

## **Preparing Basic Skills Students to Succeed With Information Competency: Sabbatical Report for Spring 2007**

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### **I. Purpose and Goals**

The overarching purpose of my sabbatical research was to identify effective practices among academic libraries for assisting students in basic skills courses with the goal of revising the research skills/information competency instructional services plan and instructional activities for CCSF Library. Specifically I want to improve our services to these students. My original sabbatical proposal included these three objectives:

- a. Conduct a literature review of research on transitioning high school students and community college students who are identified as “at risk” or in need of basic skills preparation to better understand the learning needs and skill deficiencies, specifically in the area of information problem solving and basic ability to comprehend and evaluate written information. I will focus primarily on the outcomes of a national grant-funded study of the Network of Illinois Learning Resources in Community Colleges (NILRC), which is a Consortium of Midwest Community Colleges and other institutions of higher education, and high schools in their districts. This 2003-2005 research project, funded by the Institute of Museum Studies and Library Services National Leadership Grant, is studying the needs of basic skills students using survey and experimental assessments of high school and community college students’ information skills.
- b. Conduct survey research of San Francisco high school counselors, librarians and English instructors to determine their opinions about needed actions on the part of high schools and community college personnel to encourage student success in basic skills as they transition from high school to college, particularly focusing on specific information processing skills. I will stay informed about the CCSF Basic Skills Committee meetings and projects to benefit from their work and expertise.
- c. Compare the findings and recommendations from the experimental assessment by the NILRC project to that of a local collaboration of six Bay Area Community College librarians. I coordinated this California Academic and Research Libraries (CARL) grant-funded information competency test development project from 2000-2002 and gave permission to the NILRC project to use our test for their purposes. Comparing the two groups’ findings will be critical to developing an appropriate performance-based assessment for CCSF students.

I have completed all but the second objective, as well as accomplishing some other unanticipated scholarly projects. I revised my original proposal along the way because the excellent reports and documents prepared by CCSF’s Basic Skills Committee and the Office of Research, Planning and Grants answered some of my questions regarding San Francisco high school students. My methodology is explained below, and I will comment here about why I did not need to conduct the proposed survey of San Francisco high school librarians and counselors.

The Office of Research, Planning and Grants has issued a fairly recent report that explains from which San Francisco high schools CCSF students come and how many of these students test into basic skills courses. (The High School Report VIII, 2006). While it would be of some help to identify what types of library research skills instruction these high schools provide, I decided to concentrate on improving CCSF's library instruction and orientation services for targeted basic skills courses and retention programs, rather than focus on these students' high school preparation. However, I will be sharing my recommendations with the school library/media specialists at the top three or four feeder high schools to CCSF and suggest that we meet next fall at one of their regularly scheduled department meetings to discuss possible approaches to coordinate our information research skills instruction. Most certainly, I need to do more to initiate communication and build an ongoing relationship with these librarians and counselors at the main feeder high schools.

Moreover, in following up with the Network of Illinois Learning Resources in Community Colleges (NILRC) research project for at-risk community college students that inspired my sabbatical proposal, I gained an understanding of the types of information research skills/information literacy learning activities and assignments that may be useful at CCSF from an active email "conversation" with the project director and their Final Report.

## **II. Methodology**

I combined a fairly exhaustive literature review, which included comprehensive reading of the many excellent documents and reports linked from the Teaching and Learning website (<http://www.ccsf.edu/Services/LAC/TeachingLearning/>) and the Office of Research, Planning and Grants, with conducting an online survey. What follows is a chronology of the literature review, readings and survey administration.

