

Welcome to the inaugural issue of *libraries @ calstate*, a publication of the California State University created to inform the CSU community about the many collaborative undertakings of the system's libraries and about significant trends, issues, and technologies profoundly affecting library services and resources. The CSU libraries have a long tradition of collaboration, a tradition that has yielded benefits for students, faculty, and librarians alike. Joining forces has resulted in the development of innovative approaches to information access and acquisition, library facility planning, and instruction in the evaluation and use of information resources. Strategic planning has served as the vehicle for this collaboration; the first systemwide library strategic plan was published in 1994 and revised and updated in 2000. Those plans, along with related documents, can be found at the Systemwide Library Services website at <www.calstate.edu/LS>.

The topic of this first issue of *libraries @ calstate* is information competence, a key initiative of the libraries' strategic plan. Future issues will appear semiannually and will focus on such topics as new technologies for information access, electronic information resources, special collections, and services of our libraries. We hope readers find the publication informative and useful, and we invite comments and suggestions.

Dr. Gordon Smith, Director, Systemwide Library Initiatives, The CSU Office of the Chancellor

Introducing the CSU Information Competence Initiative

Since we launched the Information Competence Initiative in 1995, the CSU has made enormous strides in helping our students master information competence skills.

Information competence is a foundation skill which enables students to find, use, and evaluate information. While information competence has always been an important skill, it is even more important today when technology has facilitated access to an abundance of information.

Students need to be information savvy. A student with information competence skills can engage more in scholarly life by developing better research papers, finding information quickly, and critically evaluating the information that is found.

In this newsletter, we are proud to introduce you to examples of the scope of projects on the campuses. A survey of campuses shows that every campus has an information competence effort underway. We invite you to contact your campus library for further details, and we are proud of the effort and commitment that so many have shown to help our students develop information competence skills and abilities.

*Dr. Susan C. Curzon, Chair,
CSU Information
Competence Committee*



Librarian Karen Brodsky from Sonoma State University shows a student how to critically evaluate information.

“Information literacy forms the basis of lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become self-directed, and to assume greater control over their own learning.”

Source

Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, 2000. <www.ala.org/acrl/ilintro.html>.



Librarian Eileen Wakiji instructs a class in how to find and evaluate information at CSU Long Beach.

Information Competence Assessment Efforts

What do the CSU students know about finding, evaluating, and using information? The Information Competence Assessment Task Force has been diligently pursuing answers to this question through systemwide qualitative assessment activities utilizing the expertise of the Social and Behavioral Research Institute (SBRI) at CSU San Marcos.

In spring 2000, 3309 students were randomly selected from 21 campuses, surveyed by telephone, and asked to respond to one of several information competence scenarios (e.g., You are working in a group to study the homeless in your community. Your task is to inform the City Council on the current state of homelessness. What type of information do you need to know? How would you use this information to help describe the state of the homeless?). Breadth and depth scores were calculated by the researchers with breadth quantified as the number of different types of responses given, and depth quantified as the number of discrete ideas offered to elaborate on the specifics of initial (breadth) responses.

In 2001, another randomly selected group of students was recruited to understand how students seek, evaluate, analyze, and use information. The study was conducted on four campuses (Fullerton, Northridge, San José, and Sacramento); faculty and librarians were also present. Data gathering methods included video and screen capture of students' searching; video and audio capture of librarian/faculty/student focus groups; and ethnographic observations of students working on information tasks.

For further information, consult the website, <www.csupomona.edu/~kkdunn/Icassess/ictaskforce.html>.

