Year Experience:** In some but not all FYS 100 sections: Library Exploration Activity (team exercise); LCCS exercise (pair or individual exercise); sometimes guided searches on specific library databases or websites
 - **Cornerstone courses:** In many Major Prosem courses (intro to the major) we do one- shot sessions on resources specific to the major as well as review

basic IL skills when needed using lecture, Q&A, active learning exercises. We are experimenting with using pre-assessment quizzes to help focus the session content.

- **Capstone courses:** In some capstone courses we use the same types of activities as in the Major Prosem classes to focus on research skills and resources for final projects. In other majors we provide this instruction on a one-on-one consultation basis.

- **What are the major achievements of your IL program?**

We have the Tech/Info University Learning requirement/graduation requirement in place that is taught in a course-integrated environment. We reach students in courses in almost every major on campus through our course-related one-shots and research consultations. Through 2 CSU IL grants we were able to work with the large interdisciplinary major (Human Communications) to help them create and integrate their own IL learning outcomes into the major course syllabi and assignments. We also completed an assessment of that work and relayed our findings to the Human Communications faculty in summer of 2006.

- **What are the strengths of your IL program?**

As stated above, we reach students in courses in almost every major on campus through our course-related one-shots and research consultations. We have clear IL learning outcomes that are reviewed on a regular basis. We have a good rapport and relationship with the discipline faculty on campus which results in high faculty participation in planning and delivering learning sessions for our students. We do many one-on-one research consultations with students that result in a high level of satisfaction with our personalized service.

- **What are the challenges you face when promoting IL on your campus?**

Our IL graduation requirement courses are too short to effectively deal with all the ITC skills and concepts we feel the students need. Many faculty feel they don't need to specifically reinforce these skills, because "the students learned all that in Tech Tools". On the other hand for those faculty who *do* realize the importance of reinforcement, they rely on *us* to do that in our one-shot sessions which sometimes results in librarian "over-exposure" with students in some disciplines.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

We would like to utilize more on-line, e-learning objects in our Tech/Info ULR courses, to free up precious class time for directed practice, discussion and help, rather than delivering content. Since our resources are very limited to do this, a centralized repository of adaptable learning objects would be of great help to my campus. I would also like more system-wide funding to work with discipline faculty so they are able to reinforce IL in their classes and assignments. In a perfect world, I would work with each department to develop, deliver and assess their own specific IL outcomes that integrate into their Major Learning Outcomes, as we did with the Human Communications Department.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?** Our Tech/Info University Learning Requirement has been a graduation requirement since the campus opened in 1995. Tech and Info Lit were separate requirements that were merged in spring of 1997.
- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending system wide workshops on developing an IL plan?** We do not have a written plan. I would be interested in attending workshops on this. Perhaps the 5/16/07 draft publication of the ACRL Instruction Section's *Analysis of Instructional Environments* (http://www.library.uiuc.edu/training/aie/IS_AIE.html) could be a starting point for one such discussion?
- **What is your library doing in the area of e-learning?** Right now we mainly have web-based information and tutorials but are about to hire a new Reference and Instructional Technology Librarian to help us target and develop which Web 2.0 technologies that would be best for our users.
 - **CSUMB Information Competence Tutorials:**
<http://library.csUMB.edu/instruction/icmodules/>
 - **Using the Voyager Library Catalog Tutorial:**
<http://library.csUMB.edu/instruction/voyagertutorial/>
 - **How Do I...?**
<http://library.csUMB.edu/site/x16216.xml>
 - **Research Guides by Subject or Topic**
<http://library.csUMB.edu/site/x16215.xml>
 - We have a version of our library homepage designed for distance learners embedded in our campus' Blackboard system.
- **For e-learning products, what hardware and software are being used to produce them?**
Our tutorials were produced with Flash and Camtasia
- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**
 - **effective pedagogy**-active/constructivist learning, developing student learning outcomes, peer mentoring
 - **web 2.0/social networking** - IM
 - **curriculum mapping** - mapping IL learning outcomes to GE ICT course
 - **assessment** of IL learning outcomes
 - **program development for imbedding IL Into curriculum** - partnerships GE (ICT course, FYS) and interdisciplinary departmental major learning outcomes
 - **WASC accreditation activities** – co-designing an institutional effectiveness longitudinal study (currently in progress)

CSU Information/ICT Literacy Program Overview

- **Campus: CSU Northridge**
- **Coordinator(s):** Lynn Lampert lynn.lampert@csun.edu
- **Campus type:** commuter
- **Campus size:** Fall 2006 Enrollment, Headcount 34,560 FTES 26,071
- **Campus demographics: Student Gender and Ethnicity IR Data 2006**

Men	13,309	40.0%
Women	19,934	60.0%
White	10,666	32.1%
Other	5,348	16.1%
Mexican-American	5,301	15.9%
Other Latino	3,476	10.5%
Asian American	2,742	8.2%
African American	2,658	8.0%
International	1,676	5.0%
Filipino	1,106	3.3%
American Indian	150	0.5%
Pacific Islander	120	0.4%

- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program
- **Target Audiences for IL program:**
lower division undergraduates,
upper division undergraduates,
graduate/professional school students,
faculty, staff, community (high schools, community colleges)
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops

- Individual Research Appointments with Instruction Emphasis
- Print and/or online pathfinders, subject guides
- Web-based IL tutorials (in process or revamping and adding)
- Learning objects mounted in Learning Management Systems (just starting)

- **Describe your IL program**

Our IL program is strong and rooted in strategically targeting learning communities within our campus through IL connections made with our GE, FYE and disciplinary based curricular structures across the campus.

Our General Education Program has a strong information competence requirement. Students are required to complete two courses in their General Education Curriculum (one in the Basic Skills Section and one in Subject Exploration) that have been approved by the campus curriculum committee as meeting all of the designated IC student learning outcomes. IC designated GE courses are being offered across the curriculum in many departments from the Art to the Sciences.

First Year Experience University 100 – There is an information competence component built into the FYE Experience course and other FYE gateway courses such as English 155, Chicano Studies 155, Pan African Studies 155, Asian American Studies 155, Communication Studies 151 and other popular freshman level courses.

In cornerstone courses/ major gateway courses IC integration has taken place through active library and instructional faculty collaboration. Examples of extremely effective courses with this integration exist in the Business, History, Women’s Studies and Liberal Studies programs.

Many capstone courses, as they are by definition for the majority designated Writing intensive courses with a research component have IC related curricular objectives.

- **What are the major achievements of your IL program?**

The inclusion of a stronger General Education Requirement for Information Competence in the 2005 revamping of the CSUN GE Program. The campus adoption of the requirement that students taking GE complete two courses in their General Education Curriculum (one in the Basic Skills Section and one in Subject Exploration) that have been approved by the campus curriculum committee as meeting all of the designated IC student learning outcomes shows a strong commitment to IC as a life-time learning goal.

The continual growth and support of an instructional program that effectively works and collaborates with faculty and administrators to see that students are exposed to information literacy components within the curriculum that promote the development of critical and evaluative thinking skills in both undergraduate and graduate students.

The successful awarding of several CSU IC grants to support both undergraduate and graduate IC curricular integration. Library and teaching faculty have published and disseminated information (nationally) about these projects that include, most recently, work in Educational Psychology & Counseling and Astronomy.

The inclusion of IL in the Library’s mission statement. “We are committed to meeting the information needs of our academic community, to providing effective, caring and responsive service, to partnering with faculty in the education of our students, to developing the information

competence skills of our students and to fostering a love of reading and learning.”

That we have garnered the support of faculty and administrators in support of IC as a critical campus learning objective.

What are the strengths of your IL program?

- Faculty-librarian collaboration to create meaningful IL sessions across the curriculum
- Engagement with curriculum at course, department and college levels at both the undergraduate and graduate levels
- Our library assessment plan regularly assesses our IL efforts and programs
- Our library administration consistently puts IL at the top of our goals
- We are a teaching library and librarians are encouraged to focus on pedagogical renewal.
- We have created tenure track positions to support the growth and health of our IL program:
FYE librarian, Outreach Librarian, Online Instructional Design Librarian, Coordinator of Assessment, Coordinator of IL.
- We actively create opportunities outside of library classrooms to work with students, faculty and administrators to market the importance of IL issues – through such programs as workshops on IC with the Center for Teaching and Learning and vendor supported “Find out about this resource(s)” at popular student locations – student eating areas etc.
- We mentor new librarians in the area of instruction
- Library administration supports the professional development of teaching librarians
- We are actively adopting technologies that enhance our instructional efforts (online web based instructional booking system, handheld remote student polling/assessment software for in-class assessment, SmartBoard...)

What are the challenges you face when promoting IL on your campus?