### **January – early April 2007**

- Completed searches in ERIC database, InfoTrac Expanded Academic, EBSCO host Academic Premier and Proquest's Education Journals database and their academic database
- Reviewed all the sections and read many reports/documents from the new CCSF Teaching and Learning Basic Skills website. Followed the links in "Research" to all the associations listed.
- Conducted an online survey on two community college listservs and sent a personal online survey to the library director or the instruction librarian at those Calif. Community colleges with an enrollment of more than 5,000 FTEs; compiled the preliminary results (about 45 respondents); and prepared a handout for a March 23, 2007 CARL North – Information Literacy Interest Group one-day conference. I was able to capture still other experiences from the discussion of my preliminary results at this conference.
- Read the Final Report, "Information Literacy for the 21<sup>st</sup> Century Learner: Preparing At-Risk Students to Learn for Life." about library services to at-risk students in some Illinois community colleges and high schools.
- From the CCC Chancellor's website read and printed out sections of the March 2007 report, "Focus on Results: Accountability Reporting for the Community Colleges" (ARCC)
- From the Student Success website read and printed out sections of the RPGroup's March 2007 report: "Basic Skills as a Foundation for Student Success in California Community Colleges."

## **Other professional tasks accomplished during this period** (not related to my sabbatical project)

- Completed BCST 135 “Podcasting” and made two audio files for my one-credit CCSF online course
- Completed @ONE online course on the new Blackboard Learning System 6.1 Webct software
- Reviewed a 350 page manuscript on assessment of information literacy in the teaching library, edited by Dr. Scott Walter
- Worked with an ACRL committee (after mid-winter conference in Seattle) to compile a list of articles/documents that connect academic libraries to various forms of student engagement/student success.
- Submitted an article to *College & Research Libraries News* about this ACRL Committee’s work, specifically summarizing the findings from the 2006 NSSE survey’s information literacy experimental items. The article was published in the July/August 2007 issue,

## **Mid- April – August 8, 2007**

- Completed the readings and reports resulting from my literature search
- Completed some follow-up to CCC librarians who responded to my survey and posted my preliminary findings to respondents for input and revisions
- Prepared the sabbatical report with a summary of suggestions for improving CCSF Library services to Basic Skills Students.
- Prepared a two-page sheet of recommendations to present to my chair, my dean and to Basic Skills Committee at an early Fall 2007 meeting.
- Attended as a member of the CCSF team the “Development Education and Student Services: Everyone’s Dilemma, Everyone’s Responsibility” , sponsored by the Dale Tillery Summer Institute for Community College Leadership and Innovation, Graduate School of Education, UC-Berkeley, Aug. 6-8, 2007

## **III. Summary of Findings**

### **A. Literature Review**

Virtually all the higher education literature devoted to developmental/basic skills lacks a discussion or any reference to the role of the library/librarians or information literacy. Most of the following studies/projects, primarily set in libraries, have specifically targeted at-risk college students for library or information literacy instruction. A couple of higher education articles are included here because of important findings that are applicable to academic libraries.

1. “Delivering Basic Skills to Hard-to-Reach Groups.” Knowsley Libraries and Knowsley Community College Adult and Community Education Department. (UK).

<http://www.literacytrust.org.uk/vitallink/knowsleyrevbyauthy.doc>

Project tailored to improve links between the college library and reading for adults with basic skills needs and to engage them in motivational activities to encourage reading for pleasure. Key to the success of the project were these actions: a. hiring a part-time outreach coordinator; b. setting up deposit collections of library materials; c. outreach with college basic skills tutors and the Adult and Community Education Dept. faculty; joint training for reader development and engaging emergent readers; and the establishment of reading groups.

2. MacAdam, Barbara, and Darlene P. Nichols. "Peer Information Counseling: An Academic Library Program for Minority Students." Journal of Academic Librarianship 15.4(Sept. 1989): 204-209.

Describes at the University of Michigan's Undergraduate Library the development and assessment of a peer information counseling program. Cites studies that indicate that use of the library is a predictor of academic retention. Goals include: furthering library use by minority students; improving their information-handling skills; developing information, computer and counseling skills of students hired as peer counselors and contributing to a campus atmosphere which promotes retention of at-risk students. The peer counselors were trained to assist at the reference desk, tutoring students in word processing, and help with research for term paper workshops and publicizing the PIC program. Assessment indicates a fairly high level of satisfaction of the students served, and a very positive response from the peer counselors, although the program was not well known by the end of the first year and better publicity is suggested.

3. Malnarich, Gillies. "Learning Communities and Curricular Reform: 'Academic Apprenticeships' for Developmental Students." New Directions for Community Colleges 129 (Spring 2005):51-62.

