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San Joaquin Delta College Self-Study 2008

Standard II: Student Learning and Programs Services

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

- What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?

Computer literacy, for the large part, has been taught through Computer Science (C S) and Business Information Management (BIM) from the Business Division at SJDC. Courses that address basic to advanced computer literacy skills can be found in San Joaquin Delta College 2004-2006 Catalogs and San Joaquin Delta College Schedule of Classes.

Many courses taught in SJDC have research and critical thinking components as part of the curriculum. Such evidence can be found in San Joaquin Delta College's CurricUNET.

In addition, Goleman Library offers the following information competency instruction programs to the students.

- UC/CSU transferrable courses:
 - Library Information Literacy (LIBRY 1)
A one-unit, self-paced course designed to help the student develop information literacy skills and to introduce the variety of information resources and information retrieval tools available in academic libraries. (UC, CSU)
 - Advance Library Information Literacy (LIBRY 2)
A two-unit, self-paced course designed to further develop the student's information literacy and critical thinking skills beyond LIBRY 1. Special emphasis is given to the Internet as a research tool, online databases, online searching strategies, general and specialized reference books, law reference sources, and career information. (UC, CSU)

- Information Competency (LIBRY 3)

An online, 3-unit course designed to empower the student with information literacy skills and enable the student to identify the need for information, develop research strategies, and find, evaluate, use, and communicate information in various formats. The course promotes consideration of ethical and legal use of information as well as the application of both critical thinking and communication skills. The course combines instruction, hands-on learning and applications, forum discussions, analysis and evaluation of information, learning assessments, and a research project. (UC, CSU)

These courses are listed in San Joaquin Delta College 2004-2005 Catalog, San Joaquin Delta College 2005-2006 Catalog, San Joaquin Delta College Schedule of Classes, and on Goleman Library's home page as well as Information Competency page.

- Library Workshops offered each semester since 1999:

The library workshops are hands-on training sessions designed to introduce students to subscription online research tools, research tools for special topics, basic information literacy skills, and methods of conducting effective Web searches.

Current semester workshop schedule can be found on the library's home page as well as Information Competency page and on the Library Resource Shelf Unit near the Reference Desk on the 2nd floor of the library. The workshop schedule has also been shared with the faculty and the entire campus through campus e-mail and faculty mailboxes.

Past semester workshop schedules were published in the same way on campus. A copy of each semester workshop schedule has been documented and will be scanned and saved in .pdf format as archival evidence.

- Course-Integrated Library Instruction and Tours:

Each semester, the library offers numerous sessions of library orientation and tours that are tailored to the students' research needs and class assignments. Information on such library instructional services can be found on the library's Web pages. The schedule of the library instruction sessions can be found in Dr. Jun Wang's Meeting Maker, in her archival record in print format, and through her e-mail communications with instructors who requested the library orientation, and from students' feedback through e-mail.

Comment [j1]: Dr. Jun Wang services as the Coordinator of Bibliographic Instruction and Information Literacy

- How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?

In reviewing Library Information Literacy (LIBRY 1) and Advanced Library Information Literacy (LIBRY 2) courses in Fall 2005, Student Learning Outcomes (SLO) for the courses were developed. They serve as guidelines for assessing the students' information competencies and will be reviewed and updated as we go through the SLO Assessment Cycle. The content of the Student Learning Outcomes for each of the library courses can be found in CurricUNET.

Information Competency (LIBRY 3) course was designed based on the "Information Competency Standards for Higher Education," developed by the Association of College and Research Libraries, as well as Proposed Revisions to Title 5 Regulations (Chapter 6, Subchapter 10, Sections 55801), which has not yet been implemented across the California Community College System. Hands-on learning, problem-solving, pre-test, quiz, and final exam are built in throughout the course to assess the student's various components of information competencies. The content of the course is available on eCollege. Current edition of the textbook written by Dr. Jun Wang specifically for the course is available in the Book Store of SJDC and at the Reserve Desk in Goleman Library.

The assessment of students' competencies in information retrieval/use is done through hands-on exercises in each of the library workshops. At the end of each workshop, all of the workshop attendees have also an opportunity to evaluate both their learning and the effectiveness of library workshop. The number of attendees for the workshops each semester can be found in the CCL's Data Survey, and workshop evaluation data can be found in the library office.

For course-integrated library instruction sessions that are tailored to the students' research or assignment needs, the information retrieval/use competencies are reflected in the hands-on searches of information during and after the training session and in the quality of students' research papers or assignments. The number of attendees for the course-integrated library instruction can be found in the CCL's Data Survey. Students/Instructor feedback of such hands-on training sessions have generally been in the form of applauses at the end of the sessions or in verbal format which have not been documented. Written assessment or feedback from instructors and/or students through e-mail or in print format have been documented by Dr. Jun Wang, Coordinator of Bibliographic Instruction and Information Literacy.

Evaluation of the effectiveness of information competency instruction has been done through survey questionnaires provided at the end of LIBRY 1 and LIBRY 2 courses and at the end of library workshops, but most often it is done through hands-on information retrieval and application in the students' research papers or class assignments. Completed survey questionnaires for LIBRY 1 and LIBRY 2 as well as library workshops have been documented and evaluated each semester. Findings and goals for further improvement have been discussed in librarian meetings, the minutes of which can be accessed online through secured access.