

***INTEGRATING INFORMATION COMPETENCE INTO THE FIRST-YEAR
EXPERIENCE PROGRAM AT SAN FRANCISCO STATE UNIVERSITY***
Grant Project Progress Report

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ABSTRACT

San Francisco State University (SFSU) currently participates in a number of initiatives related to information competence (the ability to find, evaluate, use, and communicate information in all of its various formats). The foundation of the SFSU program is the Basic Information Competence Requirement (BICR), a graduation requirement for all undergraduate students. Most students fulfill the BICR by completing OASIS (Online Advancement of Student Information Skills), a self-paced, web-based tutorial (<http://oasis.sfsu.edu/>) that is based on core information competencies as outlined by the California State University (CSU) and the Association of College & Research Libraries (ACRL). Multiple-choice quizzes are the assessment tool used to gauge students' progress. Currently, OASIS is not integrated into specific course content. However, library faculty recognize that a freestanding tutorial, separated from the course curriculum, is not the most effective method to ensure that students learn and retain information competence skills and concepts. A much more effective way of engaging students is through course-integrated information competence instruction, which allows students the opportunity to learn information competence concepts and skills as they learn subject content and at their precise point of need.

The proposed pilot project explores an alternative, course-integrated information competence model targeting First-Year Experience (FYE) students. The SFSU FYE program seeks to guide first-year students through the transition into college life and provide them with a support structure for their targeted needs, and has been selected for this project because of its key role in shaping students' academic careers. Currently students enrolled in FYE courses complete the OASIS tutorial as part of the course requirements. However, OASIS' content is not course-specific, and there are no information competence assignments or assessment tools linked to the FYE learning outcomes. Research illustrates that students are more likely to retain and apply information competence concepts and skills when those concepts and skills are taught in the context of course content. In order to respond to this need, this proposed project will

provide tools and support to help faculty fully integrate information competence instruction into FYE course content.

The pilot project will reconfigure OASIS into a series of modular tutorials and resources, which will be integrated into FYE course content using SFSU's online learning management systems.¹ In addition, a storehouse of customizable activities, assignments, and assessment rubrics will be created, which will allow FYE faculty (with the support of librarians and the Online Teaching and Learning Coordinator) to fully integrate information competence into their course curricula. The learning outcomes that OASIS is designed to meet will be revised to reflect the changing information environment, the medium in which the resources are presented will be updated to take advantage of current technology, and the methods and models used to teach and assess information competence will be altered to include activity- and problem-based learning. The library will consider information competence-integrated FYE courses to be equivalent to the OASIS tutorial for the purposes of fulfilling the Basic Information Competence Requirement (BICR).

PROJECT ACTIVITIES UPDATE

1. Revise information competence learning outcomes for OASIS based on the ACRL Information Literacy Competence Standards for Higher Education - Athena Nazario and Kendra Van Cleave (librarians).

Completed.

2. Create interactive information competence tutorials/resources that can be incorporated into the online learning management systems used at SFSU (iLearn and Blackboard) – Athena Nazario and Kendra Van Cleave (librarians) in collaboration with Kevin Kelly (Online Teaching and Learning Coordinator); modules to be built by student assistants under supervision by grant requestors.

Underway. Tutorial content has been written. Tutorials are currently being built in Flash by staff member Paul Jackson, under supervision by grant requestors.

One potential setback that has been averted is that our original budget, based on salaries paid during recent similar SFSU Academic Technology project, underestimated the cost of hiring a student assistant. Our original budget was \$10 an hour; we found that in order to find someone with the right skill set, we had to pay a much higher rate (\$18.50/hour). Luckily, Paul Jackson has been hired by the library as a .6 staff member, and library administrators have agreed that he can continue to work on the tutorials, as part of his .6 time base, until complete.

¹ Integrating information competence into learning management systems is a key goal (Advancing Student Success: Goal 3) of the CSU Libraries Strategic Plan (http://www.calstate.edu/LS/strategic_plan06.pdf).

3. *Create reservoir of customizable assignments, activities, and assessment rubrics that tie to tutorials and can be incorporated into FYE courses – Athena Nazario and Kendra Van Cleave (librarians) in collaboration with Kevin Kelly (Online Teaching and Learning Coordinator) and selected FYE faculty.*

Underway.

Kevin Kelly has withdrawn from the project.

We have interviewed a number of faculty who teach in the FYE program about their course requirements and perceptions of student needs for information literacy skills.

We have found it more difficult than we originally thought to recruit faculty members to integrate the materials into their courses. In particular, this is because although we have the buy-in of Helen Goldsmith, Associate Dean of Undergraduate Studies, who coordinates the FYE program, we have found her role to be more advisory than supervisory in the program. She has been an excellent resource in terms of recommending people to work with, but has been less able to assign people to work with us. We plan to continue our grassroots efforts to reach faculty, and now that we have a better understanding of the FYE program, to recruit faculty to work with us in fall 2007.

We have outlined a list of possible assignments and begun rough drafts. The bulk of this part of the project will be worked on in fall 2007, once the tutorials are completed. We particularly want to work closely with FYE faculty in developing assignments/activities/rubrics, so that we are certain that they will be useful to them.

4. *Work with FYE faculty to incorporate information competence tutorials, assignments, activities, and assessment rubrics into courses – Athena Nazario and Kendra Van Cleave (librarians) in collaboration with Kevin Kelly (Online Teaching and Learning Coordinator) and selected FYE faculty.*

Pending. We plan to work identify and work with two FYE faculty members in fall 2007, having them use the project materials in spring 2008.

5. *Make the tutorials, assignments, activities, and assessment rubrics available to all FYE faculty and provide support for integrating into courses – Athena Nazario and Kendra Van Cleave (librarians).*

Pending. Summer/fall 2008.

6. *Make the tutorials, assignments, activities, and assessment rubrics available to all CSU campuses – Athena Nazario and Kendra Van Cleave (librarians).*

Pending. Summer/fall 2008.

ADJUSTED TIMELINE

- **Year 1**
 - Summer 2006-Fall 2007
 - Create interactive information competence tutorials/resources
 - Create reservoir of customizable assignments, activities, and assessment rubrics
- **Year 2**
 - Fall 2007
 - Complete first group of reservoir of customizable assignments, activities, and assessment rubrics
 - Work with 2 faculty members to incorporate information competence modules into selected spring 2008 FYE courses.
 - Summer/fall 2008
 - Make the tutorials, assignments, activities, and assessment rubrics available to all FYE faculty, and provide support for integrating information competence into courses.
 - Modify the resources, activities, assignments, and assessment rubrics based on feedback from faculty and students.
 - Make available the tutorials, assignments, activities, and assessment rubrics, and that documents the program's development and implementation available to CSU campuses and the academic library community.

REVISED BUDGET

Approved 5/9/07