CCSF Library and Learning Resources Instructional Services Plan: 2010-2013
Student Success Through Information Competency

I. Goals: As part of the CCSF Library and Learning Resource (LLR) Mission statement, orientation and instructional services are provided to:

1. ensure that students are successful in their academic work at CCSF by developing information competency skills, which are part of the Information Competency Graduation Requirement and are essential for academic success at CCSF, transfer to other higher education institutions, and success in the workplace;
2. encourage instructors to collaborate with librarians to design effective library orientation & information competency assignments;
3. provide library research and information technology training opportunities for faculty and staff.

II. LLR Program SLO: Students demonstrate information competency and critical thinking skills through their ability to effectively acquire, interpret, critically evaluate and use information for oral and written purposes, with some understanding of its ethical and legal ramifications.

III. Promoting Student Success Through Information Competency Instruction (IC)

Librarians and instructors share responsibility for providing opportunities for students to learn and practice information competency (IC) skills. In addition to the IC requirement being part of English 1A, the development of these skills should be integrated throughout the curriculum.

Students are encouraged to take advantage of several of the learning opportunities described below under IV. A variety of learning opportunities are provided in recognition of the diversity of learning styles, variety of levels of student technological competence, and the physical location of the learner.

Since the information competency/research skills Workshops A, B, C, P and W are now available online, IC learning opportunities are provided at all the campuses and sites.

IV. Basic Information Competencies With Examples of Learning Opportunities

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<th>Learning Outcome/IC Skill</th>
<th>Learning Opportunities</th>
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<td>1. Students are aware of the variety and location of information and learning resources and services available.</td>
<td>Orientation materials, such as the G Workshop, “Orientation to Library Services/Resources,” “Resources and Services” handouts, interactive walking tour, virtual tour, group tours, and LLR information web pages</td>
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<td>2. Students formulate and refine a research question or statement and can identify key concepts and terms that represent the topic/statement.</td>
<td>Workshops A, B, C, W and D, LIS 10, LIBR 51, course-related library research workshops, course instructors, reference librarians</td>
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<td>3. Students identify and select information sources and search tools appropriate to their research question/statement</td>
<td>Workshops A, B, C, W, and D; course-related workshops; LIS 10, LILBR 51; class assignments; reference librarians</td>
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<td>4. Students effectively use research tools (e.g., online catalogs, online periodical databases, web search engines, etc.), employing a variety of search techniques and revise the search when needed.</td>
<td>Workshops A, B, C, G, W and D; course-related library research workshops; class assignments; LIS 10, LIBR 51; classroom faculty and reference librarians.</td>
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<td>5. Students locate and obtain the complete information online, from a library, media center, expert, or other information agency or via interlibrary loan.</td>
<td>Workshops A, B, C, W and D; course-related library research workshops and class assignments; LIS 10; LIBR 51; classroom faculty and reference librarians.</td>
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<td>6. Students critically evaluate their search process and the information they retrieve, using such criteria as reliability, accuracy, authority, currency and point of view. They determine if information need has been satisfied or additional information/evidence is needed.</td>
<td>Workshops W, D; course-related library research workshops and class assignments; LIS 10; LIBR 51; classroom faculty and reference librarians</td>
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<td>7. Students effectively use information from appropriate sources in support of their research papers/assignments.</td>
<td>Research-based course assignments (e.g., speeches, papers, projects); Writing Lab; course instructors</td>
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<td>8. Students prepare in-text citations and citations for the “Works Cited” list/bibliography using an appropriate style manual such as MLA or APA.</td>
<td>Workshop P and D; LIS 10; LIBR 51; Citations format handouts; web tutorials; Writing Lab; classroom faculty and reference librarians.</td>
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<td>9. Students demonstrate understanding of CCSF computer-use policies and legal-ethical practices regarding access and use of the Internet, plagiarism and copyright</td>
<td>Workshop P and D; LIS 10; LIBR 51; CCSF College Catalog and web pages; web tutorials; course instructors and reference librarians</td>
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V. Information Competency Instructional Components

The components are grouped below by two areas: orientation and instruction. Both independent learning and course-related orientation and instruction opportunities are available. Assessment occurs both as part of classroom evaluation practices and as on-going evaluations of specific components, (See “LLR Assessment Plan”).

A. Orientation Components

1. **Tours** – On occasion class tours can be arranged for groups of twenty-five or less by making arrangements with the Rosenberg Library coordinator of reference services, the department liaison librarian, or the campus librarian at other campus libraries. A virtual tour and an interactive walking tour for individuals or small groups is also available for the Rosenberg Library.

2. **Orientation Workshop G, "Orientation to Library Services and Resources"** is offered several times each semester in the first 3 weeks of instruction at the Rosenberg Library.
3. **Resources and Services handout** is the Rosenberg Library orientation brochure. Equivalent brochures and guides are available at the other campus libraries. Online orientation pages on the LLR website include “Tours and Orientations,” the “Library Services,” and the “Faculty Services” page.

B. Instructional Components, SLOs and Suggested Assessments for Each Workshop

1. **Basic Library & Information Skills Workshops A, B, C, D, P and W**

Five of the information competency/research skills workshops (A, B, C, P, and W) are offered online throughout the academic year and are accessible to all students regardless of location or time. The in-class, drop-in workshops (A, B, C, D, G, P, and W) are taught by librarians throughout the semester at Rosenberg and sometimes at other campus libraries. All workshops include a practice assignment. They address many of the information competencies required for CCSF A.A., A.S. and transfer degrees. Online workshops are currently available for Workshop A.

