

APPENDIX A: A BRIEF HISTORY

In 1996, the California Community Colleges Board of Governors (BOG) issued a policy statement in *The New Basic Agenda: Policy Directions for Student Success* identifying information competency as a priority and requesting a study to investigate the feasibility of establishing information competency as a prerequisite to the certificate of completion and the associate degree.

In response, in Fall 1996, the ASCCC plenary body adopted the following resolution.

[R]esolved that the Academic Senate for California Community Colleges urge the Chancellor's Office and the Board of Governors to acknowledge that any development of information competency components and/or programs be the primary responsibility of the Academic Senate for California Community Colleges.

Following these two actions, a flurry of significant responses occurred:

- ▶ Gavilan College, under a BOG grant, conducted a feasibility study in 1997 and 1998 and submitted 43 recommendations to the BOG. (Salient excerpts appear in Appendix B.)
- ▶ In 1997 the Chancellor's Office awarded Funds for Student Success grants to seven colleges to undertake studies relating to information competency in the community colleges. Allan Hancock, Diablo Valley, Gavilan, Glendale, Cuyamaca, Santa Ana, Shasta, and College of the Sequoias were the recipients.
- ▶ In August 1998, the California Community Colleges Chancellor's Office (CCCCO) staff presented to the Consultation Council a proposed action item, based, in part, on the Gavilan recommendations. The following month, in September 1998, the item was presented to the BOG. After discussion, the Chancellor directed staff to review the Gavilan grant project and bring the item back to the Board at a later date.
- ▶ The 1998 Academic Senate Spring Plenary Session adopted a paper entitled *Information Competency in the California Community Colleges* prepared by the Counseling and Library Faculty Issues Committees of 1996-1997 and 1997-1998.

Noting that "information competency is essential to student success in the Information Age," the paper offered a definition of information competency, identified its key components, and suggested some ways that information competency might be implemented in the educational programs of community colleges. (This paper is available on the Academic Senate Website—www.academicssenate.cc.ca.us)

- ▶ Based on a detailed review by staff and discussion within the Chancellor's Cabinet, the proposed Gavilan plan was revised and once again presented to the Consultation Council in February, March, and April 1999.
- ▶ In May 1999, the BOG received seven recommendations based upon the Gavilan report: two policy and five operational. The first policy recommendation was that the implementation of the information competency as a graduation or certificate requirement is an academic and

professional matter. The BOG, therefore, delegated the issue of information competency to the Academic Senate for California Community Colleges for its recommendations. The second policy recommendation was for the Chancellor's Office to review the Title 5 Regulations and identify relevant areas where the inclusion of information competency would be appropriate. The BOG requested that when completed the outcomes of the two activities be combined and submitted as a comprehensive Title 5 revision for information competency.

- ▶ In Spring 2002, the Academic Senate, through its Counseling and Library Faculty Issues Committee, and working with representatives of the Council of Chief Librarians, Chief Instructional Officers, and the Student Senate, presented a paper on information competency at the Plenary Session. The paper proposed infusing information competencies into all degree applicable courses rather than creating a stand-alone information competency course. Because of the sweeping changes proposed, the plenary session directed the Academic Senate to gather more input from the field by holding hearings at the regional level and to return with revised recommendations.

As a result of that direction from its delegates, the Academic Senate held a workshop on the proposal at its Summer 2000 Curriculum Institute. During February 2001, the Academic Senate then held open hearings at six colleges across the state, so that interested persons including Curriculum Committee chairs, classroom and library faculty, and chief instructional officers could seek to reach a statewide position on the incorporation of information competency into community college curricula. While the hearings elicited consensus on the importance of an information competency requirement, the details of the best method of implementation were vigorously debated. It became clear that local situations would dictate different best practices of implementation and that a locally determined process at each college through the local academic senates and Curriculum Committees would be advantageous. Additionally, vocational faculty argued strenuously that this element should be a component of certificate programs of 18 units or more.

At the 2001 Academic Senate Spring Plenary Session, the delegates subsequently approved Resolution 9.01 S01. The resolution called for the Academic Senate to recommend to the BOG that "information competency be a locally designated graduation requirement for degree and Chancellor's Office-approved certificate programs," and to encourage the BOG "to provide resources for implementation and appropriate faculty development activities." In addition, the resolution outlined the need for methods of implementation to be decided locally and for a paper outlining various approaches.

Resolved, That the Academic Senate support the concept that each college be empowered to use its local curriculum processes to determine how to implement the information competency requirement, including the possibilities of developing stand-alone courses, co-requisites, infusion in selected courses with or without additional units, and/or infusion in all general education courses with or without additional units; and

Resolved, That the Academic Senate develop a best-practices paper to be presented at the Spring 2002 plenary session that includes suggested competencies, recommended models, and colleges that are implementing each of the models.

- ▶ At the 2001 Academic Senate Fall Plenary Session, a subsequent resolution (9.03 F 01) reaffirmed its Spring 2001 position to require information competency for graduation and for completion of Chancellor's Office approved certificates. A Consultation Council Task Force drafted language to encode the information competency graduation requirement in Title 5 for the associate degree.
- ▶ Consideration of proposed Title 5 language by the Consultation Council took place in April-May 2002 and the BOG considered the recommendation in a first reading, July 2002. The Board had agenda'd the item on the consent calendar for September 2002 when it received word that the Department of Finance considered that a college's or district's reexamination of its graduation requirement was an "unfunded mandate" and that the Board could not move forward with their scheduled vote. While the larger political drama plays out, with most believing that the Board of Governors should be able to make modifications to its educational programs without interference in this manner, the Academic Senate urges local senates, as they determine essential to their students' education, to make recommendations to their local governing boards regarding local graduation requirements, irrespective of this recent Department of Finance ruling.

Consideration of the requirement for completers of certificates of 18 or more units is ongoing to permit occupational deans an opportunity to review and consider the larger conceptual issues of any competency to be introduced where none have existed heretofore.