- Cites 30 years of research by Patricia Cross that has concluded that "skills training must be integrated into other college experiences of the student...because there is no evidence that learning generic skills has any transferability" (p. 54).
- "One of the most effective intervention strategies in developmental education is supplemental instruction, which targets high-risk courses rather than at-risk students" (p. 54).
- In a comprehensive review of 150 research studies, it is found that "learning communities, structured in a variety of ways, are a proven and effective strategy for improving undergraduate education with respect to student persistence, performance and perceptions of satisfaction and learning" (p. 58) "Often introductory skill-building classes, such as composition, speech, **information literacy**, and computer applications are linked to challenging content courses" (p. 57).

4. McDermott, Dona. "Library Instruction for High-Risk Freshmen: Evaluating an Enrichment Program." Reference Services Review 33.4(2005): 418-437.

Describes a library instruction component included in an English Department enrichment skills program for university freshmen with low verbal SAT scores (Long Island Univ., NY). Reviews many studies about at-risk students in general and studies that show that study skills and learning assistance courses or training helps retention and success. Among the studies were only 11 that dealt with library instruction for high-risk students; 7 for community colleges and 4 for four-year universities. From the analysis of the literature she offered these findings:

- one library/information literacy instruction session is insufficient (study that had sections with more than one session performed better on assignments and quiz); and
- the resources available from library homepages need greater emphasis so students can find them on their own. None of the studies reviewed connected library instruction to retention or higher GPAs.

5. Center for Student Success of the California Community College Research and Planning Group, <http://css.rpgroup.org>. This searchable database contains cases of community college student success programs and courses. A keyword search using the word "library," "information competency," "Internet," "Web" and "research skills" yielded only two relevant cases:

- Summer Block for First-Time Students, Mira Costa College. The case described the targeting of new at-risk students in the EOPS program who participated in a minimum of three one-hour orientation classes, a 3-unit “master student” class, and one unit library studies/computer literacy class. This is an example of a linked approach. Funded with \$26,000 from EOPS. [http://css.rpgroup.org/view\\_case.php?CaseID=58](http://css.rpgroup.org/view_case.php?CaseID=58)
- Web Ready, College of San Mateo. This course “Prepares students using an online “prep” course in which they can experience the online environment, practice and demonstrate each basic skill that will be required in a course that is all or partly web-based. [http://css.rpgroup.org/view\\_case.php?CaseID=90](http://css.rpgroup.org/view_case.php?CaseID=90)

6. Thomas, Susan E. “The Necessary Library Revolution in Community College Developmental and Remedial Programs.” Community and Junior College Libraries 9.2(2000): 47-57.

Discusses the role of the library to better address the needs of at-risk students and explores different strategies that can and have been used for this purpose. “Basic skills students, ever increasing in numbers, need more innovative teaching styles and individualized instruction than they get” (p. 50 quoting a 1987 ACRL, CJCLS committee report). “Only 1% of community college library instruction was aimed at developmental students.” (p. 50 citing a 1990 California survey).

Cites several studies in the 1970’s and 1980’s that show that library involvement in developmental education has a positive effect. Examples provided include Austin Community College which has a simple approach: each developmental class had to complete at least one library exercise that librarians and faculty developed together. Miami-Dade CC (North Campus) created an Information Skills lab in the library to help students “achieve IL by providing activities that challenge students to read carefully, think critically, develop alternatives, write accurately, fulfill responsibilities, etc.” (p. 52). The CJCLS committee concluded “a significant aspect of successful programs is their high degree of individualization” (p. 52). Other services to benefit developmental students are high-interest/low reading level collections; library housing the developmental skills program; and active collaboration between librarians and developmental education faculty.

7. Berry, John, project director, and Laura Dare, project manager. “Information Literacy for the 21<sup>st</sup> Century Learner: Preparing At-Risk Students to Learn for Life.” Network of Illinois Learning Resources in Community Colleges (NILRC). Final Report submitted to the U.S. Institute of Museum and Library Services 30 November 2006 by Laura Dare, project manager.