- The development of online instructional learning objects that are sophisticated and ADA compliant.
- The ability to effectively target incoming transfer students – more institutional focus is currently placed on FYE.
- The ability to work closely with community colleges that are feeder campuses in a meaningful way that addresses issues of curricular overlap and/or deficiencies in student preparation.
- Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?
- Have CSUN campus administrators fully support the importance of the ETS/ICT iskills test.
- Have funding to offer more in-house professional development opportunities – guest speakers, regional CSU IL programs.
- Have CSU CO support for the creation of shareable web 2.0 learning objects that support student IL SLOs and programmatic IL goals of CSU Libraries.
- The creation of additional small scale funding opportunities to encourage faculty research in the area of IL (this should include library faculty).
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

As stated, our campus already has an IL requirement in GE.

Do you have an information literacy plan in place at your campus?

Yes we have a plan, but we are revamping it as it is becoming outdated with the new GE requirement and we are currently revising – so I am not going to attach it at this time. I will gladly share it with the group when the revised plan is completed.

What is your library doing in the area of e-learning?

We are currently working on the creation of both digital learning objects (tutorials, streaming videos) to reach out to students. We are also as a library beginning the development of several blog and wikis projects. We are currently using RSS for feeds on new books and looking at future uses.

For e-learning products, what hardware and software are being used to produce them?

The library has and uses: Camtasia, SnagIT, Deamweaver, PPT, Photoshop, Contribute. Various podcasting software is available on campus. We are currently struggling with design and implementation issues that concern ADA especially in the area of closed captioning.

IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning

Program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements,
Effective pedagogy-active learning,
developing student learning outcomes,
peer mentoring,
curriculum mapping
outreach
faculty/librarian collaboration
management of instructional programs
information ethics, anti-plagiarism strategies

CSU Information/ICT Literacy Program Overview

- **Campus: Pomona**

- **Coordinator(s):**

Our Instruction Coordinator's position is currently vacant.
During the vacancy - Emma C. Gibson (ecgibson@csupomona.edu) is the contact person.

- **Campus type:**

Primarily a commuter's campus, although that is slowly changing.

- **Campus size:** Approximately 1,438 acres, including 53-acre Pine Tree Ranch in Santa Paula, CA. The campus is the second largest in area of the 23 California State Universities.

- **Campus demographics:** 18,625 undergrad; 1,885 graduates; 16,520 full time; 3,990 part time; [American Indian: .3%; Asian: 33%; Black: 3.8%; Hispanic: 27%; White: 25.3%; race unknown: 10.6%]; 56% men; 44% women;; 33% transfer for CC; average age: 23; average class size: 26; student to faculty ratio: 23:1; faculty: 1,289; staff: 1,431.
DEGRE PROGRAMS: Undergraduate 66; Graduate 23; Joint Doctoral Program 1;
Credential Programs 9; Certificate Programs 5; (totals 104 and 81 minors).

- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program
87% commuter; 33% transfer from Community Colleges; average age: 23

In general, relative to freshmen at other four year public colleges, freshmen at this campus are more likely to be male, live closer to campus and with family, and more likely to speak a language other than English (28% compared to national norm of 3.7%). Additionally, Cal Poly Pomona first-time freshmen are first in the family to attend college.

- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, graduate/professional school students

- **What are the instructional delivery modes of your IL program?**

- Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
- Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
- Library Tours or Orientations
- Library-sponsored workshops
- Individual Research Appointments with Instruction Emphasis
- Small Group Instruction
- Print and/or online pathfinders, subject guides
- Web-based IL tutorials
- Learning objects mounted in Learning Management Systems
- Other (please specify)

- **Describe your IL program**

See: <http://www.csupomona.edu/~intralib/rics/instruction/index.html> for the Library Instruction Resource Center (a toolbox available for our Instruction Librarians).

We partner with the

- Writing Center to present Research Workshops for students
- Faculty Development Center to conduct faculty workshops
- Faculty to develop ways to interweave IL into our one-shot sessions

We also provide instructional modules

- to be use with Blackboard
- of various online tutorials (both general and subject specific) for use by students and for faculty to assign for extra credit or as a required assignment

- **What are the major achievements of your IL program?**

Reaching students with varying methods - online, in class, and via the course management system. Getting IL as a concept into the FYE plan.

- **What are the strengths of your IL program?**

Librarians who are committed to teaching and making this a priority along with providing excellent library service.

- **What are the challenges you face when promoting IL on your campus?**

Not having enough staff to do what needs to be done.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy?**

Have a solid required FYE program.

What do you need in order to realize these goals?

Instruction Coordinator, Digital Librarian or expert, and more than our current seven reference and instruction librarians.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

A resolution put forth by the librarians was passed by the Senate in 1997. IL or IC is a term that most faculty are now somewhat familiar with. It is a recognize requirement for the IGE program.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

We don't have one in place. I would be interested in attending a workshop.

- **What is your library doing in the area of e-learning?** (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)

- EZ Research Workshop: http://www.csupomona.edu/~library/tutorials/online_ez_research_workshop.html
- Research Tutorial: <http://www.csupomona.edu/~jskoga/tutorial/index.html>
- Library Mobile Website: <http://www.csupomona.edu/~library/news/libmobilesite.html>

- Research Tutorials and Guides page:
http://www.csupomona.edu/~library/tutorials/tutorials_general.html
- FYE Portal for HSI Project (the site will include an audio virtual tour, or podcast) under development for Fall 2007: <http://www.csupomona.edu/~library/hsi/informationliteracy.html>
- **For e-learning products, what hardware and software are being used to produce them?**
 - Breeze/Connect
 - Capitivate
 - Dreamweaver
 - Fireworks
- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assessment, integrating technology into teaching, program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)**

I'm sure our new Instruction Coordinator will have many of the above mentioned skills, but for now I have the following to offer.

- Effective pedagogy - active learning, collaborative learning, developing student learning outcomes
- wikis
- Integrating technology into teaching
- Partnership with campus groups

CSU Information/ICT Literacy Program Overview

- **Campus:** **Sacramento**
- **Coordinator(s):** Linda J. Goff, Head of Instructional Services ljgoff@csus.edu
Reza Peigahi, Instruction Librarian reza.peigahi@csus.edu
- **Campus type:** commuter
- **Campus size:** [taken from campus web site for prospective students:]
Our park-like 300-acre campus has 3,000 trees and miles of trails along the nearby American River Parkway, which links the campus and student housing with recreational areas such as Folsom Lake and Old Sacramento. Sacramento State offers a vibrant academic culture with a multicultural student body of 28,000. We graduate about 6,000 students each year. Despite our size, quality teaching in small classes remains a top priority. Students enjoy personalized attention from their professors with a student-faculty ratio of 21 to 1. About half of our students receive some form of financial assistance

- **Campus demographics:**

FALL Term	Average Head Count	Average Unit FTES	Annual Academic Year	Average Unit FTES	Average SPRING Term	Average Head Count	Average Unit FTES	Average Unit Load
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2006 28529 23155.7 11.91 2006/07 22537.8 2007 27314 21919.9 11.77

[from campus FactBook: <http://www.oir.csus.edu/Reports/FactBook/UN/UNTOC.cfm>]

- **Profile of Learners:**
Increasingly the demographic at Sacramento State University is shifting from an older student population to a younger one. As of 2006, 68% of the student body was between the ages of 18-24. <http://www.oir.csus.edu/Students/QuickFact/Fall2006.cfm>. This has ramifications on the Instructional programs as we attempt to reach a student body that is net savvy, but evaluation poor. Great emphasis on suitability of resources has to be covered and reiterated in instruction sessions, as our students may not understand the expectations of research at the college level. 57% of the student body is from a minority or "other" classification, meaning attention must be paid to diverse learning styles and values, while also taking into consideration access to technology and basic technology skills. <http://www.oir.csus.edu/Students/QuickFact/Fall2006.cfm>.
- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]

All of the above can and do take advantage of our IL program. We have vigorous outreach efforts to our traditional student population as well as community and other users.

- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials
 - Learning objects mounted in Learning Management Systems
 - Other (please specify) Summer Graduate Seminar for MSW students.
- <http://library.csus.edu/services/inst/msw.ppt>

- **Describe your IL program:**

Mission Statement: It is the mission of the CSUS Instructional Services unit to promote the use of library resources as an array of teaching/learning tools and assist students, scholars and community users in developing and fostering information seeking and evaluation skills. The means to achieve this goal can be realized through a combination of instructional sessions, tours, online tutorials, or personal consultations that allow student scholars to learn via a format that matches their individual learning style.

The CSUS Library Instruction program is well established and annual serves over 13,700 users through tours, course-integrated lectures, drop-in workshops WebCT tutorials with a pre-test and post-test and outreach efforts to special groups. Individual research appointments statistics are collected by the Reference Department and are

The Instructional Services unit has worked in partnership with the General Education program and the Communication Studies Department to develop an online Information Competence Tutorial using WebCT that is required of all students taking COMS 4 & 5. All students who do their General Education requirements on this campus do the IC Assignment since these 2 classes are required in Area A-1 Basic Skills – Oral Communication. Faculty members from other disciplines occasionally incorporate the IC Assignment into their classes as well. Student who fail to pass the pre-test or post-test with 80% get an incomplete in their COMS course. A description of the program can be found at: <http://library.csus.edu/content2.asp?pageID=205>

The IL program has created a strong relationship with the first-year student program, the Freshman Seminar. Through this relationship we see many, though not all, of the first-year students that come to Sacramento State University. Furthermore, those classes span many disciplines thus allowing the content to be focused to students who may already be in the process of deciding a major.

