

# **Final Report**

## ***Ad-hoc Committee on Information Literacy***

**Submitted to the Academic Affairs Council of  
Austin Community College**

**February 2, 2001**

## ***Ad-hoc Committee on Information Literacy***

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# Final Report

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***"In the next century, the 'educated graduate' will no longer be defined as one who has absorbed a certain body of factual information, but as one who-knows how to find, evaluate, and apply needed information."***

- From *Student Learning in the Information Age* by Patricia Senn Breivik (1998)

## **Executive Summary**

SACS recently approved an alternate self-study for Austin Community College entitled *INFUSING 21ST CENTURY INNOVATION INTO LEARNING*. In this self-study the College proposes to "examine and improve its effectiveness in infusing technological innovation into learning." The proposal also states, "Students' needs for information literacy skills, continual learning, and self-renewal in order to begin, maintain or change careers is more important than ever."

In preparation for the SACS self-study, the Ad-hoc Committee on Information Literacy was appointed by the ACC Academic Affairs Council to examine the issue of information literacy at ACC. The committee is composed of classroom faculty from academic and workforce programs, librarians, and OIE staff. The committee is charged with making recommendations on the information competencies needed by ACC graduates to succeed at four-year institutions and in the workplace, and how these skills can best be integrated into the curriculum.

Information literacy is generally defined as the ability to access, evaluate, organize, and communicate information from a variety of sources. Accrediting bodies in higher education, including SACS, require their institutions to graduate information literate students.

The Ad-hoc Committee on Information Literacy has spent the past year reviewing many of the issues set forth in the SACS self-study proposal. The Committee strongly recommends that ACC faculty and administration take steps to ensure that we are preparing students for life-long learning by teaching them to find, evaluate and use information and to think critically about information and its role in society.

There are many exemplary efforts at ACC, both individual and discipline-wide, by classroom and librarian faculty to promote information literacy. However, the Committee has found no consistent or formal plan for teaching or assessing information literacy competencies across the curriculum.

The Ad-hoc Committee on Information Literacy respectfully submits the following recommendations to the Academic Affairs Council of Austin Community College. Full recommendations, timelines and resources requirements are presented in their entirety on *page 17* of this report

### ***Recommendation One: Integrate information literacy into existing courses.***

- Key points*
- Revise General Education/Core Curriculum objectives and outcomes to include information literacy.
  - Revise learning objectives for selected core course to include information literacy objectives.

***Recommendation Two: Provide ongoing faculty development on issues and skills related to information literacy.***

- Key points*
- Require faculty to demonstrate basic knowledge in the use of online information.
  - Require faculty to demonstrate basic computer skills.

***Recommendation Three: Provide better support and training in basic computer skills.***

- Key points*
- Assess and/or address computer skills needed by incoming students.
  - Provide tutoring and other one-on-one instructional support for students needing basic computer skills.

***Recommendation Four: Provide for more efficient use of computing resources.***

- Key points*
- Ask College Wide Technology Committee, or other existing or ad-hoc committees to prepare a study on increasing the availability of existing computer resources, including computer classrooms.
  - Improve access to, scheduling of, and technical support for instructional computing resources, including computer classrooms.

**The recommendations outlined above are covered in detail in the section, *Committee Findings and Recommendations*, starting on page 17 of this report.**

## ***Part I: Understanding Information Literacy***

The term *information literacy* is generally defined as the ability to access, evaluate, organize, and use information from a variety of sources. The Ad-hoc committee defined information literacy as the ability to recognize and locate information; distinguish among and evaluate information sources, and synthesize and utilize information.

Information literacy is more than computer competency (the technological knowledge required to manipulate computer hardware and software) and more than library literacy (an understanding of how to use library tools and services). Information literacy is related to information technology skills but goes beyond merely having access to and the knowledge of how to use the technology. Information literacy involves a deeper understanding of how and where to find information, the ability to judge whether the information is meaningful and ultimately, how that information can best be incorporated to address the problem or issue at hand. (Humes, 1999).

### **Why Information Literacy Matters**

We are an information-based society. According to the National Telecommunications and Information Administration, an estimated 42 percent of homes in the United States have one or more computers. Of those households with computers, approximately 90 percent are online (NTIA, 1999). Information technologies are pervasive in our personal, work and academic lives. Basic skills with computers, networks and electronic information resources are now expected in even so called "low-skill" jobs. Employers rank "information management" as a core skill for new employees (Davis, 1997).

As management guru Peter Drucker foretold in 1969 "The most important thing [people] will have to learn is how to learn. The most important thing, in other words, is not specific skills, but a universal skill--that of using knowledge and its systematic acquisition as the foundation for performance, skill, and achievement." Information must be gathered, synthesized, interpreted and evaluated. Simply put, workers must be information literate.

### **National Information Literacy Standards**

The rapid transition to an information-based society and a technological workplace is profoundly changing the way community colleges prepare students for work in the 21st century. To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively (ALA, 1989). In our drive to network schools, colleges and students via information technologies, little attention has been given to preparing students and instructors to deal with the onslaught of information provided by these technologies (Humes, 1999). In the past decade, educational, governmental and business organizations have recognized the importance of information literacy

among its citizenry to the economic and social well being of the United States. A number of collaborative efforts to develop national standards for information literacy have been undertaken.