The CSU Information Competence Committee

We would like to introduce members of the current Information Competence Committee who have helped chart strategic directions for the initiative. They are:

- Dr. Susan Curzon, Chair and Dean, University Library (Northridge)
- Mr. Paul Adalian, Assistant Dean, University Library (San Luis Obispo)
- Dr. Patricia Senn Breivik, Dean, University Library (San José)
- Dr. Robert Cherny, Professor of History (San Francisco), representing the Statewide Academic Senate
- Dr. Kathleen Dunn, Associate University Librarian (Pomona)
- Dr. Cecilia Gray, Associate Vice President, Undergraduate Programs (Sacramento)
- Dr. Ellen Junn, Associate Dean, College of Human Development and Community Service (Fullerton)
- Dr. Roberta Madison, Professor of Health Science and Coordinator of Assessment (Northridge)
- Dr. Jane Ollenburger, Vice President, Academic Affairs (Pomona)
- Dr. Ilene Rockman, Manager, Information Competence Initiative, Chancellor's Office
- Dr. Lorie Roth, Assistant Vice Chancellor, Academic Affairs, Chancellor's Office
- Dr. Gordon Smith, Director, Systemwide Library Initiatives, Chancellor's Office

A special thanks also goes to former members who served on the committee from 1995-2000:

- Dr. Kathleen Kaiser, Professor of Sociology (Chico)
- Dr. Patricia Hart, Assistant to the Provost (Fresno)

BEST PRACTICES

CSU Fullerton has been selected as a "Best Practices" institution by the Association of College and Research Libraries.

As a result of this national recognition for its information competence program, the campus team will participate in an invitational conference in June 2002.

At the conference, members will collaborate on the development of "best practice" characteristics, models, and benchmarks.

CSU Fullerton was the only California institution to be so honored. The university shares the recognition with nine other institutions including James Madison University, The Ohio State University, and the University at Albany (State University of New York).

The campus was selected from a competitive pool of applicants because of its systematic, campuswide approach to integrating information competence across all disciplines, and at multiple levels, with strong support from discipline and library faculty, the Vice President for Academic Affairs, the Faculty Development Center, and the Pollak Library.

More information about information competence activities at CSU Fullerton is available from <www.library.fullerton.edu/information_comp/department.htm>.

Bakersfield

It is known as The Library Research Lab—a key component of student success in English 110, Writing and Research, where freshmen students learn about information competence and apply what they have learned to specific course writing assignments. With a strong faculty-librarian partnership at the core of the class, the lab provides a hands-on, active learning environment for first-year students to learn more about formulating a search strategy, finding and evaluating information, and using information ethically and legally. Students are required to attend 5 one-hour and twenty minute lab sessions, taught in the library, and this class component constitutes 10 percent of their overall course grade.

Chico

Byron Jackson, Vice Provost for Academic Affairs and Dean of Undergraduate Education, has been instrumental in supporting a strong information literacy component in the Introduction to University Life (UNIV 001) course.

Utilizing the expertise of librarians Sarah Blakeslee and Kristin Trefts, a successful four-day summer workshop (Teaching the Teachers: Training Freshmen Orientation Instructors to Teach Information Literacy), funded by the CSU Information Competence Initiative, was recently held.

Reactions to the workshop were overwhelmingly positive. Feedback generated comments such as, "It made the information literacy portion of the course much better for the students and much easier for me," and, "I felt pretty weak in this area, and now I feel much more confident about my personal research abilities and teaching strategies. I think my confidence in the information literacy area spilled over into other areas and made me a much more effective instructor this time around."

Further information is available from www.csuchico.edu/lins/IC_grant.

Dominguez Hills

Want to easily test your information competence knowledge? Then take the online quiz at library.csudh.edu/infocomp/quiz.html. This Information Competency Assessment Instrument contains a brief series of questions about search strategies and information resources, along with an opportunity to examine a website to discern the validity and reliability of the information included there.

By clicking a button at the conclusion of the quiz, you will receive your score within seconds!

Fresno

InfoRadio

Information Competence on the radio? You bet!

InfoRadio is a series of catchy 90-second features that promote research strategies, reference sources, websites, and information competence principles to listeners.

Written and produced by librarian Ross LaBaugh and engineered at the studios of KVPR-FM, Valley Public Radio, the project is funded in part by the CSU Information Competence Initiative and the Henry Madden Library at CSU Fresno.

Campus radio stations can play the features to help meet Federal Communications Commission (FCC) educational programming requirements or sell the airtime to local sponsors. Either way, the listener wins by hearing creative strategies for becoming more information literate.

This project has just been selected to receive the Innovation in Instruction Award by the Instruction Section of the Association of College and Research Libraries.

