

**Information Competence Initiative Proposal
California State University, Long Beach**

Proposal Title: “*Semillas de Cambio* (Seeds of Change): Information Competence in Chicano and Latino Studies at California State University, Long Beach”

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Total Amount Requested \$5,000.

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ABSTRACT

“*Semillas de Cambio* (Seeds of Change)” seeks to establish basic and advance-level proficiency in information competence for students majoring and minoring in Chicano and Latino Studies (CHLS) at CSULB. This project will germinate “seeds” of intellectual potential by strengthening information fluency among CHLS students. We recognize that any successful effort to instruct students in information competence must integrate library, computer, media, and technology literacy into the CHLS curricula. We, therefore, will adopt this pedagogical approach in four core courses to ensure independent, self-directed learning among CHLS students. The development of twenty-first century information competence skills among Department graduates has long been a key aspect of CSU, Long Beach and is a critical part of the mission of the CHLS Department.

(Mission statement <<http://www.csulb.edu/depts/chls/mission.html>>).

Presently, the CHLS faculty has been engaged in individualized efforts to develop information fluency among Department majors and minors. The highly personalized teaching methods designed by each Department faculty member may or may not include structured development of information competence skills or a formal library instruction session by the discipline librarian. While faculty encounter some upper division students with highly developed skills, too many Chicano & Latino Studies majors are reaching the senior seminar (CHLS 498) without appropriate level information competence.

Consequently, the CHLS Department recognizes a need for a more structured and integrated approach to the instruction of information competence. The proposed restructuring of the curriculum will design information literacy assignments and curriculum aimed at honing competency; four CHLS courses are targeted for this purpose. This will ensure that graduating seniors will have mastered identified skills necessary to complete the senior thesis in CHLS 498.

This proposal will allow for the accomplishment of several goals including:

- The training of CHLS faculty who teach targeted classes at the freshmen (CHLS 100, 101) and junior (CHLS 300 and CHLS 350) levels in the latest theory and application of information fluency.
- The identification of learning outcomes that will be mastered by majors using ACRL and CSULB information competence standards.
- The standardized infusion of information competence skills into the curriculum of the targeted CHLS classes.
- The consistent assessment of information competence skills in the targeted classes.

The proposal builds on several previous projects including the:

- CSULB, University Library, Information Literacy Minimum Standards (<http://www.csulb.edu/library/guide/infocomp.html>)
- Association of Colleges and Research Libraries Information Literacy Standards for Higher Education

- CSULB Black Studies tutorial <Luévano, Travis & Wakiji, <http://www.csulb.edu/~ttravis/BlackStudies/>>.

PROJECT ACTIVITIES

This project will provide instruction on information competence, dialogue among the CHLS faculty who teach the targeted classes, actual curriculum revision, and the establishment of assessment standards. The group will prepare standardized curriculum assignments for CHLS 100, 101, 300, and 350 based on ACRL and CSULB information competence standards. Part of this exercise will be the retooling of learning outcomes for the key CHLS courses. Finally, the group will review examples of assessment outcome measures for student information competence appropriate to the discipline and determine assessment measures for the four classes under review.

Susan Luévano, Ethnic & Women's Studies Librarian and library liaison to the CHLS Department will direct the information competence discussion and review. An online tutorial created for the Black Studies faculty from a previous CSU grant proposal awarded to Luévano, Travis and Wakiji in 2001, will be adapted by Luévano for this project. This tutorial will be the basis of the information competence review. The tutorial that has a unique ethnic studies focus can be viewed at <<http://www.csulb.edu/~ttravis/BlackStudies/>>. The online tutorial will require faculty to read scholarly articles and books, write reflections and develop sample assignments.

A focus group will follow each of the five tutorial modules which include:

- Introduction to Information Competence
- Finding Information
- Evaluating Information
- Applying Information
- Future Considerations

The focus groups will allow faculty to dialogue regarding the nature of needed curricula change and how best to incorporate these changes into CHLS 100, 101, 300 and 350. Assistant Professor Grace Peña Delgado of Chicano & Latino Studies, who also regularly teaches CHLS 101 and 100, will direct these sessions. Dr. Peña Delgado is also a member of the CHLS Department Curriculum Committee and as such can lead the process for formal curricula change.

Additionally, a member of the Black Studies Department who was a participant in a previous grant proposal (CSU, 2001) will serve as a resource person for the project.