- *SCANS 2000- The Secretary's Commission on Achieving Necessary Skills: What Work Requires from Schools* is a joint report from the US Department of Labor and the Department of Education. The *SCANS* report identifies five competencies required by individuals to function successfully in society, including "acquires and evaluates information" and "selects appropriate technology and applies to task." (1991)
- American College and Research Libraries (ACRL), the division of the American Library Association for higher education, has taken the lead in providing a framework for national standards for information literacy. After an exhaustive ten-year study, ACRL recently approved information literacy competency standards for higher education. (1999)
- The National Research Council and the National Academy of Sciences recently published the report, *Being Fluent With Information Technology* in which information literacy is defined as the higher order intellectual abilities needed to assess the value of information. (1999)
- A joint report by the American Association of School Librarians and the Association for Educational Communications Technology *Information Power: Building Partnerships for Learning* describes nine information literacy standards for student learning in K-12. These standards have been adopted nationally. (1999)
- The Association of Supervision and Curriculum Development adopted a statement urging schools, colleges and universities to integrate information literacy programs into learning programs for all students.
- The National Forum on Information Literacy, a coalition of education, business and governmental educational associations, promotes collaboration among the many groups grappling with information literacy.
- American Association of Higher Education (AAHE) created an action committee on information literacy in higher education.

## **Information Literacy and Accreditation**

Information literacy is not a "library" issue. To become effective information users, students must have frequent opportunities to handle all kinds of information. Creating these opportunities requires the collaborative efforts of faculty, librarians, and teaching experts to articulate and integrate information literacy across the curriculum (ALA, 1989).

Over the past decade, higher education accrediting bodies have inserted language into their criteria requiring that graduates be information literate. The national trend indicates a movement to further revise the language of accreditation from the narrower computer literacy to the expanded information literacy. Western Association of Schools and Colleges requires a "systematic and course-integrated campus wide information literacy program" (1998). WASC is in the process of including information literacy as a basic general education requirement, along with oral/written communication, scientific reasoning, and critical thinking. Middle States Association of Colleges and Schools was the first regional accrediting body to include information literacy in its criteria for accreditation. MACS requires that institutions seeking accreditation describe and document the strategies and activities used to provide an effective program of bibliographic instruction and information literacy. SACS is expected to follow suit. SACS recently made a recommendation to Southwest Texas that it institute a formal information literacy program.

As ACC prepares its SACS self-study, a college-wide plan for information literacy becomes even more crucial. In the section about the library, SACS criteria state:

Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning. Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively... This should be consistent with the goal of helping students develop information literacy - the ability to locate, evaluate, and use information to become independent life-long learners. (5.1.2)

Additional related criteria are outlined in the section on Information Technology Resources and systems:

There must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations. Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources. (5.3.3 and 5.3.4)

## **Part II: Current Information Literacy Efforts at Austin Community College**

### **Formal Library Instruction**

ACC has a long and fairly extensive history of incorporating library instruction into courses. The library has a philosophy of integrating the teaching of research skills into courses rather than offering them as separate undertakings (although occasional workshops and presentations are offered to students). The most notable course that has included a mandatory research component for over 15 years, English 1301, Composition I, reaches approximately 7500 students per year. This course is required in every degree plan.

Formal library efforts that reach multiple campuses:

*Course:* General Chemistry, CHEM 1411

*Campuses:* All sections at all campuses

*Approx. number of students per year:* 900

*Level of project:* Use of librarian-designed worksheets to gather multiple sources to answer research problem.

*Course:* Composition I, ENGL 1301

*Campuses:* All sections at all campuses

*Approx. number of students per year:* 7500

*Level of project:* Use of librarian-designed worksheets to gather multiple sources to write documented research paper. Generally students choose own topic.

*Course:* Composition II, ENGL 1302

*Campuses:* All sections at all campuses

*Approx. number of students per year:* 100?

*Level of project:* Use of librarian-designed bibliography of literary criticism. Only used by students going for A-level and selecting this option.

*Course:* Introduction to Biotechnology, BIT 1613 (New course Fall 99)

*Campuses:* RGC, EVC

*Approx. number of students per year:* 100?

*Level of project:* Use of librarian-designed worksheets to gather multiple sources to answer research problem.

*Course:* Microbiology, BIOL 2420

*Campuses:* All sections, but taught at RGC only

*Approx. number of students per year:* 150?

*Level of project:* A classroom course, but includes web module on research skills

*Course:* Financial Accounting, ACCT 2301, and Managerial Accounting, ACCT 2302

*Campuses:* EVC, RGC (two instructors)

*Approx. number of students per year:* 200

*Level of project:* Use of print and online reference sources and online periodical indexes as basis for graded project. Handout listing resources.

An information literacy project for Business 1301, Introduction to Business, which will be used in all sections, approximately 1200-1500 students per year, is currently in development.

