

## APPENDIX B: GAVILAN REPORT EXCERPT

The following is a synopsis of the Gavilan Report Recommendations in five key areas.<sup>10</sup>

### FACULTY DEVELOPMENT

1. Faculty development strategy:
 

A well designed, multi-dimensional faculty development strategy must be developed and made available to all faculty members in the California community colleges to enhance the understanding of information competency. It would be particularly effective if integrated into overall staff development training opportunities. [Suggested activities:

  - ▶ offer statewide conferences, using a team approach, to a) review proposals in the Information Competency Plan, b) enhance understanding of information competency and c) present model programs in use and in the development stage.
  - ▶ offer subsequent conferences to evaluate progress from the previous year's programs and feature national presenters.
  - ▶ website with "training materials and opportunities"
  - ▶ designate an information competency consultant/webmaster to provide support.
  - ▶ highlight collaboration strategies.
  - ▶ fund hardware and software for networking and library resources.]
2. Identify and systematize levels of funding and training support related to information competency, including a review of California legislation and regulations, a position paper on training strategies, augmented funding in FII, inclusion in professional conferences, and collaboration with California library schools.

### PARTNERSHIPS

As stated by the Academic Senate's report, the system should encourage an environment that "respects the individuality of each community college and is built on a collegial partnership of library faculty, instructional faculty, and media and instructional technology professionals." This partnership is manifested in all areas of articulation (including CAN and now IMPAC), intersegmental discussion, and assessments of student proficiency, collaborative teaching, and evaluation of resources and acquisition needs. Finally, to offer students the full benefit of matriculation, the phrase "including information competency" should be appended to the California Education Code, Section 78212, following the words "study and learning skills"; it is further proposed that the terms "information competency and study skills" be integrated throughout the Education Code (especially Section 56234) and that funding be made available for EOP&S, as well as other students, student groups and special programs.

### COLLECTION DEVELOPMENT

Develop a basic core collection supporting curriculum requirements, including print and electronic products and services, institutionalize an acquisition and replacement schedule of technology

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<sup>10</sup> For a full discussion, please consult <http://www.gavilan.cc.ca.us/library/infocomp/cover.html>

equipment and software, especially in the library, and prioritize the process of maintaining, replacing and upgrading outworn or obsolete instructional equipment and library materials. Finally, develop a plan for compliance with minimum standards (Title 5, §58724) for resources for community college students as well as allocations based on FTES, and streamline interlibrary borrowing of resources targeting a 24-hour turnaround, use regional consortia and funds from special needs groups to provide e-mail delivery of electronic resources,

Provide electronic classrooms as needed to allow teaching sites on information competency and related skills.

### REVISIONS TO THE EDUCATION CODE

Revise the Education Code to include information competency “as a study skill, a learning skill, and a critical thinking skill.”

Consider such delivery modes as:

1. General orientations emphasizing the basic skills necessary to find information in today’s electronic environment.
2. A bibliographic/library instruction course.
3. Introduction to Libraries and Library Materials, a library technology course.
4. Internet Research Strategies, a library technology course.
5. ‘One-shot’ instructional sessions taught by librarians.
6. Formal instruction for faculty, administration and staff on new library resources.
7. Information competency in general education.
8. Information competency in major areas.
9. Information competency as an add-on to another course.
10. Information competency through competency-based mastery.
11. Standardized tests and other methods of assessing performance or demonstration of skills.

### FUNDING OF PILOT PROJECTS

Fund pilot projects, including

- ▶ collaborative efforts among colleges and between CCCs and CSU, UC, K-12 and industry, to develop effective core general education models which integrate information competency into the curriculum;
- ▶ a review of effective models presently in place;
- ▶ use of flextime, release time, sabbaticals, stipends, and/or other means to support specific competence assignments to;
- ▶ development of courses with information competency components;
- ▶ evaluation of effectiveness and sharing of models developed in pilot programs or from other sources; and
- ▶ Identification of effective assessment of student mastery of information competency skills.

## APPENDIX C: GLENDALE COLLEGE RESEARCH

### LIBRARY WORKSHOPS AND STUDENT OUTCOMES IN ENGLISH & ESL

To evaluate the impact of the workshops, Institutional Research compared all students in ESL 151, English 120 and English 101 on their completion of the course and their course success. These comparisons, between those who did and those who did not take the workshop, are presented below. In this study, “retention” is measured in the percentage of those students enrolled at census who received a grade other than W. Students’ “success” is measured by those enrolled at census who received a grade of A, B, C, or Credit. Statistical significance for these comparisons is determined by chi-squared tests.

### COMPARATIVE PASS RATES FOR STUDENTS TAKING LIBRARY WORKSHOP

Spring 2000	ESL 151	Eng 120	Eng 101
Did Take workshop	84.2%	70.3%	74.2%
Did NOT take workshop	48.7%	53.5%	55.1%
Fall 2000			
Did Take workshop	88%	66%	81%
Did NOT take workshop	68%	57%	65%
Spring 2001			
Did Take workshop	72%	73%	71%
Did NOT take workshop	64%	54%	59%
Fall 2001			
Did Take workshop	75%	67%	77%
Did NOT take workshop	56%	49%	59%

### LIBRARY 191 AND LIBRARY 101: INFORMATION COMPETENCY CREDIT COURSES

Library 191 is a one-unit introductory course in information competency involving lecture and lab. Library 101 is a two-unit intermediate course in information competency that requires a term paper. Both courses are transferable to the UC and CSU systems.

To evaluate the impact of these courses, Institutional Research used a matched-samples design. Students who took Library 191 were matched with a randomly selected control group of students who were comparable on a series of theoretically relevant measures (enrollment status, prior GPA, primary language, and units attempted). These two groups of students were then compared on a series of outcome measures, including semester GPA, units completed, and persistence to the next semester.