In conclusion, this proposal calls for the active participation of four CHLS faculty members and the discipline librarian. Their tasks include review of

current information competence literature and standards, discussion of how those standards can best be integrated into the four targeted CHLS core classes, the actual development of assignments and assessments that can be standardized in the targeted classes and the formalizing of this curriculum format for the four core classes. The project deliverables will include:

1. A list of the department's student learning outcomes that include the skills of information competence.
2. Assignments indicating that students are being asked to demonstrate the various skills of information competence throughout the curriculum.
3. Syllabi for CHLS 100, 101, 300 and 350 that specifically identify assignments that promote information competence.
4. Assessment measures indicating that students have demonstrated mastery of various information competence skills

TIMELINE

May-November 2004	Adapt on-line tutorial for CHLS.
September-December 2004	Compile reader & purchase books. Conduct a pre-project citation analysis of research papers in one section of CHLS 100, 101, 300 and 350.
January-March 2005	Conduct forums and online completion of learning activities for CHLS faculty.
April-May. 2005	Present faculty with certificates of completion.
August -December 2005	Conduct a post-project citation analysis of research papers in one section of CHLS 101, 100, 300 and 350.
January-June 2006	Write a scholarly article for publication on the project and the assessment of the changed curriculum. Present project findings at library and discipline conferences.

POPULATION

The Chicano and Latino students at CSULB comprise twenty-six percent of the total campus population. Most of these students are first-generation college students who originate from working-class families. Currently, the CHLS Department has over 120 majors and approximately 65 minors. These students immerse themselves in the study of the Chicano and Latino population from both a domestic and international perspective. The CHLS faculty sponsors educational tours to Cuba and Mexico in the summer, while exposing students to a comprehensive and diverse curricula during the academic year.

While most Chicano and Latino students enter the University as freshmen, approximately forty percent gain admission as community-college transfers. Transfer students, although well prepared to excel at CSULB, find themselves enrolled in 300-level courses that often require research papers. Seemingly, most community-college transfers would have previously acquired information fluency, but many have not. In fact, exposure to library research is rare among many transfer students; most engage in a game of “catch up” that often falls short of competency.

Together, the CHLS freshmen and community-college transfers require significant immersion in information competence. To skill these students, the CHLS Department faculty is committed to reeducating themselves in the latest research and training in this area of library science. They plan to target courses at the freshmen and transfer-student level (CHLS 100 and 101; CHLS 300 and 350, respectively). These courses will foster students' ability to use information resources and encourage students to develop the skills necessary to be independent, self-directed learners. CHLS faculty will embed information competence in core courses while collaborating with library faculty in developing students' skills.

BUDGET

Total Amount of Funds Requested	\$5,000.
Stipends for four (4) CHLS faculty participants (\$600.00 each)	\$2,400.
•Completion of online tutorial	
•Active participation in all (6) faculty forums	
Stipends for the two project coordinators (\$1,000. each)	\$2,000.
•Faculty Coordinator	
•Lead discussions on curricular reform.	
•Serve as Department point person for the project.	
•Complete all Curriculum Committee forms needed to integrate and formalize changes.	
•Work with discipline librarian in planning and hosting forums.	
•Create and maintain promotional materials such as the web page (application form and description of project).	
•Conduct a pre- and post-project citation analysis of research papers in one section of CHLS 100, 101, 330 and 350.	
•Write and publish an article in a scholarly journal.	
•Present findings at the National Association of Chicana/o Studies Conference 2005 or 2006.	
•Present findings at the Librarians of Color Conference, 2006.	
•Librarian Liaison	
•Adapt online tutorial for Chicano & Latino Studies discipline.	
•Compile information competence reader.	
•Serve as a resource person for all information competence issues	

- Attend all CHLS forums.
- Work with Faculty Coordinator in planning and hosting forums.
- Create and maintain promotional materials such as the web page (application form and description of project).
- Conduct a pre- and post-project citation analysis of research papers in one section of CHLS 100, 101, 300 and 350.
- Write and publish an article in a scholarly journal.
- Present findings at the National Association of Chicana/o Studies Conference 2005 or 2006.
- Present findings at the Librarians of Color Conference, 2006.

Stipend for Black Studies faculty resource person \$200. \$ 200.
 •Serve as resource person for the project.
 •Attend and participate in at least one forum.

Purchase of book materials \$ 200.

Duplication of reader including copyright fees \$ 100.

Refreshment for 6 forums \$ 100.

QUALIFICATIONS

Grace Peña Delgado

Professor Delgado graduated from the University of California, Los Angeles in 2000 earning a doctorate degree in American history under the tutelage of Dr. Juan Gómez-Quiñones. Professor Delgado is currently working on a book, *Making the Chinese Mexican: Race and Transnationalism at the U.S.-Mexico Border, 1882-1943*. She also enjoys teaching courses on the Chicano and Latino experience, U.S social history, U.S-Mexico Border history, Asian and Latino immigration, and women's studies. Her courses combine traditional face-to-face instruction with multimedia and e-learning environments. Dr. Delgado is a member of the CHLS curriculum committee.

Susan C. Luévano

Susan Luévano, the CSULB, Ethnic & Women's Studies Librarian, is a graduate of the University of Oregon, School of Library Science. She has worked in academic libraries in California and Texas for 29 years and is a tenured full librarian at CSULB. Susan regularly conducts information competency classes for students and faculty at CSULB. She participated on the Curriculum Team, which developed the CSULB Information Literacy Minimum Standards in 1997 and the CSU funded CSULB Black Studies information competence project in 2001. In addition, Ms. Luévano regularly presents on issues related to information fluency in ethnic studies disciplines.