Two courses were identified that have potential for future information literacy efforts are:

- “Orientation” (HDP 1601) (name is changing to “Transition to College Success”). In theory, enrollment is mandated for students who fail two sections (or one section fundamentally) of TASP. However Datatel currently doesn’t handle the mandate. Counselors advising students currently account for the enrollment of about 500-600 students. If the mandate were enforced it would be up to 3000. This is only a one-hour course, with many college skills to cover, so the time available to information literacy would not be large. The audience is one that typically has low research and computer competencies.
- “Effective Learning” (HDP 1603). This three-hour course teaches learning and self-management strategies. Enrollment is not large—only about 325 per year—but the content is closely related to goals of information literacy.

### **Individual Faculty Research Assignments**

There are numerous individual instructors who include some level of research in their curriculum. These may or may not include formal involvement of the librarians in their design. The survey sent to all full-time faculty by this committee was designed to gauge the faculty’s level of knowledge of, interest in, and current methods used to teach information literacy. A complete summary of responses can be found in *Appendix A* of this document.

Among the survey findings:

- More than 50 percent of faculty indicated students need a reasonable degree of information literacy to successfully complete their courses.
- Nearly 65 percent of faculty indicated they require students to use e-mail and/or the web to successfully complete their courses.
- Faculty estimated that more than 60 percent of students in their classes possess basic computer skills to use electronic information sources.

## **Computer Competency**

There currently is no formal method of assessing students' computer competency levels nor help for students who lack basic computer skills. Instructors who identify students needing help most often send them to the open-access Computer Centers. While this seems to generally work, it should be recognized that these are often staffed by work-study students who have varying levels of skills in both computers and in training.

The primary courses that develop more extensive computer competency are:

*Course:* Personal Computing (COSC 1301)

*Who:* Required in several degree plans. Open to anyone

*How many:* Approximately 110 sections in 12-month year.

*Course description:* Three-hour credit course. Hands-on training in the most-used personal computer software, including the Internet.

*Course:* Introduction to Computers (COSC 1300)

*Who:* Required in many degree plans. Open to anyone.

*How many:* Approximately 120 sections in 12-month year.

*Course description:* Three-hour credit course. Survey of computer concepts and their roles in society. Includes hands-on lab section using most common software.

## **Faculty Development**

Numerous workshops for faculty are offered throughout the year at all campuses. These range from one-time presentations on specific software to multi-week courses on developing online courses. Additional presentations are given at the two faculty development days during the year. Over 60 faculty development workshops were given in FY99.

Perhaps the most notable college effort to promote information literacy has been the Electronic Information Literacy (EIL) project developed in fiscal year 1999. This web-based tutorial was offered to all adjunct faculty. Those who successfully completed it were given an \$80 stipend and eligibility for a step raise. Over half the adjunct faculty have participated as of March 2000. This project was a joint production of the Faculty Development Office and Learning Resource Services, which have since been merged.

## **Conclusions**

While there are many research-skills and computer-competency opportunities at ACC, most do not really have the broader "information literacy" approach. They focus on teaching specifics needed to accomplish particular projects. This is most likely due to the relative newness of the information literacy concept and already crowded curricula, which make adding elements not directly related to course objectives a problem.

In a perfect world, students would gain basic information literacy at the beginning of their enrollment, allowing faculty to build on these skills in discipline-specific ways. The nature of a community college, however, precludes students taking a predictable sequence of courses, which presents considerable challenges in developing information literacy early in students' lives at ACC. While Composition I is the most widely taken course in the college and has an established library skills component, there is no assurance a student will take it early in their enrollment or will take the course at all if they don't seek an associate degree.

A similar situation exists with the computer-competency efforts. Although the two COSC courses (1300 & 1301) are widely required in degree plans, students may not take them at all or may take them later in their course of studies at ACC.

## **Part III: Model Information Literacy Programs and Efforts at Selected Institutions**

Institutions of higher education are struggling with how to graduate information literate students. No one method or program has been universally adopted. The Ad-hoc Committee conducted a survey of information literacy programs from two and four-year colleges around the country. There are essentially five approaches used by institutions. Most programs fit into one of the following approaches:

### **Freshman/First Year Seminar/University Seminar**

This is the most common model used by 4-year institutions. A traditional "freshman" class takes a one-credit course, usually taught by a faculty member with participation from counselors, librarians and others. Information literacy is addressed through presentations, hands-on workshops and assignments that reinforce the skills and competencies. Campus computing services, as well as campus e-mail, web access, word processing, spreadsheets, and other computer skills are also covered.

*Pro's:* Gets students at start of academic career. All students must achieve basic level of competency in certain areas.

*Con's:* May not work well for community college students who attend part-time, take longer to finish a degree, and are older than the average college student.

### **Information Literacy Credit Course**

An optional full credit-course, usually listed as a Library Science undergraduate course. Content generally covers research process from familiarization with information resources, to research, and web publishing. Some institutions using this model include:

Arizona State Univ.	Bowling Green Univ	Cal State Univ. System
Florida Int'l University	Purdue	Rutgers
Tufts University	Maricopa Community College	New Mexico State
Duke	James Madison	North Carolina State
University of Texas	University of Mass.	University of Minn.