Working with the Faculty Senate, the Curriculum Policies Committee and the Graduation Requirements Committee, Librarians have assisted in making Information Competence a graduation requirement on our campus. Implementation of the policy required each academic department to review the 5 ACRL competencies and to complete a departmental IC plan submitted to the Associate Dean of Undergraduate Studies, providing the following for each competency:

A brief statement of how the program or discipline uses the competency.

List the course(s) in which competency is introduced.

Provide a statement on measurement of student demonstration of competence.

The Head of Instructional Services was on the committee that reviewed all the IC plans. Most met the requirements but a few were returned to the departments for revision. After this initial review, each department will update their IC Plan during their regular program review cycle every 6 years. We hope departments update or modify these plans as needed during the interim and continue to work with their liaison librarians to ensure courses and majors provide the appropriate Information Competence instruction.

What are the major achievements of your IL program?

See above.

• **What are the strengths of your IL program?**

We provide a resource-rich web site specifically aimed at Freshman Seminar first-year students:

<http://library.csus.edu/services/inst/firstyr/firstyear.html>

We have two teaching labs and a large-group instruction smart classroom dedicated to our program and can use additional campus labs if these are booked.

We have two full time instruction librarian plus 16 public and technical service librarians who deliver subject-based instruction related to their collection development responsibilities.

Another area of strength of the Information Literacy program is the amount of instruction done within the department. Together Linda Goff and Reza Peigahi reach about XXXX students in XXXX sessions over the span of the academic calendar.

- **What are the challenges you face when promoting IL on your campus?**

Challenges include fostering an awareness of the service we provide to sessions. We have no problem “preaching to the choir”, but reaching the skeptics can, and is, difficult. Explaining that we teach more than nuts and bolts “here’s how to do research” but rather an integrated session that talks about research, the nature of scholarly research, and the suitable resources for doing research is often not a priority.

In addition, as awareness of WASC Accreditation standards that deal with Information Literacy grow, we face the dilemma of having lip-service paid to the notion of IL, while the reality is little or no effort may be done to make it happen.

Another challenge is success. While partnering with various programs and initiatives is rewarding, success can and does breed more work. The Instructional Services department at Sacramento State University consists of two librarians and one half-time staff member and thus is hard pressed at times to accommodate the current load of instructional sessions, while adding new ones and performing other services.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

RP: One area I’d like to do in the area of IL is to integrate it into the curriculum further. Identify courses that all majors/minors must take and hit those with a course-integrated hammer of instruction that is geared towards that major. This requires several things; money, time, campus faculty buy-in, library faculty buy-in, and campus administration sanctioning.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

Information Competence is a Graduation Requirement at Sacramento. On December 9, 2004 the Faculty Senate voted unanimously to adopt Information Competence as a graduation requirement for all CSUS students. In May of 2005 they also adopted a resolution on the Information Competence Implementation. The text is of this policy online at: <http://library.csus.edu/content2.asp?pageID=363>

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending system-wide workshops on developing an IL plan?**

A Library Instruction Master Plan was created in 1989 but has not been updated.
A workshop might be useful.

- **What is your library doing in the area of e-learning? (e.g. activities and products. Please provide URLs for any products (i.e. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion).**

A first-year librarian is currently working on a grant and has developed a new library tour as a podcast. It is currently in Draft only.

- **For e-learning products, what hardware and software are being used to produce them?**

We are looking at Camtasia and Captivate.

- **IL/ICT Literacy/Emerging Technologies Expertise –**

Linda: 35 years in lib. instruction and IL activities; on project team for *InfoLit Global* and writing the *State of the Art Report* for Information Literacy in both the United States and Canada; member: Information Literacy Standing Committee of the Information Literacy Section of IFLA as a liaison from ALA LIRT
Reza Peigah: extensive experience working with the ACRL Information Literacy Standards; familiar with assessment methodology embedding IL into curriculum (including first-year programs), working with web 2.0 resources (blogs, wikis, IM, and rss feeds),

CSU Information/ICT Literacy Program Overview

Campus: San Bernardino

Coordinator(s): Barbara Quarton, bquarton@csusb.edu

Campus type: commuter

Campus size: 13,700 FTE

Campus demographics:

37% Hispanic, 36% white, 13% African American, 6% Asian;

Age of first-time freshmen=18;

Median age=23;

65% female;

62% first-generation college students (first-time freshmen)

Transfers: 44% of new

Profile of Learners:

- Approx 60% of first-time freshmen require remedial English courses. It is desirable to access this population to introduce the concept of IL. A strong connection between ENG 101 and the library is necessary to further promote IL competency. It is also useful to develop an IL connection at the third year to respond to the needs of transfer students.

Target Audiences for IL program:

- Lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty

What are the instructional delivery modes of your IL program?

- Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots) funded by grant projects.
- All library instruction sessions are individually customized to the needs of the instructor and the students' assignment.
- Library Introductions are provided in conjunction with program orientations such as Freshman Orientation, Transfer Orientation, and graduate program orientations.
- Library-sponsored workshops (we offer these, but they are not attended).
- Individual Research Appointments with Instruction Emphasis (each librarian is responsible for their own office hours).
- Small Group Instruction to Faculty occurs through TRC workshops at least twice a year.
- Print and/or online pathfinders, subject guides, the most popular of which is the library's "Introduction to Research" booklet. We produce and distribute hundreds of these each year, to individual students and to classes whose instructors request them.
- Web-based IL tutorials: we have two tutorials, OLLIE (online library instruction experience) and the Information Jungle (academic research on the Internet).
- Learning objects mounted in Learning Management Systems. Library resources are customized and imbedded in Blackboard courses.

Describe your IL program:

University Studies 100 (not a required course): all students are required to use the “Introduction to Research” booklet (also available online), all students are required to complete the OLLIE tutorial and take the quiz, scores are sent to instructors.

- Gateway Project (2-year pilot in progress): participating instructors work with librarians to integrate IL into the syllabus, students take pre- and post- assessments.
- Library orientation at least once per year to tutors at the Writing Center.
- Gear Up, “Gaining Early Awareness and Readiness for Undergraduate Program,” a federally funded program to motivate underrepresented students to attend college: these students complete the OLLIE tutorial as part of the program.

What are the major achievements of your IL program?

- Getting OLLIE to be a required element of University Studies (USTD 100) was a real coup (2004). We continue to spend considerable time interfacing with the Director of Academic Services and the USTD 100 instructors to refine and refresh the process from year to year.
- We are establishing an excellent relationship with the English Dept regarding IL. We are beginning to work out a system to connect ENG 101 to the Library. This is somewhat problematic for both departments because of workload issues and logistical concerns, but I believe there is a level of determination on both sides.
- Our involvement in the much-publicized Gateway program (2005-current) and its 2-year pilot is a major achievement. It is the first time the library has been part of a teaching/learning effort of a large population of students. We are very hopeful that this collaboration will lead to other IL opportunities.
- Our Teaching Resource Center (TRC) has embraced the library’s IL efforts, and provides the library opportunities to do IL workshops for faculty at least twice a year.

What are the strengths of your IL program?

The strength of our program is our instruction librarians. They are highly motivated to provide excellent public service, and they are always enthusiastic to participate in new IL projects.

What are the challenges you face when promoting IL on your campus?

The number one challenge is getting buy-in for IL from campus administration. This is why the library’s involvement in the Gateway project, which has firm backing from the president and provost, is so critical. The success of the pilot and the assessment outcomes will impact the administration’s willingness to embrace IL on a large scale.

The other problem I’ve found is a lack of follow-through among IL teaching faculty participants. Teaching faculty who get involved in IL tend to lose interest. It is extremely time-consuming to plan and pursue an IL project here—I have to be vigilant in my oversight, or the initiative crumbles.

Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy?

What do you need in order to realize these goals?

I would like the CSU to develop a standard IL online teaching tool that includes assessment and remediation. I would like this online tool to address info lit concepts rather than database use. I would like this online tool to be promoted to all 23 campus administrations as a graduation requirement. This tool must be centrally funded, developed, maintained, and promoted.

What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?

None that I am aware of. There is real resistance to adding GE requirements because of “time to graduation” concerns and funding issues for GE courses. It is more likely that a graduation requirement for IL would be more popular politically, thus my answer to question #13.

Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?

No, we do not have an info lit plan in place here. I would be pleased to attend a system-wide workshop on developing an IL plan; however, I believe for this to be productive at least one of the deans on campus would need to attend as well, with the support of the President and with the understanding that producing and implementing the plan is a team effort with a clear timeline.

What is your library doing in the area of e-learning?

- OLLIE, the Online Library Instruction Experience <http://www.lib.csusb.edu/ollie/ollie.htm>
- Information Jungle <http://www.lib.csusb.edu/TIJ/>
- Imbedding customized library resources in Blackboard courses

For e-learning products, what hardware and software are being used to produce them?

Macromedia Captivate and Flash MX Professional.