Further information is available from www.csuinfocradio.org or rossl@csufresno.edu.

Fullerton

Vice President for Academic Affairs, Ephraim Smith; former Faculty Development Center Director (now Associate Dean), Ellen Junn; Academic Technology Coordinator, Sorel Reisman; Assessment Coordinator, Patricia Szeszulski; University Librarian, Richard Pollard; and Library Instruction Coordinator, Suellen Cox; have helped 25 academic departments reshape student learning outcomes and revise course assignments to incorporate information competence principles within departmental curricula.

Examples of learning outcomes, syllabi, and revised assignments are available from www.library.fullerton.edu/information_comp/department.htm.



CSU Fullerton Librarian Jie Tian instructs a student in how to effectively find, use, and evaluate information.

Terry Crane, vice president for Education Products at AOL, writes in the September 2000 issue of Converge, "Young people need a baseline of communication, analytical, and technical skills. We are no longer teaching about technology, but about information literacy—which is the process of turning information into meaning, understanding, and new ideas. Students need the thinking, reasoning, and civic abilities that enable them to succeed in—and ultimately lead—a contemporary democratic economy, workforce, and society."

Source

www.convergemag.com/Publications/CNVGSept00/profilecrane/profile.shtml



CSU Hayward Librarian Judy Clarence instructs students in how to become more information competent.

Hayward

Before sophomore and business major Ning Ning Aguilar completed the Fundamentals of Information Literacy class as part of her freshmen general education requirement, she spent endless hours in the library looking for information.

Ms. Aguilar admits, "I was lost before I took this class." Although part of Generation Y, she did not know how to use information retrieval tools, including the online catalog and Internet search engines. She also did not know how to frame a research question; find, use, and critically evaluate the information she found; nor how to properly cite her sources.

A year after taking the class, she can confidently tell you about the strengths and weaknesses of various databases and Internet search engines, the differences between primary and secondary sources, how to evaluate the quality of information found, how to cite print and electronic sources, and how to effectively develop a search strategy.

On a personal level, as a student with cystic fibrosis, the class taught Ms. Aguilar how to find authoritative sources to help her live a more productive life. As a result, she has become a lifelong learner. She can now apply the principles she learned in the class to any information need.

Humboldt

History Department Chair and Professor Delores Nason McBroome and her colleagues are helping students become more information competent this year. Three courses—Introduction to the History Major, Computing Research For Historians, and Senior Seminar in History are being significantly revised to help students practice information competence and historical skills vertically throughout the major, from the freshmen to senior level. Added to the department's online portfolio assessment program for all seniors, history students are well prepared for graduate school or to pursue other career options.

Long Beach

One of the exciting projects at Long Beach is "Kicking It Up A Notch! Information Literacy and the Department of Black Studies," jointly funded by a CSU Information Competence Initiative Grant and a CSULB Educational Innovation Award.

The project notes that the development of information competent students depends on collaborate efforts of classroom and library faculty. As such, the project's goals are to instruct faculty about information competence; develop their information competence skills; provide models for integrating information competence skills into Black Studies class assignments and curriculum; and create, develop, and implement a pilot online class for, and with, the Department of Black Studies faculty.

Further information is available from www.csulb.edu/~ttravis/CSUInfoComp/CSULBBSTTutorial.htm.

Los Angeles

Information Competence in Second Language Classrooms is an exciting project for both students and teachers wishing to increase their knowledge and competence, and expand their abilities to use a variety of information resources.

Funded by a grant from the CSU Information Competence Project, and under the guidance of project director Lia Kamhi-Stein, the website includes links to electronic journals and databases, guides to language research materials, information about online writing labs, readings on information competence from professional organizations, and lesson plans for teachers.

Additional information is available from <http://curriculum.calstatela.edu/faculty/lkamhis/info/>.

California Maritime Academy

Information Fluency is a campus-based program which integrates information competence into all first-year courses.

The California Maritime Academy faculty has endorsed the program, and the Faculty Senate Library Committee is working with the library to

The CSU Information Competence Workshop will be held on Friday, April 19, 2002, at the LAX Crowne Plaza Hotel from 8:30 a.m. to 3:00 p.m.