*Pro's:* A full credit information literacy course can address all information literacy competencies and provide adequate hands-on work and assignments to reinforce concepts and skills.

*Con's:* Only a small number of students would enroll in this course if it is optional.

### **Required One-Credit Information Literacy Course**

All new students are required to take this course, which is usually taught by librarians and/or classroom faculty. Content covers research process and working with information resources and tools.

Example: Ulster Community College

*Pro's:* A one-credit information literacy course can address all information literacy competencies and provide adequate hands-on work and assignments to reinforce concepts and skills. All new students would possess a common set of information competencies in preparation for their degree subject courses.

*Con's:* May not be transferable. Adds another requirement for graduation.

### **Required Non-Credit, Self-Paced Skills Mastery**

Students are required to prove mastery of skills and competencies prior to graduation. This practice is not widespread. The skills program is usually web-based or may take the form of a skills workbook.

Example: University of Buffalo, Temple University

*Pro's:* Does not require curriculum changes for other courses. Students with advanced experience or knowledge may "test-out."

*Con's:* Requires significant bureaucratic infrastructure. Students may not make connection between the skills and their subject courses. Many students would wait until their final semester. Motivation would be lacking.

### **Integrating Information Literacy into Core Curriculum**

Curriculum for general education courses is revised to include information literacy competencies tied directly to coursework and assignments. Classroom faculty partner with librarians to develop resource-based learning for information literacy competencies.

*Pro's:* Information literacy is tied to course content and assignments. Students are more motivated than if it were something optional or extra. Does not require additional courses.

*Con's:* Major investment in faculty development. Faculty will need to become knowledgeable in information literacy and ways to incorporate it in coursework. Requires rethinking-revising some general education courses.

The Ad-hoc committee also reviewed programs at several Texas community colleges and universities.

## **Southwest Texas**

- All incoming freshman and transfer students are required to complete a program entitled PAWS Preview during the first week of classes. PAWS Preview includes a hands-on workshop on e-mail, browsers and SWT computing services. The preview also includes a one-hour library orientation.
- All ENG Comp II (ENG 1302) classes have a major research paper requirement. Most classes attend a workshop on research skills (usually in a computer classroom.)
- In a recent evaluation SACS recommended that SWT institute a more formal information literacy program.

## **University of Texas**

- No University-wide plan
- Library instruction is optional, but Freshman Comp (E306) instructors may bring their classes to the electronic classroom for instruction and hands-on practice with librarians.
- TILT program: a web-based program to take students through the research process. May be assigned in lieu of library instruction.
- Over 50 percent of E306 classes are taught in computer classrooms. Goal is to have all freshmen Comp classes taught in computer classrooms by 2001.
- Instructors using computer classrooms receive training from the CWRL (Computer Writing and Research Lab which is part of the Department of Rhetoric and Composition)
- Nothing in place for students who test-out of E306.

## ***Community Colleges:***

### **Alamo Community College District**

- Programs vary greatly from campus to campus depending on resources and size
- Library faculty provides instruction in electronic classrooms at the request of faculty
- Library Literacy Program: an optional program providing hands-on workshops for students. Students can earn a "Certificate of Library Literacy" by attending four classes in a series.

### **Dallas County Community College District**

- Programs vary greatly from campus to campus depending on resources and size.
- Information Literacy Program: an optional program providing hands-on workshops for students. Students can earn a "Certificate of Information Literacy" by attending five classes in a series.
- Librarians offer hands-on workshop in electronic classroom at faculty request.
- Richland College has a dedicated Composition computer classroom.

### **North Harris Montgomery County Community College District**

- No college-wide plan
- Information literacy skills covered in ENG 1301 which has research component.
- 25 percent of Comp I classes taught in electronic classrooms.
- Faculty schedule hands-on workshops with librarians in electronic classrooms (3 classrooms.)
- Faculty staff center offers workshops for faculty to update their technology skills.

### **Houston Community College District**

- No college-wide plan.
- Information literacy skills taught in Comp II through use of handbooks.
- Faculty may schedule hands-on workshops with librarians in electronic classrooms.

### **Area High Schools**

AISD - Has no consistent or formal information literacy plan

EANES - Westlake High School has an instruction lab attached to the library. Teachers may request instructional sessions or work sessions for their classes. Students build on skills by addressing more complex information issues in higher grades.

In summary, none of these institutions have a formal integrated information literacy program to date. Most efforts have come out of the libraries or learning resources services. Many institutions target students enrolled in English composition courses for information literacy instruction. There are some programs that focus on other general education courses such as government and history. No other institutions in this group had information literacy instruction in the sciences.

### **Other Information Literacy Programs in the US**

#### **Ulster County Community College (NY)**

LIB111(Information Literacy) is a graduation requirement for all associate degree programs. It is a prerequisite or co-requisite for ENG 102, 172 and 227. Students must demonstrate necessary information literacy competencies by completing this one credit course.

#### **College of Du Page**

LTA 190 - Information Literacy 3 credit course in the Library Technology Program

#### **Valencia Community College**

Librarians teach research strategies on databases to students in most English Composition I and II, Speech and Student Success classes. Workshops are taught in an electronic classroom at the request of the faculty.