IL/ICT Literacy/Emerging Technologies Expertise

I am a graduate of the Institute for Information Literacy, Level 1 (2000). I was a Faculty Senator for two years (2005-2007). I received a grant from the Graduate Studies Department to develop an assessment tool for the library’s online tutorial (2004). I am the library liaison to the Gateway Project (2005-current). I am a member of the campus Institutional Review Board (2007-2009).

CSU Information/ICT Literacy Program Overview

Campus:

San Diego State University (SDSU)

Coordinator(s):

Pamela A. Jackson, Information Literacy Librarian
E-Mail: pjackson@rohan.sdsu.edu

Campus type:

Combo. Over 3500 students live on campus and many more live in the immediate surrounding neighborhoods. Many more live within a 15 minute drive or trolley (light rail) ride to school. We also have a Faculty-in-Residence program where faculty live in the residence halls and give programs...a few librarians have done this.

Campus size:

31,423 in spring 2007 (Main campus only)

Campus demographics:

26,019 Undergraduates
5,404 Graduates
Median Age is 22.2 (21.6 for undergrads/27.5 for grads)
18,250 women / 13,173 men
Average GPA is 2.91 for undergrads and 3.61 for grads

Ethnicity	Percent
American Indian	.6
African American	4.0
Mexican American	15.7
Other Hispanic	4.4
Asian	4.5
SE Asian	2.7
Pacific Islander	.8
Filipino	6.7
White	45.5
Other/Not Stated	10.8
International	4.2

Profile of Learners:

My subjective impression, coupled with discussions amongst administrators and faculty... Our students are relatively young and definitely fit most of the Net Gen 'stereotypes.' Compared to other campuses around the country with which I am familiar, SDSU students are typically not economically disadvantaged. They have access to computers and all the gadgets and gizmos. They expect technology to be a part of their classes and learning (the few professors who do not include a Blackboard course component will certainly hear about it on their end-of-the-semester evaluations). They're technologically savvy when it comes to social computing, but lack the critical thinking and evaluation skills necessary to conduct the higher level research required of them or to use technology effectively (shocker, I know). They're very social in their study behavior and congregate in the Library. We're a very active building, in part due to our prime real estate location on campus. They get easily frustrated and overwhelmed by the number of resources available, which often seems to lead to the "good enough" mentality of research (i.e. whatever is on the first page of Google). They do not like to come to class on Fridays. ;)

Target Audiences for IL program: lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]

We have primarily focused on lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, and to some degree staff and community (high schools, community colleges).

What are the instructional delivery modes of your IL program?

- Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
- Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
- Library Tours or Orientations
- Library-sponsored workshops (**only for faculty and staff**)
- Individual Research Appointments with Instruction Emphasis
- Small Group Instruction
- Print and/or online pathfinders, subject guides
- Web-based IL tutorials
- Learning objects mounted in Learning Management Systems (**we don't do our tutorials in the LMS if that's what you mean, but we do work with faculty to include a variety of InfoLit resources in the LMS**)

Describe your IL program

Course-Integrated GE Instruction

- GS100 [University Seminar (first-year experience)]. A librarian gives a tour/instruction to each course. Librarians also able to teach this semester-long course. We're working on a multimedia tour that they will do as a homework assignment and then they'll come to the Library for more substantial instruction and reinforcement (like a 5-activity game in the Library).
- RWS100 [Rhetoric of Written Argument (theoretically freshman composition)]. All classes are brought to the Library for instruction in a lab.
- RWS200 [Rhetoric of Written Argument in Context (theoretically sophomore composition)]. Instruction sessions are taught at the request of professor.
- COM103 [Oral Communication]. Librarians (primarily Carolyn Baber) have worked with the department to develop assignments and research components to raise information literacy skills. For more info, see: <http://infodome.sdsu.edu/research/guides/class/comm103.shtml>

Department/Major-specific Instruction

- Individual librarians are responsible for providing instruction to their assigned departments. As with any library liaison system, some departments are very active library users and receive a great deal of instruction while other departments receive very little. See the question on challenges for more on this topic.

Partnerships with Campus Groups

- The Library has very strong partnerships with [Instruction Technology Services](#) (ITS), [People Information and Communication Technology](#) (pICT), and the [Center for Teaching and Learning](#) (CTL). ITS runs Blackboard, Wimba, and provides technology support to faculty. CTL helps faculty with pedagogy, student learning outcomes, and best practices. pICT was originally a project funded by Qualcomm grant to encourage faculty to include technology in their teaching.
 - Example: Librarians worked with these three units and the College of Education's Emerging Trends Initiative to create and be a part of the SDSU Course Redesign Institute. Over the next year, apx. 40 faculty fellows who teach large GE courses and courses in Education will redesign their courses to make them hybrid (partially online).
- Career Services. Collaboration between Career Services and the Library just begun. They are thinking of creating a tutorial for students that will include career guidance and lifelong learning tips.
- International Students. Librarians work with the International Student Center to provide outreach, tours, and instructional info for our international students.
- Our outreach librarian is "on loan" to Library Admin for a year. She had pretty much created partnerships with most non-academic units on campus and other community groups. We aren't sure what will become of those endeavors now.

What are the major achievements of your IL program?

Information literacy is written into the GE Requirements. The position of Information Literacy Librarian was newly created and filled for the first time within the past two years. The collaboration between pICT, CTL, ITS, and the Library is perhaps the most beneficial avenue we've found for institutionalizing information literacy.

What are the strengths of your IL program?

Again, the collaboration between pICT, CTL, ITS, and the Library allows us to by more far reaching with our information literacy endeavors. Our campus is also very focused on educational technology and being in that techno-rich environment has allowed us to secure equipment, software, etc to explore new teaching pedagogies.

What are the challenges you face when promoting IL on your campus?

- On some campuses, there is a required junior or senior level course in the major that lends itself to conducting research and including library instruction. SDSU suffers from the lack of such a course. Our majors courses are all over the place which makes it next to impossible to do something like San Jose State has (i.e. teach library instruction in every junior-level writing course in the major).
- Although faculty and administrators may not always call it 'information literacy' or use other library lingo, there is buy in campus-wide of its importance. However, stakeholders do not always think to invite all the key players to the table. For example, they forgot to consult with me as they were rewriting the GE Guidelines.
- There is a growing gap in both interest and skill level amongst librarians when it comes to technology.
- While I feel we have relatively top-notch hardware, software, and encouragement to explore technologically advanced instruction, we do not have the financial support necessary to really get things done in a timely fashion. We have NO support staff in the areas of instruction or infolit; we do not have staff available to us who have instructional technology design, graphics, or programming skills; and we have a very limited student assistant budget (the students we have are great, however the learning curve on various multimedia design software has been steep for them). Basically, it has been up to individual librarians to embrace the technologies and try to create products on their own.

Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?

SDSU is heavily moving in the direction of hybrid learning and I would like the Library to be a big part of this innovation. We need a more coordinated effort of digital learning objects. We need staff who can either supervise top-notch student assistants who will work on multimedia development projects or we need a graphic artist/programmer/instructional designer to work with librarians on the creation of various teaching tools (including things like interactive tutorials, online or in-person games, audience response system games, etc). It seems like our campuses are frequently reinventing the wheel so maybe it would make sense for "real" instructional designers to be at the C.O. and create *professional* quality applications for all of our use.

What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?

Information Literacy is written into the GE Guidelines and has been for many years. In truth, there are no GE police to make sure the faculty actually include infolit, but most do (again, they don't call it infolit so you must read between the lines). I have not heard any talk of having a completely separate graduation requirement in this area.

Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?

I've done some development of some personal InfoLit plans through workshops, etc. We also have some strategic planning documents in the Library (note: these are not the actual strategic plan yet, but task force reports from groups who brainstormed ideas in order to create the eventual strategic plan). Online at: <http://infodome.sdsu.edu/about/planning/stratplan.shtml#taskforce2>

What is your library doing in the area of e-learning? (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)

- Research Tutor is our online information literacy tutorial. <http://researchtutor.sdsu.edu/>
- Suite of screen recorded demonstrations of the PAC, databases, etc is forthcoming (using Captivate).
- Multimedia tours (narrated slideshows, video tours, etc) that could be viewed online or on portable video players are forthcoming; drafts are available.
- Librarians work with Blackboard administrators and faculty to include resources on the LMS and to work with Horizon Wimba (conferencing) software.
- The *Information Literacy Exploratorium* has handouts, activities, quizzes and discussion board topics for faculty and librarians to use in classes. <http://infodome.sdsu.edu/infolit/exploratorium/explore.shtml>
- MySpace profile for the Library. <http://www.myspace.com/infodome>
- SDSU Library Educational Technology Blog (LETC). <http://letc.wordpress.com/>
- In addition to our participation in QuestionPoint Live Help, some of our librarians are using Meebo instant messaging 'widgets.' <http://infodome.sdsu.edu/about/staff/jackson/jackson.shtml>
- Participate in a campus-wide wiki to support instructors of large classes. http://its.sdsu.edu/wiki/largeclass/index.php/Main_Page
- Interaction and assessment using our Audience Response System (clickers) is in the beginning stages of development.