This three-year, IMLS National Leadership grant (2003-2006) project addressed the information literacy competencies of at-risk students as they transition from high school into college. The project goals included: 1. develop an instrument to assess the information literacy needs of at-risk community college students; 2. develop and utilize a replicable set of information literacy instructional resources designed for at-risk students; create a repository of professional development and learning resources related to information literacy skill development for at-risk community college students. and 4. to establish a model for collaborative partnerships among the high school and community college librarians and faculty. Progress was shared at several interim conferences and meetings in Illinois and nationally. A national teleconference was hosted June 2, 2006, “Information Literacy for the 21<sup>st</sup> Century Learner: Reaching At-Risk High School and Community College Students,”

<http://www.dupagepress.com/COD/index.php?id=1165>.

Project outcomes are: 1. a web-based needs assessment instrument with instant scoring and feedback for instructors; 2. a website with the “Toolkit for Success” containing 15 lesson plans based on the students’ needs assessments and addressing one to three information literacy performance indicators. Handouts and worksheets accompany most lesson plans (<http://www.nilrc.org/IMLS>); 3. links to additional information literacy resources to support the project’s goals; and 4. a pattern of increased collaboration between high school librarians/faculty and community college equivalents. “The high school and community college librarians have begun to formulate sequenced information literacy programs that can be started in the feeder high schools and then continued at the community college level. The high school librarians are more aware of IL skills that entering college freshmen need, and the college librarians are now aware of what is being taught in the secondary schools. The teachers reported a better understanding of the importance of IL skills in the curriculum, and the librarians reported improved appreciation of the constraints, especially time, that teachers have in terms of the curriculum. However, the scores on the post-instruction assessment did not improve (in fact the overall pretest scores for at-risk students was 61% correct; the posttest overall score was 59% correct.) The assessment development team firmly believes that the assessment instrument’s value is as a needs assessment, and not as a final summative assessment. Results of the focus groups is also mixed: About half reported an increase in confidence, but the remaining students reported no increase or even a decrease in confidence in doing academic research. “This bears out the findings from a study on competency theory and information literacy by Melissa Gross, who found that individuals who are low performers often fail to recognize their own incompetence and exhibit a high level of confidence. Thus the decreased level of confidence reported by many students actually may reflect an increase in awareness of skill level. They had learned enough to realize that their research skills were still lacking and needed more improvement.” (p. 12)

“One of the most important achievements of the project, in addition to the toolkit, was making a much greater number of educators aware of how information literacy can impact all students not only in school, but throughout their lives. From the teachers on the participating teams to the thousands of people who attended conference presentations and the teleconference, the response has been overwhelming that teachers and librarians must work together to establish a sequenced program of information literacy for all students in high school through college...The teacher and librarian team members learned that by pooling their knowledge and strengths they could benefit their at-risk students in ways that each group working separately could not. At the beginning of the project, the teachers, as a group, equated “IL” with library skills. By the end of the project, they realized the IL has broad implications for lifelong learning and success in every environment and that at-risk students, in particular, need these skills to succeed.” (p. 15 -16).

“The librarians, as a group, originally overestimated the skills and cognitive levels of the at-risk students. They learned that these students could learn much more if the lessons were kept very simple and built upon the students’ existing knowledge.” (p. 16).

8. Center for Student Success and the RP Group of the California Community Colleges. Basic Skills as a Foundation for Student Success in California Community Colleges. July 2007. <http://css.rpgroup.org/uploads/RPBasicSkills2007v2f.pdf>  
 Contains an extensive literature review of effective practices related to basic skills, many of which librarians either do or could do, an overview of examples of strategies employed by 33 California community colleges and nine out-of-state colleges; a self-assessment tool; and a cost/revenue model for developmental education programs.

## B. Survey Results

During the period January 20 – April 30, 2007 I conducted two brief online surveys: one to a national community college listserv and the second to targeted California community college libraries. I sent the four-item survey to specific librarians, either the librarian charged with instructional services or the director of the library. The following is a report of the findings based on approximately 45 responses, many of which included follow-up queries.