Past and present grant recipients will have an opportunity to meet each other, share information about their projects, hear updates about the CSU assessment efforts, and suggest strategies for information competence future directions.

develop model assignments for courses offered after the first year. In addition, the General Studies Department is working with the library to refine assignments and create/identify assessment tools.

Since the California Maritime Academy's degree programs combine intellectual learning, applied technology, and professional development to prepare graduates for positions of significant responsibility and technical difficulty, the Information Fluency Program provides a strong curricular foundation for these endeavors.

Further information is available from
<www.csum.edu/library/infofluency/ICgrant.htm>.

Monterey Bay

The Institute for Human Communication, under the leadership of Professor and Director Renee Curry, is working collaboratively with Acting Library Instruction Coordinator Pam Baker and Library Director Bill Robnett to revise multiple course offerings. The Institute recently held a two-day retreat to discuss the integration of information competence into learning outcomes, course activities, and class assignments.

Since the campus is outcomes-based, next steps will be (1) an examination and evaluation of competencies to be attained within each designated course, and (2) the creation or development of articulated course work and assessment within the Institute to ensure that students are information competent when they graduate from the university.

More information is available from
<<http://hcom.csusm.edu/infocomp>>.

Northridge

Graduate students in educational psychology and counseling, which has the largest graduate enrollment in the university, are now better equipped to become information competent thanks to the efforts of Dr. Rie Rogers Mitchell and her colleagues. Using the *Information Competence Standards for Higher Education* (2000) developed by the Association of College and Research Libraries as a guide, the department recently held a retreat to develop goals in information competence for core graduate courses such as Research Principles, and Laws and Ethics for Counselors.

Further information is available from
<www.csun.edu/edpsy/resources.html>.

Pomona

"You've already got the brains, the looks, and the drive. What more do you need for success? For success in studying politics, you'll need INFORMATION COMPETENCE!"

This is the opening greeting on the Web page for Professor John L. Korey's Political Science course, PLS 101A: Resources for Studying Politics, found at <www.class.csupomona.edu/pls/jlkorey/101>.

Students engage in a variety of learning opportunities, including the development of an annotated bibliography of scholarly articles, newspaper and/or magazine articles, and Web pages; the creation of a personal Web page including the student's resume; and the development of a PowerPoint presentation on a political science topic of the student's own choosing, which includes at least one Excel chart.

Additional information is available from
<www.class.csupomona.edu/pls/jlkorey/101>.

Sacramento

Working together, the Communication Studies Department and the library are helping students become more information literate. All students enrolled in the Introduction to Public Speaking and Communication Experience classes must complete a WebCT unit developed by Instruction Librarian Linda Goff. The unit has also been successfully used by the History, Ethnic Studies, and Learning Skills Departments.

Further information is available from
<www.lib.csus.edu/services/instruction/ICCS/infocomp/welcome.htm>.

San Bernardino

Collaboration between the Pfau Library and the campus Teaching Resource Center has resulted in a highly successful Integrating Information Literacy Across the Curriculum joint project. Objectives of the project include introducing a cross-section of faculty to current thinking about information literacy; assisting them to design an information literacy-related assignment or activity for use in a course they are teaching; and creating a Web-based clearinghouse of successful assignments, activities, and other resources for faculty interested in integrating information literacy into their courses.

More information is available from
<<http://trc.csusb.edu/>>.

"...less than half (48 percent) feel confident in their ability to find information—essentially, in the skills needed to research a topic..."

Source:

"A Report to Stakeholders on the Condition and Effectiveness of Postsecondary Education," *Change* Vol. 33, Issue 3, May/June 2001, page 29 from a survey of undergraduates conducted by the National Center for Postsecondary Improvement. See pages 27-42 of the issue for the complete report.



Librarian Wayne Montgomery from Cal Poly San Luis Obispo helps students locate and evaluate information resources.

San Diego

Dr. Marlowe Berg of the College of Education at San Diego State is leading a joint project team with the University of San Diego (USD) to prepare leaders in the areas of information competence and educational technology.