#### **Bellevue Community College**

Bellevue has an innovative program called Critical Thinking and Information Literacy Across the Curriculum (CTILAC). CTILAC is an National Science Foundation funded project that infuses critical thinking and information literacy competencies across the curriculum. It incorporates scientific concepts and science-related issues as a vehicle for developing skills that will assist students throughout their educational and professional careers.

## **Part IV: Committee Findings and Recommendations**

The Ad-hoc Committee on Information Literacy respectfully submits the following recommendations to the Academic Affairs Council.

### **Recommendation One: Integration of Information Literacy into Existing Courses.**

ACC should take steps to integrate information literacy competencies into its overall educational objectives. The Ad-hoc Committee has examined various approaches to teaching information literacy, including credit courses, non-credit courses, and the revision of the curriculum for existing courses. Community college students do not necessarily take courses in a predictable sequence, nor do they complete their degrees within a particular timeframe. In order to reach the most students in a consistent manner, the Committee is recommending that information literacy skills and knowledge be integrated into existing courses across the curriculum at ACC. We define integration as the inclusion of information literacy competencies and outcomes tied directly to coursework and assignments.

An integrated approach has many advantages. First, integrating information literacy competencies into existing courses is the least intrusive and most expeditious method for promoting information literacy. Second, integration will build on an approach that has already proven successful at ACC. Librarians and classroom faculty have a long history of collaboration in creating effective assignments and instruction that promote information literacy. The Committee is recommending that this heretofore "informal" system be improved by formalizing information literacy objectives for selected courses and sequences of courses. The implementation of this recommendation will not require a major curriculum revision, but rather a formal recognition of information literacy as a learning objective.

Specifically, the Ad-hoc Committee is recommending that information literacy outcomes be integrated into existing general education/core curriculum courses. The integration of information literacy into the ACC curriculum requires that the educational outcomes for general education/core curriculum courses be revised to include information literacy-related learning objectives and outcomes. Toward this end, the Committee recommends that this integration of information literacy into the curriculum follow a logical sequence of events.

#### **Step 1a: Revise General Education Requirements**

The Committee is recommending that the General Education Requirements be revised in one of two ways to include information literacy objectives: an information literacy objective be added to the existing eight general education objectives; or existing objectives be broadened to include information literacy. The General Education Requirements are prescribed by SACS. However, ACC is not precluded from adding additional requirements to improve and update general education requirements.

***How this will be accomplished:** Members of the Ad-hoc Committee on Information Literacy will work with the General Education Review Committee to revise and integrate information literacy objectives.*

### **Step 1b: Revise Basic Intellectual Competencies in the Core Curriculum**

The Committee is recommending that the *basic intellectual competencies in the core curriculum* be revised to include an information literacy competency along the lines of the following example:

**INFORMATION LITERACY:** Information literacy is the ability to locate, evaluate, and use information from a variety of resources to effectively address a problem or issue. Students should understand how to select and use information sources intelligently; should have the ability to judge if the information located is appropriate and reliable; and should understand how to apply that information to solve an information need. The role of information literacy in academic, personal and professional situations should be understood.

Basic intellectual competencies in the core curriculum are prescribed by the Texas Higher Education Coordinating Board. Again, ACC is not precluded from adding additional requirements to improve and update core curriculum competencies.

Additionally, *Perspectives in the Core Curriculum, Core Components and Related Exemplary Educational Objectives* and any other aspects of the core curriculum should also be revised to include information literacy objectives.

***How this will be accomplished:** Members of the Ad-hoc Committee on Information Literacy will work with the Core Curriculum Review Committee to revise and integrate information literacy objectives into the core curriculum.*

### **Step 2: Identify courses**

Appropriate courses and sequences of courses in the general education/core curriculum should be identified for the integration of information literacy objectives.

***How this will be accomplished:** Members of the Ad-hoc Committee will work with appropriate deans and task force leaders to identify general education/core curriculum courses and sequences of courses for the inclusion of information literacy objectives.*

### **Step 3: Develop and/or revise learning outcomes for the selected courses.**

***How this will be accomplished:** Members of the Ad-hoc Committee will work with the Curriculum Committee, and appropriate deans and task forces to formalize how information literacy objectives will be met.*

#### **Step 4: Assess information literacy outcomes at an institutional level.**

*How this will be accomplished:* Assessment of information literacy competency will be addressed in the same way other core curriculum and general education competencies are assessed as part of the Institutional Portfolio. Specific efforts may be assessed at the discipline level in their unit level outcomes. Results of assessment will be used to improve information literacy efforts throughout the curriculum.

#### **Resource requirements for recommendation one:**

The integration of information literacy objectives and outcomes into the existing general education/core curriculum courses requires the revision of learning objectives and learning outcomes for core courses. This revision will demand careful consideration and intelligent decision making. Resource requirements to complete this labor-intensive process should include release time or stipends for committee members and participating faculty and staff.