The following four items were posted on the CCJLC listserv and sent to specific librarians at targeted CCC libraries:

1. Does the Library offer any special services for basic skills students (e.g. orientations, workshops, learning community, library-related assignment as part of a course, etc.)?
2. Does the Library collaborate with the campus depts./programs that serve Basic Skills students? If so, what is the nature of this collaboration?
3. Has there been (or is there planned) any type of assessment of the Library’s role in serving basic skills students? If so, what were the results?
4. Who is the person I should contact for follow-up questions regarding services for basic skills students

### **What types of basic skills courses are included in library instruction/information competency instruction?**

Respondents who specifically mentioned courses or programs identified ESL, EOPS, Puente Program, Reading, Guidance & Counseling, pre-collegiate or non-transfer English courses, and College Success and orientation to college types of courses.

Number of libraries providing targeted or programmatic course-infused information competency instruction for basic skills courses N= 17

Number of libraries providing on-demand instruction to basic skills courses as part of their instruction program N= 29

Number of libraries responding “No” to items 1-3. N= 5\*

\*Some librarians indicated that they both provide on-demand and targeted, more formalized instruction for basic skills courses. Two of the three who responded “No” to items 1-3 indicated that they have a non-credit campus at a different facility which only recently has had a librarian “presence.”

### **Selected Examples of Targeted/Programmatic Instruction for Basic Skills Courses (N=18)**

#### **A. Specific course for Basic Skills/developmental courses**

- West Valley Community College has a new course (LIB 4) tailored to Disability and Educational Support Program students. It's open to other students but geared towards learning disabled.
- Pasadena City College "has an English 400 course, "English Essentials" which includes basic essay writing skills, reading for understanding, grammar and mechanics. Most of the Eng. 400 instructors schedule library orientations for their students....Librarians worked with English 400 and English 100 instructors to develop online tutorials that are offered in the Writing Center [www.pasadena.edu/writingcenter/](http://www.pasadena.edu/writingcenter/)
- Merced College librarians will offer a new course Fall 2007, "Using Academic Technology Tools", that will serve the needs of basic skills students, as well as other students. The course was developed to address the challenges that basic skills students face in the "amount and complexity of college and library online resources."

#### **B. Library Orientation/Info. Competency Instruction infused in or linked to another course/program**

- West Valley Community College has created workshops to infuse information competency into Reading and ESL basic skills classes.
- Austin Community College (Texas) and Hagerstown Community College (MD) – collaborate with Developmental Studies faculty to design and integrate library research skills into all levels of developmental reading and writing courses. At Austin Community College "as a rule the classroom faculty handle these lessons without a librarian presentation.
- Monterey Peninsula College – "We offer a library orientation with our Personal Development 50 "Making College Count" classes which is a basic skills class."
- Cabrillo College – provides instruction on a regular basis to about 11 different basic skills courses for which the information literacy librarian creates Web-based customized assignments which are related to the course objectives or readings. Students' online evaluation of each session is included For an example see <http://libwww.cabrillo.edu/depts/english/s07read255hanks.html>
- Cuyamaca College – "Our basic skills/library skills special services are integrated into our ESL classes and English 98. We offer research guides that are customized for specific assignments."
- Diablo Valley College – "We have our hardcopy Basic Skills Workbook used by a handful of classes each year, a Powerpoint "Five Basics" presentation used in 50-minute sessions and worksheets geared to understanding basic research tools...We created a ½ unit developmental education course, LS 100, as part of a Title 5 grant we had in 1999, although it was never taught."
- Golden West College – "the library offers orientations to all basic skills courses. Our College 100, "Becoming a Successful Student," incorporates a library assignment into the curriculum.
- Chabot College – The Information Literacy librarian attends a "two-hour/week Daraja Project English class – working with African American students. Once a week I have a research strategies hour with these students. I also do specific classes geared toward such programs as EOPS, ASPIRE, etc."
- West Los Angeles College – "We offer a learning skills program in English, Math and ESL. We were planning to develop other discipline Learning Skills classes, but have only developed them for political science and chemistry."
- Mt. San Antonio College is planning for Spring 2008 to link their 1-unit "Introduction to Library Research" course to basic English and speech courses for incoming students as part of their Bridge program.