The "Information Literacy Standards in a Doctoral Program: Forming An Integrated Definition of Competence" team will also focus on a definition of information literacy competence for doctoral students, with special emphasis on the assessment of doctoral students' competence, especially in fulfilling the requirements of the qualifying exams. In addition, the team has developed a useful matrix that maps the information competence standards from the Association of College and Research Libraries to the doctoral courses in the joint SDSU/USD program.

More information about the project is available from http://edweb.sdsu.edu/SDSU-USD/literacy_grant.htm.

San Francisco

Lunched in fall 2000, OASIS: Online Advancement of Student Information Skills is an online self-paced tutorial that fulfills the university's Basic Information Competence Requirement (a graduation requirement for all San Francisco State undergraduates). The intent of this requirement is to ensure that San Francisco State students have a solid foundation of information competence skills early in their academic careers as preparation for future course work required for the baccalaureate degree. After fulfilling the requirement, students should be able to locate, retrieve, organize, and evaluate information effectively; and understand the ethical, legal, and sociopolitical issues associated with using various kinds of information.

Further information is available from www.library.sfsu.edu/instruction/libreq.html.

San José

Assistant Professor Pamela Richardson and Librarian Tina Peterson are working together to provide a unique experience for distant learners enrolled in the online Master of Science degree program in Occupational Therapy.

Because critical thinking and analytical skills are major components of the graduate program, Tina has developed an online tutorial, as well as a website, for the off-campus students to help them gain important information competence skills. After they complete the Research Methodology course, the students are well on their way toward finishing their master's theses.

Additional information is available from http://library.sjsu.edu/subject/occupational_therapy/.

San Luis Obispo

Dr. Carolyn Shank, Coordinator of the Recreation Administration Program, and Reference Librarian Sallie Harlan are collaborating to introduce students to information competence. Shank realized that information competence skills could not be mastered in a single class; rather, these skills need to be reinforced throughout the academic program's course work. Together with Harlan, she revised the program's curriculum so that information competence instructional modules are now integrated into a series of courses from the freshmen through the senior levels, culminating in the senior thesis research class requirement in which students spend nine hours in the library's teaching lab during the first three weeks of the quarter. This experience helps the students successfully produce the literature review sections of their senior projects, while reinforcing valuable skills they will use throughout their professional careers.

More information is available from www.calpoly.edu/~sharlan/recad460.html.

INFORMATION COMPETENCE IN THE CALIFORNIA STATE UNIVERSITY

An information literate person is able to:

1. Determine the nature and extent of information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Incorporate selected information into one's knowledge base.
5. Use information effectively to accomplish a specific purpose.
6. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

More about the CSU Information Competence Initiative is at www.calstate.edu/LS/infocomp.shtml.

San Marcos

Dr. Sharon Hamill teaches Developmental Psychology (PSYC 330) using an assignment she has titled "Your Lot in Life Project." Dr. Hamill gives her students real world experiences that require them to utilize critical thinking, writing, and information competency skills. She has students randomly select their "lots in life." These include giving birth to a baby with a cleft palate, finding out you have cancer, or learning that your 12-year-old daughter has been threatened with a gun by a peer. Each student is then required to research the situation and write a 6-8 page paper using materials gleaned from various types of research materials. In addition, students are required to read and turn in three articles which they have critically assessed, visit three relevant Internet sources (and print out the articles), find two relevant community agencies, and explore what assistance the agencies can provide. Finally, each student must develop and present a "poster session" so that classmates may query them about what they learned concerning their lot in life.

Throughout the semester, the students gain expertise about their unique lots in life by locating, interpreting, and evaluating relevant information, making informed judgments, and communicating that information to others. Dr. Hamill notes that during the poster session activity, you can clearly see and hear the level of students' knowledge and understanding. Students generally perform well in the class since the assignment seamlessly integrates information competency skills into course requirements.

Sonoma

Information Competence in the Freshmen Seminar (FS) is an exciting joint venture led by Dr. Suzanne Toczyski, Chair, Freshmen Seminar Curriculum Committee and Assistant Professor of French, and Senior Assistant Librarian Karen Brodsky.