While the integration of information literacy into the curriculum requires no capital outlay or infusion of technology, the Committee contends that increased access and opportunity to work with technology for faculty and students is essential to the success of any information literacy program at ACC. In *Recommendation Four*, the Committee makes recommendations on the more efficient use of computer technology at ACC.

#### **Timeframe for implementation of recommendation one:**

The Committee projects that the integration of information literacy objectives across the core curriculum will take no more than three years (completed by January 2003). Some revision is already underway. The Committee is currently working with the Communications Task Force to review ENGL 1301, English Composition I, which already includes selected information objectives in its curriculum. Other information literacy projects are currently being piloted in Developmental Writing and Business. For example, "The Info Game" is a web-based tutorial developed jointly by Library Services, Instructional Development and Faculty Development Office, and the Business Department. Existing initiatives such as this may be adapted to other subject areas.

### **Recommendation Two: Faculty Development and Information Literacy**

While ACC has made great strides in building an information infrastructure, it has not sufficiently prepared faculty to deal with the resulting deluge of information. It is clearly important that our faculty maintain at least minimal awareness of the current state of issues and skills related to information literacy, with special focuses on their own disciplines.

The Committee recommends that all ACC faculty meet the following information literacy objectives:

- Faculty must demonstrate basic computer skills.

- Faculty should understand the concepts of information literacy and be able to relate them to their curriculum.
- Faculty should have basic knowledge of effective use of online information, including email, locating specific web pages, locating web pages through use of search engines, and use of library catalog and subscription databases offered through the library.
- Faculty should understand the strengths and limitations of various information formats and be able to explain the techniques and importance of evaluating information sources to students.
- Faculty should employ the tenets of information literacy in research assignments.

Because the importance of these abilities does vary among subject areas and among modes of instructional delivery, these recommendations should be employed in ways that are appropriate to the overall curriculum of the discipline.

### **Ongoing Faculty Development**

The most directly applicable current faculty development effort is the web-based tutorial *Electronic Information Literacy* (EIL) developed in 1998-99 and offered to adjunct faculty. EIL is an extensive tutorial that covers information literacy, information resources at ACC, and how to incorporate information literacy into the curriculum. EIL is currently being assessed for updating or possible replacement. Such efforts should be supported and expanded to meet the needs of all ACC faculty. Further, the Committee recommends that Instructional Technology & Development and the Faculty Development Office assess faculty computer skills and provide ongoing faculty training in basic computer skills.

Many workshops are currently offered throughout the year and at the semiannual Faculty Development Days on pedagogical issues and instructional technology. Library Services, Instructional Technology & Development, and Faculty Development should collaborate to provide ongoing professional development programs in information literacy. It is recommended that the Faculty Development Office offer workshops that more directly relate to information literacy and how to incorporate it into coursework. Participation in such events will presumably increase with the recent adoption of required faculty development credits.

While having classroom faculty directly present information literacy training to their students should be the primary goal, it should be acknowledged that maintaining current awareness of this field is daunting. Thus it is logical for classroom faculty who may not feel capable of thorough knowledge of this area to use the skills of the librarian faculty, whose duties include this expertise.

**Resource requirements for *recommendation two*:**

Again, no capital outlay or infusion of technology is required. Rather, librarian faculty and classroom faculty may require release time or a stipend to develop programs and workshops for students and faculty, using both hands-on workshops and web-based programs.

**Timeframe for implementation of *recommendation two*:**

These efforts are already underway and will continue indefinitely.

***Recommendation Three: Basic Computer Skills***

SACS and THECB require ACC students to demonstrate proficiency in using computers by the time they graduate. In this committee's investigations, however, we have found that incoming students need basic computer skills to successfully complete coursework at all levels. Basic computer skills include using the mouse, web browser, email and word processing. These skills are also a prerequisite to information literacy. The Committee strongly urges the college to take steps to address the need for incoming students to possess basic computer skills. In the Committee's preliminary report the following recommendations were made:

**Tutoring or other instructional support should be available for all students needing one-on-one instruction in basic computer skills. The Committee recommends that:**

- the Learning Labs at each campus be the instructional resource for students needing this type of instruction;
- a universal tutorial software for basic computer skills be purchased for the Learning Labs and all open computing labs; and,
- Developmental Reading and Writing Programs collaborate with the Learning Labs to provide hands-on instruction in the labs.

**The curriculum for HDP 1601 (Transition to College Success) be reviewed for the possible inclusion of basic computer skills and information literacy objectives. The objectives may be covered as self-paced tutorials or as hands-on class sessions in a computer lab.**

- Learning Lab instructors or other lab staff teach a basic computer skills module.
- Librarians develop and possibly teach information literacy modules.

**The Committee recommends that an assessment of student computer skills be done prior to or during a student's first semester at ACC.**

- Assessment may be a formal testing program or simply self-assessment by the student.
- Students lacking basic computer skills will be advised to enroll in Personal Computing (COSC 1003) during their first semester at ACC.

- Distance Learning students should be assessed prior to enrolling in internet-based courses. Proof of completion of a self-paced skills tutorial should be considered.

### **Computer classrooms:**

The Committee has also found that students need frequent opportunities to use information resources if they are to become information literate. Hands-on instruction is the most effective way to teach and promote information literacy.

