

West Valley College Information Competency Timeline Selected Highlights

1996 – Resolution 16.2.0 passed by the ASCCC:

- Whereas information competency is the ability to: a) recognize the need for information, b) acquire and evaluate information, c) organize and maintain information, and d) interpret and communicate information, and
- Whereas information literacy is a curricular development responsibility of library faculty, and
- Whereas library faculty see information competency as an important component of learning, and
- Whereas a Board of Governors member plans to propose at the November 1996 Board of Governors meeting that the 10% Fund for Instructional Improvement set aside be used for the development of information competency components,
- Therefore be it resolved 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.

1998 – *Information Competency in the California Community Colleges.* Report by the ASCCC:

http://www.asccc.org/Publications/Papers/Info_competency.html

Conclusions from the report: Community college faculty have a primary responsibility in determining curriculum and developing a program for information competency on the local campus. In conclusion, an effective program of information competency should:

- be infused throughout the curriculum;
- use a wide range of information resources in problem-solving strategies;
- make effective uses of instructional technologies to teach information competency;
- encompass finding, evaluating, and using information;
- emphasize the ethical and legal issues connected in information, and
- prepare students as producers, as well as consumers, of information.

Recommendations from the report:

1. The Academic Senate for California Community Colleges adopts the following definition of information competency:

“Information competency is the ability to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.”

2. The fundamentals of information competency should be introduced into college orientation/learning skills courses. The concepts of information competency can be further developed by embedding them in general education transfer courses and in courses that are required for certificate and/or degree programs.

3. The faculty should review their curriculum to assure that the key components of information competency are covered.

4. The training of faculty on the educational uses of information competency should be a priority in the distribution of faculty development funds.

2000 – Information Literacy Competency Standards are developed by the national Association of College and Research Libraries, part of the American Library Association.

2002 – California Board of Governors plans to adopt a new graduation requirement for all CA community colleges. However, days before the Board was to approve the requirement, the Dept. of Finance declares that a review of graduation requirements would present an unfunded mandate to districts. So, the Board does not adopt the new requirement. Local districts continue to press forward in developing IC programs to best meet the local needs of students.

2002 – The American Association for Higher Education supports information competency. <http://www.infolit.org/members/aahe.htm>

2002 –Patricia Senn Breivik, noted expert in the field of information literacy and University Librarian at San Jose State University, presents a “Conversation on Information Literacy” at West Valley College. [Library Video 13, AV Reserves]

2002 – West Valley College’s Academic Senate creates the Information Competency Task Force.

Fall, 2003 – West Valley’s IC Task Force holds first all-campus forum on information competency. [Library Video 14, AV Circulation Desk]

Spring, 2004 - The IC Task Force holds its second all – campus forum. [Library Video 18, AV Circulation Desk]. After reviewing what other CCs are doing, the Task Force recommended the following to the Academic Senate:

- Introduce information competency in basic skills classes
- Make Library 4 a graduation requirement beginning in Fall 2005
- Infuse elements of information competency into selected subject discipline courses.

Spring, 2004 – West Valley’s Academic Senate unanimously approves the Information Competency graduation requirement: Beginning in Fall 2005, students must take Library 4 . In Fall 2006, students must take Library 4 and two subject courses infused with information competency.

Spring, 2004 – Information Competency Librarian is hired.

Fall, 2004 – West Valley’s Board approves the West Valley College Information Competency Graduation Requirement to begin in Fall 2004.

Fall, 2005 – Library 4 becomes a requirement for graduation.

December, 2005 – WV Academic Senate approves deferring the second phase (students must take 2 infused courses) because there are not enough courses certified with information competency to go forward with this stage of the requirement. Senate defers to fall 2007.

2005-2006 Academic Year: 7 sections of Library 4 = 169 students

Fall, 2006 – Information Competency Graduation Requirements: A Survey of Methods is published by Shawna Hellenius of Cosumnes River College. West Valley is mentioned as a best practices program.

http://www.crc.losrios.edu/Documents/library/IC_Graduation_Requirement_Methods_Web_Version.pdf

Fall, 2006 – **Resolution 9.03 passed by the ASCCC:** Reaffirm the Need for Information Competency in the California Community Colleges.....

- Resolved, That the Academic Senate for California Community Colleges conduct a survey of the certificate and degree programs in California community colleges to determine which information competency requirements have been implemented by which colleges; and
- Resolved, That the Academic Senate for California Community Colleges work with local senates to encourage more colleges to require information competency for associate degrees and certificates.

January, 2007 – WV Academic Senate approves the following recommendation by the IC Task Force: Students entering in Fall 2007 must take Library 4 and one certified IC course for the Associate degree.

Spring, 2007 – It comes to the attention of the IC Task Force that the WASC Accreditation Standards specifically state that information competency is an outcome that should be addressed Standard II.A Instructional Programs:

II.A.3.b: General education has comprehensive learning outcomes for the students who complete it, including the following:

b. A capability to be a productive individual and life long learner: skills include oral and written communication, *information competency*, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

2006 – 2007 Academic Year: 22 sections of Library 4 = 509 students

December 4, 2007: There are 22 courses certified with information competency elements. The Task Force requests the Senators to poll their constituencies and direct us on how to proceed at this time. Should we:

- A. Maintain the current graduation requirement: Library 4 and one certified course OR
- B. Continue moving toward the original plan voted on in 2004: Library 4 and 2 certified courses. If this is your choice, then what two courses will you offer in your divisions as candidates for infusion? Also, when should we implement this phase of the requirement?

February 5, 2008: The Academic Senate passes the following motion:

“that the WVC Academic Senate directs the Information Competency Task Force to maintain the current Information Competency Graduation Requirement of Library 4 and one additional subject course certified with elements of information competency. In addition, the Senate recommends that faculty be asked to infuse every course with elements of information competency.”