Since a majority of entering freshmen enroll in the FS, one of the class goals is for students to gain a foundation of skills and knowledge essential to developing thinking and learning necessary in a complex, technologically sophisticated, and multicultural world.

During the 2001-02 year, a select group of FS classes participated in a unique program entitled Information Competence in the Freshmen Interest Group. FS instructors, after an intensive training session, incorporated information competence as a learning outcome into the class curriculum. By the end of the semester, students demonstrated their information competence skills in a variety of

ways—from staging debates on issues surrounding higher education to building websites exploring the multifaceted San Francisco environment and culture.

More information on this project is available from <http://libweb.sonoma.edu/brodsky/infocomp/default.html>.

Stanislaus

Associate Professor of English and Director of Composition Mark Thompson's Information Competence website (<http://rhet.csustan.edu/ic/frameset2.htm>) contains an array of strategies to help his students form questions; determine information requirements; and locate, retrieve, evaluate, and communicate information. The colorful building block approach of the website easily guides the user through the various components of information competence. On his Related Sites page, he invites students to suggest additional URLs to maintain the site's usefulness.

Social Sciences Research and Instructional Council

The Social Sciences Research and Instructional Council maintains a Teaching Resources Depository Web page (www.csu.edu/ssric/) to help faculty members develop a variety of assignments, exercises, and teaching modules.

Most recently, a joint proposal from the Bakersfield and Fresno campuses will benefit social sciences faculty by helping them develop and create integrated assignments (including those with data sets), which will promote the information competence skills of their students.

Additionally, the creation of two information competence toolboxes—one for students (www.csu.edu/~jross/projects/infocomp/toolbox/InfoCmpToolBx.htm) and the other for teachers (www.csu.edu/~jross/projects/infocomp/welcome.html) are also part of the project.

Moss Landing Marine Laboratories

The Moss Landing Marine Laboratories (MLML) are the marine research and teaching facilities serving a consortium of seven CSU campuses in Northern California (San José, San Francisco, Hayward, Stanislaus, Sacramento, Fresno, and Monterey Bay).

Librarian Joan Parker has developed a graduate course, Library Research Methods in Marine Science, so that students may pursue independent investigations utilizing their information competence skills and abilities.

"When asked to describe problems and drawbacks they face when looking for information, end users consistently describe a number of factors: knowing what information is available, determining the quality/credibility/accuracy of information, information is too hard to find, being able to compare across information alternatives, having sufficient training..."

Source:

"Managing Online Information to Maximize Corporate Intranet ROI," page 5. White paper prepared for corporate end users by Outsell, Inc. of Burlingame, CA, July 6, 2001.

CSU Libraries Launch PHAROS Unified Information Access System



Today's students embarking on research for a class assignment are faced with a bewildering array of information sources. Gone are the days when a search of the card catalog and a periodical index was sufficient; students are now offered a multitude of online bibliographic and full-text databases, e-books, online multimedia resources, the World Wide Web, as well as the more traditional print resources of the library. To help students understand and effectively use this panoply of information resources, the CSU Council of Library Directors has designed and is implementing a system of unified information access with support from the Chancellor's Office.

The new information access system, called PHAROS after the lighthouse of ancient Alexandria, offers single-search access to the full array of resources of the library and beyond. Components of the system include an easy to use Web-based search interface, an online catalog of the combined holdings of all the CSU libraries, an automated interlibrary loan system that permits a user to request an item directly without using the interlibrary loan office, and an authentication and authorization system linked to the library's patron data-file.

Apart from offering students a powerful searching environment, PHAROS incorporates help screens and guidance in the use of the resources it provides access to. While the basic architecture of release 1.0 of PHAROS has been completed, it will continue to evolve and expand in response to an ever-changing information and educational environment. Planning is already underway for future releases that will incorporate interactive instructional tools in information competence, online reference assistance, and additional resources such as image databases and those of the CSU Specialty Centers. More project information with a look at the PHAROS portal and the CSU union catalog can be found at <www.calstate.edu/UIAS/UIAS.shtml>. Contact your campus library to learn how PHAROS will complement the array of services your library offers.

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“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Source:

“Presidential Committee on Information Literacy: Final Report.” American Library Association, 1989.