For e-learning products, what hardware and software are being used to produce them?

- Captivate – screen capturing software creates a Shockwave file
- Adobe Premiere – multimedia Podcasts and videos
- Final Cut Pro – student using to edit raw film footage
- Flash, Photoshop, Illustrator - graphics
- Librarians mostly use PCs; some student assistants use MACs
- We just got Adobe's Creative Production Suite software which includes some of the above, Illustrator, 3D design, and sound recording software. But again, the learning curve is steep and we do not have staff with expertise in these areas.

IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assesment, integrating technology into teaching, program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)

Pamela Jackson:

- Experience developing student learning outcomes
- Web 2.0 – blogs, wikis, IM, podcasting, social networks (unprofessionally and professionally), various other social tools like Flickr, de.li.cious, etc etc. I'm almost like a kid except I get paid to explore the pedagogical merits of these technologies. ;)
- Did some curriculum mapping in a previous position; don't do much of that at SDSU.
- help faculty integrating technology into their teaching.
- I've applied to the IRB for human subject waivers plenty-o-times for my own research, if that counts.

Carolyn Baber: I have experience with learning outcomes, curriculum mapping, integrating active learning and chat/IM.

Marilyn Hall: Administered the iSkills at SDSU during the 2004 and 2005 trials.

CSU Information/ICT Literacy Program Overview

- **Campus:** San Francisco State University
- **Coordinator(s):**
Athena Nazario anazario@sfsu.edu & Kendra Van Cleave kendrav@sfsu.edu
- **Campus type:** SF State is moving from a predominately commuter campus to one with an increasing number of residential students.
- **Campus size:** 29,628 Students
- **Campus demographics:** 27, 623 students are California residents, 688 students are from other states, and 1,317 students are international students. Students come from diverse ethnic groups and include 23.2% Asian, 16% Latino, 9% Filipino, 6% African American, 0.8% American Indian or Alaskan Native, and 0.9% Pacific Islanders.
- **Profile of Learners:** Our campus is a diverse one and is currently shifting from a primarily commuter campus to a campus with an increasing number of residential students. The median age of students at SF State is also dropping significantly while a large number of our students continue to include transfer students. Due to both the diversity of the campus and the autonomous culture of the faculty/staff, strategies for further assessment and development of our IL program includes multiple approaches to the teaching and learning of information literacy skills that include both lower and upper division integrated and point of need instruction.
- **Target Audiences for IL program:** lower division undergraduates, upper division undergraduates, and graduate/professional school students.
- **What are the instructional delivery modes of your IL program?**
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials
 - Learning objects mounted in Learning Management Systems (in Spring 2008)

- **Describe your IL Program:**

Current Program:

Students meet the information competency requirement by completing the OASIS online tutorial. Additional library instruction consists mainly of course-related instruction sessions for upper level courses.

- **What are the major achievements of your IL program?**

1. Basic Information Competence Requirement (BICR) Passed in spring 1989 and it is a grad requirement for all undergraduates.
2. OASIS (Online Advancement of Student Information skills) online standalone tutorial that is the method used by most students to complete the BICR. It was innovative when it was

created in 1999 to replace a print workbook. We are currently in the process of refreshing the content. In addition, we are in the process of revising and rethinking how we help students complete the information competency requirement, in particular, we're thinking about ways to integrate information literacy into other graduation requirements and disciplinary learning. Our campus is revising graduation requirements and implementing an integration of writing across the curriculum and we hope to link information literacy to those curricular changes.

- **What are the strengths of your IL program?**

We have a campus wide graduation requirement. We reach upper division and graduate students through course related/integrated instruction initiated through the program/subject liaisons. All of our subject librarians participate in some form of library education including course integration and research guides.

- **What are the challenges you face when promoting IL on your campus?**

1. The culture of autonomy prevalent within both the library and university makes programming and development difficult.
2. A continuing lack of awareness and engagement about information competency among teaching faculty and campus administrators
3. Information Competency is one of a huge checklist of graduation requirements for students (the campus is currently revising g and reviewing the requirements).
4. Our main method of reaching undergraduates is not integrated into curriculum.
5. We need additional librarian time and staff support to further develop our program.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

We would like to

- Pursue written library education program plans for all subject areas, to be completed by the relevant liaison. The Library Education Committee will lead in this effort by creating a program plan template to be completed by liaisons. Program plans should include the identification of key courses to deliver instruction or to target for outreach, as well as learning outcomes for those key courses.
 - Explore alternatives to OASIS to meet the Basic Information Competence Requirement for first year and transfer students.
 - Explore methods to assess students' knowledge before and after they attend a library instruction sessions and/or use library instruction materials.
 - Create a shared online repository of library education support materials available for modification.
 - Use in-service training to expand our understanding and use of learning tools and instruction design.
 - Create templates for library education research guides and handouts informed by best practices in instructional design and using sound pedagogical structures.
 - Create templates for library education learning objects that can be used in iLearn.
 - Integrate information literacy into capstone courses/experiences under development on campus
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

It has been a grad requirement since 1989.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

We are in the planning process, please see attached Library Education survey results, which we are using as a tool to start the planning process. Both of the Library Education Coordinators have attended the Information Literacy Immersion Program Track but we would welcome system-wide workshops on IL planning and assessment.

- **What is your library doing in the area of e-learning?**

Tutorials (Oasis)

Modular tutorials assignments and rubrics (2006-2008)

Blogs (some class blogging done in graduate instruction sessions by students within the LMS, looking into a library blog 2007/2008)

- **For e-learning products, what hardware and software are being used to produce them?**

Dreamweaver

Flash

Captivate

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**

Athena Nazario: Effective pedagogy, Program Development, LMS/CMS integration of IL

Kendra Van Cleave: Effective pedagogy, Program Development, LMS/CMS integration of IL

Other Librarians involved in instruction at SF State include:

Linda Bowles-Adarkwa, Gina Castro, Ned Fielden, Mira Foster, Caroline Harnly, Pam Howard, Ann Kennedy, Chris Mays, Laura Moody, Jeff Rosen, Ann Shadwick, Darlene Tong, Hesper Wilson. Almost all other librarians at SF State also contribute to library instruction, at least occasionally. Those listed above either participate in Library Education and/or teach multiple course-related sessions each semester.

CSU Information/ICT Literacy Program Overview

- **Campus: San Jose State University**
- **Coordinator:** Rebecca Feind Rebecca.Feind@sjsu.edu
- **Campus type:** Urban, Primarily Commuter
- **Campus size:**
30,000 students
69 bachelor's degrees with 81 concentrations 65 master's degrees with 29 concentrations

• Campus demographics:	•
Fall 2005:	Ethnic profile
Women: 16,213 (54%)	African American 4.5%
Men: 13,762 (46%)	American Indian/Alaskan 0.4%
	Asian 30.9%
Undergraduate: 22,093	Filipino 7.3%
Graduate: 6,182	Mexican American 10.7%
(Second baccalaureate: 583; Credential: 1,060)	Other Hispanic 4.1%
	Pacific Islander 0.9%
Full-time: 20,074 (67%)	White 27.5%
Resident students: 2,100	Not stated 13.8%
Degrees awarded 2004 - 2005	Geographic breakdown
4,258 bachelors' degrees	53% of students enrolled are residents of Santa Clara County
2,474 masters' degrees	40% from other counties in California
	6% from out of state
Age	
19 years and under: 15%	
20-24: 44%	
25-29: 20%	
30 and over: 21%	

- **Profile of Learners:**
As demonstrated in the data below, students at SJSU take more than four years to complete their degree programs. A large percentage of our students work and have significant family responsibilities to maintain while they are in school.

Retention and Graduation		
% Fall 2005 students returning Fall 2006	% 1st Year Retention	% Good Standing ⁵
First-time Freshman	80%	71%
New Undergraduate Transfer	79%	78%
New Credential	61%	60%
First-time Graduate	77%	76%

% Fall 2000 first-time freshmen graduating within 6 yrs:	39.7%
% Fall 2002 new undergrad transfers graduating within 4 yrs:	53.4%
% Fall 2000 first-time graduates graduating within 6 yrs:	60.0%

Source: SJSU Office of Institutional Research Fall 2006 <http://www.oir.sjsu.edu/Students/QuickFacts/>

- **Target Audiences for IL program:**
Lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, South Bay Community College students.

We sense demand from high schools but are unable to serve this community. Our status as a merged library with San Jose Public Library does give us additional support as SJPL Youth Services often works with school groups that request tours.

- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Subject guides
 - Web-based IL tutorials

- **Describe your IL program**

SJSU has an expansive history of information literacy. Our program is currently in transition as we work to move from a librarian-centric program to a faculty-student centric practice. We are working to align our program and resources with the University's Vision 2010 and its commitment to creating a learning environment that supports student engagement, inclusion and achievement. As we continually refine our program, we are working to incorporate effective pedagogical practices, such as active and cooperative learning techniques that support the learning style of our student body.