**Workshop A: Using the OPAC**

- Describe and contrast the benefits of using online catalogs to find materials in relation to other online search tools.
- Practice doing several different types of online catalog searches, using CityCat.
- Interpret the catalog screens and obtain books, e-books, and audio-visual materials.
- Develop an awareness of the basic elements of a standardized citation format (MLA) for a book.

**Potential Assessments**: satisfactory performance on the Workshop A exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

**Workshop B: Using Periodical Databases**

- Describe what periodicals and databases are, the formats they come in, and the benefits of using them
- Conduct effective searches using basic keyword and subject options in online periodical databases;
- Skim results lists; correctly interpret citations and the full screen displays; and obtain full-text articles
- Develop an awareness of the basic elements of a standardized citation format for an online periodical article.

**Potential Assessments**: satisfactory performance on the Workshop B exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

**Workshop C: Internet and Web Basics**

- Demonstrate basic understanding of concepts relating to the Web (e.g. browser, links, Webmaster; components of a URL, etc)
- Demonstrate understanding of the differences between the three major types of Web search tools -- subject guides, search engines and meta-search engines
- Restate a search question or topic into search words and/or phrases to conduct effective searches
• Select the appropriate web search tool for a topic and conduct searches for subject directories and search engines using techniques to decrease results and obtain more credible sources
• Develop an awareness of the basic elements of a citation for a webpage or website.

**Potential Assessments:** satisfactory performance on the C exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

**Workshop D: Research Paper Strategy**  (Only for students who have a research paper/project topic and have taken either the B, and C or W workshops)

• Narrow a topic into a researchable question or thesis statement
• Practice the key steps for researching a topic
• Conduct research to find at least three good quality sources for the paper/project
• Prepare MLA or APA formatted citations for "Works Cited" list or "References List" in order to avoid plagiarizing

**Potential Assessments:** satisfactory performance on the D exercise sheet; student feedback form; performance on a quiz/test or course-related assignment; analysis of "Works Cited/Reference" list from actual research papers

**Workshop G: Orientation to Library Services and Resources**

• Explore in-depth the LLR website to increase awareness of the variety of on-site and online services and resources
• Find a textbook on reserve and a book on a topic related to a college success topic using the catalog CityCat
• Identify campus student support services and programs by using the G workshop webpage.

**Potential Assessments:** satisfactory performance on the G exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

**Workshop P: Citing Sources to Responsibly Use Information**

• Recognize plagiarism in its various forms and the consequences of plagiarizing.
• Demonstrate an understanding of paraphrasing, quoting and summarizing.
• Prepare in-text and full citations for a "Works Cited/References" list.

**Potential Assessments:** satisfactory performance on the P exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

**Workshop W: Web Research and Evaluation**

• Restate a search question or topic into search words and/or phrases to conduct effective searches, reviewing more advanced techniques covered in the C workshop.
• Demonstrate the ability to skim and evaluate search results to determine type of web document and appropriateness for assignment (scholarly vs popular, current, in-depth vs. news summary, etc.)
• Evaluate web pages using the criteria of credibility/authority, accuracy, objectivity/bias and currency
• Increase awareness of Google Scholar and its pros and cons
• Develop an awareness of the basic elements of a citation for a webpage or website.
Potential Assessments: satisfactory performance on the W exercise sheet; student feedback form; performance on a quiz/test or course-related assignment

2. Customized Course-Related Workshops

These workshops are designed to teach students specific skills and use of resources required by course assignments. Course instructors, in partnership with library faculty, plan the learning outcomes, which typically include some of the following:

- formulate search queries and conduct searches in appropriate catalogs, databases, and indexes;
- critically evaluate results of searches;
- increase understanding of how to properly credit and use copyrighted information by reference to citation format guides and style manuals;
- know options for obtaining the full-text copy or complete publication.

Potential Assessments: satisfactory performance on class assignment and student and instructor self-assessment of effectiveness of librarian presentation and reference support; analysis of “Works Cited/Reference” list from actual research papers

3. Library Research and Information Competency Credit Course

- **LIS 10 “Use of Information Resources”** – one-unit basic information competency course offered online

  **Assessment**: satisfactory performance on assignments and exams as reflected by course grade; online pre- and post-test; and student self-assessment of learning experience

4. Independent Learning Opportunities: Web-based Subject Guides and Tutorials

Librarians, working with department/program faculty, have designed many Subject Guides corresponding to academic and vocational programs of study at CCSF. In addition there are links from the LLR website to many online guides and tutorials. Of course, the online research skills/information competency workshops are accessible 24/7 during most of the academic year.

V. Faculty and Staff Information Technology Workshops and Consultation Services

Workshops dealing with a variety of information resources are offered by reference librarians at the Rosenberg Library during flex days and sometimes as part of the Technology Learning Center's staff training. At all campuses, librarians are available to update faculty about online resources and collaborate with them to design effective class assignments. Instructors can contact the Coordinator of Instructional Services (452-5548), or the subject librarian for his/her department to make an appointment, or the campus librarian to get more information. Librarians can also facilitate the ordering of needed materials and/or placing materials on course reserve in support of class assignments.