The Ad-hoc Committee supports its initial recommendations regarding computer classrooms:

Each campus should have multidisciplinary computer classrooms that can be scheduled for hands-on class sessions by teaching faculty or librarians. Multidisciplinary computer classrooms should be made available on an as needed basis so that faculty may have students working with information technology. These computer classrooms would be available to all instructors, but not for the duration of a course.

- These computer classrooms would be available to all instructors, but not for the duration of a course.
- The classrooms would become open computing labs during unscheduled times.

### **Resource requirements for *recommendation three*:**

A study of existing computing resources for students is recommended (see *Recommendation Four* of this report). Funding will be necessary to provide additional space and equipment for electronic classrooms at each campus. Computer classrooms also require staff to schedule and maintain classrooms. Learning Labs will require funding for additional staff, training, and equipment and software upgrades. Funds may also be required to implement a system for assessing a student's basic computer skills.

Implementation and concurrent budget considerations are outside the scope of this committee. The recommendations should be referred to the appropriate divisions, departments and committees impacted by these recommendations.

### **Timeframe for implementation of *recommendation three*:**

Again, projecting a realistic timeframe for implementation of these recommendations falls upon the appropriate divisions, departments and committees affected by these recommendations.

## ***Recommendation Four: Efficient Use of Computing Resources***

The primary goal of the Ad-hoc Committee on Information Literacy is to recommend a course of action to promote information literacy objectives at ACC. In order to undertake the recommended actions outlined in this report, the Committee believes a more efficient use of

existing computing resources in necessary. The Committee is recommending that the College Wide Technology Committee, or other existing or ad-hoc committees appointed by the Academic Affairs Council, prepare a study on ways to increase the availability of existing computer resources in addition to increasing acquisition of new ones. The designated or appointed committee should address the following:

- Faculty and student access to open-access computer labs and reservable (multidisciplinary) computer classrooms;
- Scheduling and utilization of technology for instruction;
- Faculty and student access to underutilized computing labs, (e.g. HBC);
- Technical support for instructional computing resources; and,
- Scheduling of current computer resources.

**Resource requirements for *recommendation four*:**

The committee appointed to study this issue can best determine the resources required to complete this task.

**Timeframe for completion of *recommendation four*:**

The committee appointed to study this issue can best determine the timeframe necessary for completion of these tasks.

**Conclusion:**

For the past year, members of the Ad-hoc Committee on Information Literacy have dedicated themselves to studying the issue of information literacy and how best to implement an information literacy program at ACC. The recommendations outlined in this report are the result of hours of research, discussion, review and consensus by committee members. The Committee would like to thank members of the Academic Affairs Council for the opportunity to make recommendations on the important issue of information literacy. Ultimately, we believe that the recommended course of action will result in information literate faculty and students who know how to find, evaluate and use information and to think critically about information and its role in society.



## **Part V: References**

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# **Appendix A: Faculty Information Literacy Survey**

## **Results of Spring 2000 Information Literacy Survey**

The online survey was emailed to the faculty and adjunct faculty listservs. There were 82 respondents.

1. Do you teach in a workforce or academic discipline?

Workforce	30%
Academic	70%

The following four questions refer to the level of information literacy competency students in your discipline need to be successful, with 1 being low and 4 being high.

2. In my discipline, students must be able to independently define and articulate a need for information.

1 (low)	14%
2	14%
3	24%
4 (high)	46%

3. In my discipline, students must be able to locate and recognize information sources.

1 (low)	10%
2	13%
3	25%
4 (high)	50%

4. In my discipline, students must be able to evaluate information and its sources critically.

1 (low)	9%
2	12%
3	23%
4 (high)	54%

5. In my discipline, students must be able to synthesize, utilize, and communicate information effectively to accomplish a specific purpose.

1 (low)	4%
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2	8%
3	24%
4 (high)	62%

6. What methods do you use to help your students learn the skills in the above questions?

Written responses are available upon request.

7. What do you do to evaluate your students' proficiency in these skills?

Written responses are available upon request.

8. Approximately what percentage of your students have the basic computer skills required to use electronic information sources?

0-20% of students have the necessary computer skills	6%
21%-40% of students have the necessary computer skills	15%
41%-60% of students have the necessary computer skills	15%
61%-80% of students have the necessary computer skills	29%
81%-100% of students have the necessary computer skills	24%
Unknown	8%

9. Do you require students to use e-mail or the web for your classes?

E-mail	3%
The Web	14%
E-mail and the Web	45%
Neither e-mail nor the Web	35%

10. Additional Comments

Written responses are available upon request.