Current instruction practices include tutorials and in-person instruction sessions for the following types of activities and courses:

Partnerships with campus groups

Potential and incoming students receive information about resources and services at several points through coordination with two campus offices, Orientation and Visitor Relations and Admissions Counseling. The library offers tours and participates in annual campus service fairs in conjunction with activities sponsored by these offices.

First Year Experience: MUSE and English 1B:

Metropolitan University Seminar Experience (MUSE Program)

Faculty teaching MUSE, a seminar course offered only in the fall, are encouraged to assign specific tutorials and have students attend a customized library instruction session. Students take 3 MUSE tutorials which 1) introduce basic library research (5 Ways Tutorial), 2) Library Basics (Tutorial which introduces library services, resources and building) and 3) plagiarism. Students then have a hands-on library class. The class ends with the students filling out a formative assessment type evaluation form. Faculty and librarians also fill out an evaluation form.

English 1B introduces library concepts with the InfoPOWER tutorial (geared toward selected ACRL information literacy objectives), follows with a library session which helps the students to search for their thesis keywords and provides plenty of hands-on time for database research. Classes are held later in the semester and students come to class having taken the tutorial and been exposed to an introduction to formulating a research query, searching for a concept, evaluating information resources and other information literacy concepts. The class gives them hands-on practice breaking their thesis into keywords and searching for their keywords in Academic Search Premier or other databases. The class ends with a formative evaluation form for students, faculty, and librarians. The student online evaluation form incorporates the English 1B learning objectives.

GE/Cornerstone classes

100W is a required writing course for majors in the discipline and the course where subject specific instruction is sited. Library faculty currently have a great deal of latitude in how they approach the course, and, depending on number of sections, may have to adjust their teaching strategies due to demand. Library faculty also provide individual research consultations to students in 100W and other upper-level courses.

Graduate Instruction

This varies by subject area, but most instruction takes place in the Research Methods course for the program. Library faculty also provide individual research consultations to graduate students.

Assessment

The ETS *iSkills* test has been used for testing for 2 years on campus. Testing has focused on freshman, 100W (junior and senior) and capstone classes. Over 1,000 students have been tested in 2006-2007 and a core group of faculty have participated in testing for at least 2 semesters ETS *iSkills* testing in place for fall 07-Spring 08 to test individuals enrolled in freshman and 100W classes.

- **What are the major achievements of your IL program?**

There is a great deal of campus interest and support for information literacy and several campus planning documents include information literacy as part of the curriculum.

Library faculty have served on a variety of campus committees and programs that have increased the visibility of information literacy and set precedents for learning activities and outcomes that include using and evaluating scholarly sources.

Individual faculty members have received grants to develop tutorials to support IL.

SJSU has also participated in the ETS/ICT program and has received grant funding to continue this activity.

- **What are the strengths of your IL program?**

The Instruction program reaches students at many levels to introduce and reinforce IL concepts. A variety of modalities, in-person and online, are employed to teach information literacy. Many department faculty and administrators express authentic interest in their students' ability to access and use information effectively and are very interested in aligning their subject curricula with ACRL standards. We also have a new library facility that has generated much interest and visibility in the library overall on campus.

- **What are the challenges you face when promoting IL on your campus?**

Demands on faculty time—SJSU faculty teach a heavy course load and often are commuters themselves.

There is uneven demand for library instruction across the departments—some departments need more converting than others.

The program does not have a mechanism for identifying students who have already received basic instruction, so students sometimes receive repetitive instruction sessions. Targeting students who need instruction rather than just blanketing the campus requires a more sophisticated approach than we currently employ.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy?**

Create assessment plan which addresses all programs and ties current programs together. Make it transparent how data gathered by iSkills can be used in WASC and other accrediting body reports. Use the data gathered to improve our program.

- **What do you need in order to realize these goals?**

It is crazy-making that we don't have a system subscription to **ONE** Learning Management Software (i.e. Blackboard, WebCT) system so that students and faculty are not burdened by learning multiple systems and librarians could more effectively participate in a broader number of classes. We are distracting our students from real learning by forcing to deal with multiple, complicated platforms. Embedding announcements, tutorials, learning objects, and assessment opportunities into a LMS that students and faculty used constantly would integrate IL seamlessly into a virtual environment. If library resources were consistently integrated into online teaching platforms, perhaps guiding students to quality sources would not seem like the task we need to spend so much time on in instruction. In terms of strengthening the relationship between IL/ICT and assessment, we also need additional support for gathering, analyzing, and providing the data to our campus partners.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

In campus documents, IL is stated as a GE requirement. We are now at the stage where we need to document the level of activity, including how to adjust for students that need remedial work or delay required courses until just before graduation.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending system wide workshops on developing an IL plan?**

No, we do not presently have an IL plan in place, and Yes, we would be interested in attending workshops on developing an IL plan, especially one that helps us align our activities/efforts with CSU priorities and indicatives.

- **What is your library doing in the area of e-learning?**

The Library faculty and staff recently had the opportunity to participate in the online Learning 2.0 program to increase our own knowledge about e-learning.

Several tutorials exist: <http://tutorials.sjlibrary.org/tutorial/index.html>

Subject or discipline-based tutorials: <http://tutorials.sjlibrary.org/tutorial/index.html>

- **IL/ICT Literacy/Emerging Technologies Expertise**

ICT Literacy Expertise/Assessment Experience:

Rebecca Feind: Partnering with campus groups: SJSU Center for Faculty Development "Faculty Member in Residence for IL

Toby Matoush: has 3 years of testing experience. Awarded 2 grants (a 2006 Junior Faculty Career Development Grant and a 2006 CSU Information Literacy Grant) to utilize ETS ICT testing at SJSU. Also directed and administered SAILS testing for 3 years at SJSU.

Diana Wu: wrote the information literacy segment for recent SJSU WASC accreditation report.

Associate Dean **Mary Somerville** is skilled in writing IRB requests,

CSU Information/ICT Literacy Program IL Program Overview

- **Campus:** California Polytechnic State University
San Luis Obispo
- **Coordinator(s): [name and email address]**
Navjit Brar
nbrar@calpoly.edu
- **Campus type: [indicate commuter, residential, other]**
Commuter campus
- **Campus size:**
18,475 (Fall 05 figures)
- **Campus demographics:**
Freshman Average GPA: 3.73 Transfer Average GPA: 3.27
Freshman Average SAT: 1204

College Size

College	Undergrad	Post-Baccalaureate	Total	% of total
Agriculture	3,613	125	3,738	20%
Architecture & Env.	1,932	57	1,989	10.8%
Business	2,550	75	2,625	14.2%
Education	n/a	275	275	1.5%
Engineering	4,589	246	4,835	26.2%
Liberal Arts	2,953	109	3,062	16.6%
Science & Math	1,748	76	1,824	9.9%
Other	103	24	127	0.7%
University Total	17,488	987	18,475	100%

Academic Performance

	Undergrad	Post-Baccalaureate
Average Fall Term Units	14.20	11.04
Average Cumulative GPA	2.87	3.57

Institution of Origin (New Undergraduates)

High School (Public)	High School (Private)	Community Colleges
California High School (San Ramon)	St. Francis High School (Mountain View)	Cuesta College, SLO
San Luis Obispo High School	Jesuit High School (Carmichael)	Allan Hancock College, Santa Maria
Monte Vista High School (Danville)	Archbishop Mitty (San Jose)	Santa Rosa Junior College
Campolindo High School (Moraga)	Bellarmino College Prep (San Jose)	Ventura College
San Ramon High School (Danville)	Valley Christian High (San Jose)	Diablo Valley College
Poway High School		
Atascadero High School		

International Students

Undergrad	Post-Baccalaureate	Total
98	32	130
1,932	57	1,989

Ethnic Origin

	Undergrad	Post-Baccalaureate	Total
African American	204	6	210
Asian American	1,991	100	2,091
Hispanic/Latino	1,750	88	1,838
Native American	142	8	150
Other Non-White	527	37	564
White	11,357	594	11,951
Ethnicity not specified	1,419	122	1,541
International	98	32	130
Total	17,488	987	18,475

Student Age & Gender

	Undergrad	Post-Baccalaureate	Total
Average Age	20.8	29.0	21.2
<25 years of age	94.4%	39.9%	91.4%
Female	43.5%	51.7%	43.9%
Male	56.5%	48.3%	51.7%

Source: <http://www.calpoly.edu/~inststdy/polyview/pv05corrected.pdf>
<http://www.calpoly.edu/~inststdy/factbook/fb0506.pdf>

- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program

The greatest percentage of learners at Cal Poly, SLO is the undergraduates but we also target the graduates, faculty, transfers, high school students, and international students.

- **Target Audiences for IL program: [LIST ALL THAT APPLY: lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]**

All of the above as appropriate.

- **What are the instructional delivery modes of your IL program? (DELETE THOSE FROM THE LIST THAT DON'T APPLY)**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots) Yes
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots) No
 - Library Tours or Orientations Yes
 - Library-sponsored workshops Yes
 - Individual Research Appointments with Instruction Emphasis Yes
 - Small Group Instruction Yes
 - Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses); Please list the titles for each and indicate how often they are taught each year) No
 - Print and/or online pathfinders, subject guides Yes

- Web-based IL tutorials Yes
 - Learning objects mounted in Learning Management Systems Yes (Business Librarian does that)
 - Online or blended/hybrid credit-bearing courses No
 - Other (please specify)
- **Describe your IL program (PLEASE PROVIDE PROGRAMS AND BRIEF DESCRIPTIONS OF ACTIVITIES e.g. GE courses in [dept], First Year Experience [name of course], cornerstone courses, capstone courses, partnerships with campus groups (e.g. Student Services, Writing Center, Instructional/Info. Tech Depts.), etc)**
Cal Poly, SLO do not offer such program currently.
 - **What are the major achievements of your IL program?**
N/A
 - **What are the strengths of your IL program?**
N/A
 - **What are the challenges you face when promoting IL on your campus?**
Buy in from teaching faculty
 - **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**
Couple of things,
 1. Have an IL 1 unit credit bearing course.
 2. Integrate IL into curriculum
 3. Develop online tutorials
 4. Implement iSkills test.
 - **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**
None at the moment.
 - **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**
No
 - **What is your library doing in the area of e-learning?** (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)
We have online tutorials and portals,
<http://www.lib.calpoly.edu/research/tutorials/basicresearch/>
http://www.lib.calpoly.edu/staff/fvuotto/research_corner/elearning/index.html
http://www.lib.calpoly.edu/staff/fvuotto/research_corner/podcast/index.html
 - **For e-learning products, what hardware and software are being used to produce them?**
Captive
Flash
 - **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning** In the process of developing these

CSU Information/ICT Literacy Program Overview

- **Campus: San Marcos**
- **Coordinator(s):** Gabriela Sonntag gsg@csusm.edu
- **Campus type:** commuter
- **Campus size:** almost 9000 students
- **Campus demographics:** 87% undergraduate, 60% female, 50% White, only 28% are 25 or older, 75% full time students with a mean GPA of 2.93 48% come from San Diego County as we have campus housing for only 450 students. Student Faculty ratio is 24.3:1. 26% of our students are first generation college and about 55% of our students are transfers.
- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program. **None of the factors listed under demographics really impact the direction of our program.**
- **Target Audiences for IL program:** Mostly lower division general education courses and core requirements in each major. We do targeted courses for some graduate programs. We do a few high school, community college and outreach programs such as AVID or Upward Bound.
- **What are the instructional delivery modes of your IL program?**
 - Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online pathfinders, subject guides
 - Learning objects mounted in Learning Management Systems
- **Describe your IL program :**
 - **General Education Instruction:**
 - a. Integration of instruction modules in each GE course. This tiered-approach to information literacy instruction is the main focus of our Program. It targets assignments in each class such that the main competencies addressed do not overlap and students see new content in each course.
 - b. audience: Freshmen and Sophomores. We are currently involved in almost all sections of both GEO and GEW and see some of the science GE courses such as Chem. and Bio.
 - c. resources: all librarians are involved in this effort
 - d. future of this aspect: This is the main focus of our Program
 - e. assessment: A major assessment tool was tested in Spring 99. All syllabi and assignments were collected and analysis conducted to ascertain which competencies were taught in the assignments. Follow-up included interviews with each faculty team to discuss changes. Numerous ICT tests have been done in GEL and the most current effort also includes GEO students. Also the GE Assessment Coordinator is currently focusing on IL in all GE courses.
 - **GEL 101 course:**
 - a. Three weeks of instruction in full semester First Year Experience course. Also librarian can be instructor of record for the course. Fall 2007 we expect 24 sections.
 - b. audience: all first-year students – currently reaches 70%.
 - c. future of this aspect: struggling to develop system for meeting demand. While we do use technology including WebCT for these classes it may not be appropriate for a FYE course to be totally online.
 - d. assessment: ICT test
 - **GEL200 course.**

- a. A full semester 3-unit course taught by a librarian. This course is a resource-based course which teaches content similar to the GEL101 course but is geared to transfer students and those already familiar with college.
- b. objectives - It meets our general education lifelong learning and information literacy area requirement
- c. audience: transfer students any level
- d. future of this aspect: course was dormant for several year due to workload. Will be taught in Fall 2007.
- e. assessment: none at this time
- **Course integrated instruction**
 - a. Instruction includes about 300 class sessions each semester not counting GEL
 - b. audience: all levels but mostly upper division core majors courses
 - c. future of this aspect: We anticipate that more faculty will continue to demand librarian instruction for their courses. Efforts concentrate on using each opportunity as a forum for more faculty collaboration in assignment design, incorporating information competencies, and evaluation of student learning
 - d. assessment: numerous faculty and student surveys have been used over the last several years. We require student ratings of instruction for each class and use classroom assessment techniques to provide feedback on student learning.
- **Course guides**
 - a. developed for each class taught and used as a guide to the instruction session as well as for reference assistance
 - b. audience: all levels
 - c. future of this aspect: This is an area that is extremely popular and should be continued.
 - d. assessment: we have hit counts for each webpage which shows use.
- **New Faculty Institute.** (Faculty Center orientation)
 - a. A ½ day new faculty orientation to the library.
 - b. audience: new faculty
 - c. future of this aspect: This has been an excellent initiative now in its 8th year. The Coordinator no longer does these but asks for volunteers among the other ILP librarians.
 - d. assessment: faculty who participated have evaluated this introduction to ILP very positively.
- **High School Project.**
 - a. Outreach effort developed a series of workshops for high school teachers/librarians/administrator teams to assist their discussion of information competencies.
 - b. audience: local high schools but focused on impacting future students.
 - c. future of this aspect: there is potential for much growth in this area as the initial workshops were very well received. Effort is dormant at this time due to workload issues. However we do see occasional high school classes arranged by the local teachers which include instructional component not just a tour of the building.
 - ii. assessment: None at this time.
- **Outreach**
 - a. instructional components to Upward Bound, Avid, Summer Bridge, International Students, etc.
 - b. audience: mostly K-12 but also incoming students
 - c. future of this aspect: tours are being conducted by non-ILP staff which allows instruction librarians to focus on the instruction components.
 - d. assessment: Needed!

- **What are the major achievements of your IL program?**

We have a very strong presence in both the GE program, where it is formalized as a requirement, and in several undergraduate programs. We are also very involved in program reviews and therefore have had important conversations with faculty regarding IL as a student learning outcome. We are also at a point where many of our faculty are advocates for the ILP so we are not the only “members of the choir.”

- **What are the strengths of your IL program?**

We have very strong administrative support both in the library and on campus. Additionally we have many advocates among the faculty. Our program is highly collaborative with faculty in our liaison departments and also among ourselves as an instruction team.

- **What are the challenges you face when promoting IL on your campus?**

Keeping up with demand both in terms of growth in enrollments and our workload in general. It would be great to have technology support for new initiatives such as the new Media Site system. Basically because our program is person-driven rather than mandated, and relies on collaborative relationships with faculty, it requires constant outreach both to new members of the campus community as well as to keep established relationships alive.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

I think we are on a good path and cannot think of anything we would like to do that we are not already doing.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

While our main GE course, the GEL first-year course only reaches 70% of our freshmen, I think we can say we have a GE requirement in place as our lower division GE program has an IL requirement in all the courses. This includes a signature from the ILP coordinator on all the course proposal forms for lower division GE.

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

I'm not sure I would call it a plan but the ILP has vision, mission and goals. We have nothing at the campus level other than the GE program requirements.

- **What is your library doing in the area of e-learning?** (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion)

We have a tutorial-like program called Getting Published:

http://www.csusm.edu/Getting_Published/papers/gpmain.html

We have some Media Site modules at:

<http://prawn.csusm.edu/Mediasite/Catalog/Front.aspx?cid=69211188-fb4b-4a5c-bcd1-f88807be4396>

We have no wikis or blogs at this time. We tried a wiki with a GEL about a year ago but did not get the support needed to really make it successful. Several librarians use WebCT with their courses and have either modules or discussion groups or both. We also have several Captivate modules such as this:

http://library.csusm.edu/course_guides/searchst.htm

Several of us have IM for both instruction pages and reference work.

- **For e-learning products, what hardware and software are being used to produce them?**

Generally we tend to continue to use those software programs that do not require lots of time to learn or much support. Media Site and Captivate are 2 examples.

- **IL/ICT Literacy/Emerging Technologies Expertise**

developing student learning outcomes, peer mentoring, curriculum mapping, assessment, program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, WASC accreditation activities. (I'm not sure I have one area of expertise. The beauty of having been able to hire all of my colleagues is that I was able to look for expertise that I didn't have. Therefore perhaps my ONLY area of expertise is recruiting and working with excellent librarians.)