# ***Appendix B:***

## ***Information Literacy Action Plan***

<b>Recommendation 1: Integration of Information into Existing Courses</b>				
<b>Recommendation</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Actions</b>	<b>Completed (enter date)</b>
<b>STEP 1A</b> Revise General Education Requirements.	General Education Review Committee with input from classroom faculty and librarians	Fall 2001	Add an objective for information literacy to the existing general education objectives <b>-OR-</b> broaden existing objectives to include information literacy.	_____
<b>STEP 1B</b> Revise Basic Intellectual Competencies in the Core Curriculum.	Core Curriculum Committee with input from classroom faculty and librarians	Fall 2001	Revise Core Curriculum Competencies and associated competencies (Perspectives, Core Components, & Related Exemplary Educational Objectives.) to include information literacy competencies.  Approve the wording for the objective(s).  Administration signs off on revisions.	_____ _____ _____
<b>STEP 2</b> Identify courses for addition of information literacy objectives and outcomes.	Appropriate deans, task force leaders, librarians and classroom faculty	Spring 2002	Identify appropriate courses and sequence of courses in the General Education/Core Curriculum for the integration of information literacy objectives.  Identify which core courses currently have an information literacy component, and core courses that should have an information literacy component.	_____ _____

**Recommendation 1 continued**

<p><b>STEP 3A</b> Develop and/or revise learning outcomes for the selected courses.</p>	<p>Curriculum Committee, deans, task forces, and librarians</p>	<p>Fall 2002</p>	<p>Learning objectives/ outcomes will be created or revised for the courses identified in STEP 2.</p>	<p>_____</p>
<p><b>STEP 3B</b> Formalize how information literacy objectives will be met in the selected courses.</p>	<p>Deans, task forces, librarians.</p>	<p>Fall 2002</p>	<p>Revise existing coursework or develop new coursework and assignments to meet information literacy objectives.</p> <p>Communicate changes to impacted faculty.</p> <p>Provide development opportunities for impacted faculty.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p><b>STEP 4</b> Assess information literacy outcomes at an institutional level.</p>	<p>Task forces, librarians, Office of Institutional Effectiveness</p>	<p>Ongoing</p>	<p>Develop specific measures or rubrics to assess information literacy competency for the first two years after implementation.</p>	<p>_____</p>

## Recommendation 2: Faculty Development and Information Literacy

Recommendation	Person(s) Responsible	Timeframe	Actions	Completed (enter date)
Faculty should demonstrate basic computer skills.	Instructional Technology and Faculty Development Office	Fall 2001	<p>Develop standards for basic computer skills.</p> <p>Develop or revise programs to help faculty meet standards.</p> <p>Develop programs for assessing faculty computer skills.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
Faculty should have basic knowledge of effective use of online resources.	Instructional Technology, Faculty Development Office and Library Services		<p>Develop standards for faculty information literacy.</p> <p>Develop or revise programs to help faculty meet standards.</p> <p>Develop programs for assessing faculty understanding of information literacy.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
Faculty should employ tents of information literacy in research assignments.	Library Services	Ongoing	Provide workshops, materials and individual assistance to faculty needing to improve or revise assignments and coursework.	ongoing

<b>Recommendation 3: Basic Computer Skills</b>				
<b>Recommendation</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Actions</b>	<b>Completed (enter date)</b>
Assess the basic computer skills of all incoming students.	Student Services	2001-2002 Academic Year	Determine and implement a method to assess the basic computer skills of all incoming students.  Adopt plan to advise students lacking basic computer skills to enroll in COSC 1301 Personal Computing during their first semester.	_____  _____
Make tutoring or other instructional support available in the learning labs for students who need one-on-one instruction in basic computer skills.	College-Wide Technology Committee and Learning Lab Staff  Developmental Reading and Writing faculty	Fall 2001  2001-2002 Academic Year	Purchase a universal basic computer skills tutoring and assessment software for all learning labs, computer centers and computer classrooms.  Developmental reading and writing programs should continue to collaborate with the learning labs to provide hands-on instruction in the labs.	_____  _____  —

**Recommendation 3: Basic Computer Skills (continued)**

Include objectives for basic computer skills and information literacy in HDP 1601 Transition to College Success and HDP 1603 Effective Learning: Strategies for College Success.	Behavioral Sciences Task Force, HDP faculty	Fall 2001	Review the curriculum for HDP 1601, Transition to College Success and HDP 1603 Effective Learning: Strategies for College Success for possible inclusion of basic computer skills training and basic information literacy objectives.	
	Learning lab staff	Fall 2001	Develop computer skills module.	_____
	Library Services	Fall 2001	Develop information literacy module.	—
Add multidisciplinary computer classrooms to each campus that can be reserved on an as-needed basis by instructors.	College-Wide Technology Committee	Spring 2002	Determine the cost and availability of space for adding and maintaining computer classrooms to each campus.	_____
				—

## Recommendation 4: Efficient Use of Computing Resources

Recommendation	Person(s) Responsible	Timeframe	Actions	Completed (enter date)
Increase faculty and student access to open computer labs and reservable computer classrooms.	College-Wide Technology Committee or other committee as identified by the Academic Affairs Council.	Fall 2001	<p>Prepare a study on ways to increase the availability of existing computer resources and increase the acquisition of new ones.</p> <p>Improve scheduling and utilization of technology for instruction.</p> <p>Increase faculty and student access to underutilized computer labs.</p> <p>Provide increased technical support for instructional computer resources.</p>	<p>_____</p> <p>—</p> <p>_____</p> <p>_____</p> <p>_____</p>