CSU Information/ICT Literacy Program Overview

- **Campus:** Sonoma State University
- **Coordinator(s):** Karen Brodsky karen.brodsky@sonoma.edu
- **Campus type:** primarily traditional aged students, 2,000+ beds on campus
- **Campus size:** ~8,000(undergrads and graduate). Student enrollment increasing to 10,000+
- **Campus demographics:** students and faculty are primarily white, 66% of students are women, we have a few foreign students – mostly from Asia.
- **Profile of Learners: Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program.** 485 of our entering freshmen need remediation in English and math. Almost all come from California high schools.
- **Target Audiences for IL program: [LIST ALL THAT APPLY:** lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)] We have been putting a strong emphasis into incoming freshmen. We have 5 librarians who work with the discipline classes including the graduate programs. We have a very minimal program for K-12 students (teachers request a session but we don't market). We collaborate with other entities on campus to provide faculty workshops. We work one-on-one with faculty and departments to try to incorporate IL into the department learning outcomes. We try to work with the entire campus community. We don't work with the community colleges or the community per se.
- **What are the instructional delivery modes of your IL program?**
Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
 - Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
 - Library Tours or Orientations
 - Library-sponsored workshops
 - Individual Research Appointments with Instruction Emphasis
 - Small Group Instruction
 - Print and/or online pathfinders, subject guides
 - Web-based IL tutorials
- **Describe your IL Program:**
We are integrated in to the FYE year long pilot program. We work on curriculum development with the faculty, assess student projects and provide workshops for both students and faculty. We have worked with the English 101 department to re-write learning outcomes from a research paper to information literacy skills. This has been slow moving.

Each of the librarians works with the departments to integrate into the needs of that major. For example, in the English Department, they have a class all majors must take – we work with that faculty member but don't work on grading. We are on committees across campus so work on campus-wide curriculum reform. In the past we have worked closely with Student services and Residential Life and will be bringing that into the forefront again. The campus writing Center is in our building and we provide regular workshops for those tutors – as well as the tutors in English 99 remedial English). We have developed a close relationship with the new Director for the CTPD. We are working as closely as possible with our campus IT people for academic technology. The most difficult part of this is resources.

- **What are the major achievements of your IL program?** To me, the most important achievement is having faculty incorporate IL into learning outcomes for classes and majors. Having some faculty embrace IL as an intellectual outcome, not just a box to check off.
- **What are the strengths of your IL program?** Commitment of two of our librarians. Commitment of the library faculty. Support from the Dean. Resource allocation from the library budget.
- **What are the challenges you face when promoting IL on your campus?** Interests/attitudes of faculty, limited resources, time.
- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?** Training and money. I think we need to really incorporate new technologies such as podcasting, iMovie, etc. We need to begin looking more holistically at what are they doing with that information we are teaching them about? How do we get help students understand that images on the internet need citing as much as words from a scholarly journal?
- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?** Slow and painful progress. We are working with the GE reform movement and are well respected but academic freedom is a wide reaching ideal on this campus.
- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?** No. We don't have a plan for the campus as a whole. I would be interested in attending a system-wide workshop.
- **What is your library doing in the area of e-learning? (e.g. activities and products. Please provide URLs for any products (ie. Tutorials, digital learning objects, wikis, blogs, where you have rss feeds. Also note any products currently under development, purpose and timeframe for completion) We have hired a new librarian to help us address these needs.**

- **For e-learning products, what hardware and software are being used to produce them?**
 - Nothing to report at this time

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning (e.g. effective pedagogy-active learning, collaborative learning, developing student learning outcomes, peer mentoring, etc; web 2.0/social networking-e.g. blogs, wikis, rss, IM, podcasting, etc; LMS/CMS integration of IL/ICT Literacy; curriculum mapping, assessment, integrating technology into teaching, program development for imbedding IL – eg. Into curriculum, partnerships with campus groups, GE/Institutional/Departmental requirements, etc.; Institutional Research Boards/Human Subjects Review, WASC accreditation activities, etc.)**
 - Nothing to report at this time.

OTHER –

We are not in love with the iSKILLS test.

CSU Information/ICT Literacy Program Overview

- **Campus: California State University, Stanislaus**
- **Coordinator(s): Tim Held ;theld@csustan.edu**
- **Campus type: Largely commuter**
- **Campus size: 6,800 students**

- **Campus demographics:**

The diverse student body includes many first-generation college students and working parents. The student body of 8,137 includes 6,424 undergraduate students and 1,713 graduate students (fall 2005).

Also, about 2/3 female, 1/3 male.

From the SNAPS survey, 40 undergrad transfer, 12 percent graduate. Of those that completed the survey, 5.4% Black, 17.8% Hispanic, 17.6% Asian, and 40% White.

- **Profile of Learners:** Please provide an overview of the learners on your campus and address how it might impact the strategic direction of your IL program

This is a difficult question to answer without some data from a survey.

- **Target Audiences for IL program: [LIST ALL THAT APPLY: lower division undergraduates, upper division undergraduates, graduate/professional school students, faculty, staff, community (high schools, community colleges)]**

Lower division undergraduates

Upper division undergraduates

graduate/professional school students

faculty

What are the instructional delivery modes of your IL program? (DELETE THOSE FROM THE LIST THAT DON'T APPLY)

- Librarian/Classroom faculty collaborations to embed IL into course curricula (beyond one shots)
- Course-Integrated instruction for GE or discipline-based courses (lectures, one/multiple shots)
- Library Tours or Orientations
- Library-sponsored workshops
- Individual Research Appointments with Instruction Emphasis
- Credit-bearing information literacy courses (e.g. 1 unit or 2 unit separate courses); Please list the titles for each and indicate how often they are taught each year
 - SSCI 3000 Library Resources. 2 cr. 3 per year.
 - HONS 3500 Library Resources. Half of a 2 cr. course. Once per year.

- Print and/or online patfinders, subject guides
- Learning objects mounted in Learning Management Systems
- Online or blended/hybrid credit-bearing courses
- **Describe your IL program:**
 - **Workshops on various research topics (we are discontinuing these)**
 - **One-hour sessions for all departments that ask for them**
 - **Web page with pathfinders in many disciplines**
 - **2-credit research and resources course required for Social Science and History majors**
 - **Team-teach a 2-credit research and resources course in the Honors Program**
 - **developing in-service day break-outs for faculty on topics like Wikipedia and Google Scholar**
 - **Beginning to develop online tutorials**
 - **Beginning to assess whether outcomes are being met in our instruction program.**
- **What are the major achievements of your IL program?**

I took on this role 9 months ago, and we have begun to implement some new projects. We have been meeting all requests for instruction. We have negotiated to meet the needs of the History department for our 2-credit course while staying within the boundaries of what we can accomplish. We have added another section of the 2-credit course to meet perceived demand. We have begun planning to include this course online. We have begun to implement formal assessment. We have begun to discuss online tutorials. We are beginning to discuss new pedagogies to make our instruction more engaging. We are making decisions about workshops, which are an ineffective legacy that no longer serves our constituents like it did in the past, while at the same time accommodating faculty who have become accustomed to the old ways in which we served them.

- **What are the strengths of your IL program?**

We have close connections to a couple departments, who rely on us for credit courses. We have close connections with several departments and individual instructors who rely on us to deliver instruction in 1-hour sessions. We have experienced and forward thinking librarians, as well as fresh ideas about how to improve our instruction. We have the backing of our Dean, who sees instruction as an important role for librarians in the future. We have the means and connections to learn from our colleagues in other institutions.

- **What are the challenges you face when promoting IL on your campus?**

Lack of staff time to implement all that we would like to accomplish.

- **Looking towards the future, what would you LIKE to do in the areas of IL and ICT Literacy? What do you need in order to realize these goals?**

See achievements above for what we would like to do. In addition, we would like to foster stronger connections with instructors in various departments, so we are seen as an integral

resource for research instruction. This requires more outreach and gathering information about their needs. Also, campus committee members could be more aggressive for the library agenda in, for example, GE curriculum.

- **What progress has been made towards making IL a GE requirement or an Institutional/Graduation requirement on your campus?**

Some progress. IL is on the books as one of the 7 requirements of GE courses, but departments decide how to implement that, and how much is sufficient (in the mix of other competing goals for any one course).

- **Do you have an information literacy plan in place at your campus? If yes, please append the document to your email. If no, would you be interested in attending systemwide workshops on developing an IL plan?**

I'm not sure how formal you mean. I'll attach the library homepage instruction program link, and I'll attach the library's intranet site where I organize all of our meetings and initiatives. Perhaps I could add this project to my list.

<http://library.csustan.edu/instruction/>
<http://library.csustan.edu/theld/instruction/>

- **What is your library doing in the area of e-learning**

We are developing an online version of our 2-credit course.

We are developing an experimental Wiki for reference.

We are talking about online tutorials, and we hope to have one or two up as soon as we have time.

I have been thinking about portfolios, but we don't have the technology here (perhaps Facebook).

- **For e-learning products, what hardware and software are being used to produce them?**

We are developing our 2-credit online course in *eCollege*.

We don't know what we will use for online tutorials.

- **IL/ICT Literacy/Emerging Technologies Expertise – Please list your areas of proficiency or expertise in Information Literacy, ICT Literacy, E-Learning**

We understand what all of these are, and we implement some of them according to individual expertise and style. Formal assessment will include curriculum mapping (as I understand it) when we get to that stage.