#### **Selected Examples of On-Demand/Course-Related (N=29)**

- City College of San Francisco – 3 of the campuses offer orientations/instruction sessions on demand to ESL, Transitional Studies, lower-level English courses, and several sections of the LERN 50 ("College Success" course) with specific assignments covering use of the online catalog, vocabulary, almanacs and encyclopedias, basic use of periodical databases, call numbers, and an interactive self-guided walking tour with questions for physical orientation and awareness of library services and resources. The self-guided,

interactive walking tour is used by most of the LERN 50 sections and increasingly by some ESL and pre-collegiate English courses, <http://www.ccsf.edu/Library/instruct/wlkngr.pdf>

- Saddleback College – “We regularly provide orientations for our Reading, non-transfer English and Introduction to College courses.”
- Santa Rosa Jr. College – “We have 3-4 online introductory exercises on library catalog, databases and the internet for ESL classes. These are provided in conjunction with the ESL instructor and in class.”
- **Most of the other respondents who do not have targeted, formalized programmatic instruction for Basic Skills courses** – responded similar to Delta College and Porterville College – “We do not have dedicated instructional programs just for basic skills students,” but we “do orientations and instructional sessions tailored to the assignment about library resources for students by request from faculty. Some of these classes are at the basic skills level.”

### **Other Services Offered**

- Provide targeted collections of reading materials (e.g. materials for ESL students by reading level; “Easy Reader,” special collection of intermediate fiction and non-fiction books with accompanying CDs); purchase non-fiction titles at the grade 4-grade 8 reading levels.
- Provide developmental math audio-visual materials on reserve with licenses to make copies for students
- Developed a video-tutorial for faculty about using multi-media resources in their courses – developed as part of a Title 3 grant
- Selected online databases “geared towards basic skills students”
- Collects exercise books in all subject areas and study skills books, as well as test preparation materials for Transitional Studies courses.
- As part of Title 5 grant, Riverside College has purchased textbooks for reserves as well as other books, many of which are for basic skills courses.

### **Examples of Collaborations**

- Almost all respondents commented that they collaborate with instructors to tailor presentations to the needs of the assignments.
- West Los Angeles College – has Learning Skills and Library units within the same division so there is active collaboration for planning and offering a “learning skills program” in English, math and ESL.”
- Butte College “has an ongoing dialogue with the LEAD instructors as well as ESL for development of library curriculum and resources.”
- Long Beach City College “intermittently collaborates with the Reading and Writing Center to offer workshops on specific research tools.”
- Five institutions have librarians serving on campus Basic Skills Committee

### **Assessment**

- Not many respondents identified any type of assessment, although several commented that it was informal; about 4 mentioned that they did student surveys after their workshops.
- Several respondents stated that they are developing and beginning to assess their SLOs and that perhaps basic skills might be a part of this effort.
- Moorepark College uses a brief two-part assessment in all their course-related instruction (some of which serves basic skills students): how to find books and identify elements of the online record and how to find articles and identify elements of the online record.
- Golden West College – has inserted SLOs into their credit courses, which are assessed by exams and unit quizzes.

## **Overall Comments/Observations**

- Seven (7) institutions mentioned that they had a Title 3 or Title 5 grant(s) which have allowed them to offer/provide services/resources for basic skills students. Five respondents said they are/were members of the campus Basic Skills Committee.
- Respondents who mentioned that they have a separate campus/location for non-credit courses (about 5) generally do not have a library “presence,” although
  - at Imperial Valley College basic skills” services are performed by classified staff at the Reading and Writing Lab who work with ESL and English faculty. We also have Tutoring Services inside the library that provides services for basic skills students” and
  - Glendale College – “we have a non-credit Garfield site which is just beginning to offer some general library workshops and develop a collection” and
  - Riverside College “our Moreno Valley Campus has a Title 5 basic skills program but we have no library/librarian presence there.”
- Those respondents (about 3) who identified a specific librarian who works with Basic Skills/Development skills courses also had a course-integrated/infused model or worked with several of the targeted basic skills programs, e.g. Puente, EOPS, ESL, Disabled Students, etc.
- Respondents who identified that they have a Student Success/Becoming a Successful Student type of credit course (about 3) also indicated that their information competency/basic research skills instruction was infused in the course.

## **Lessons Learned So Far --- Effectives Practices/Strategies for Consideration**

### **1. Organizational Strategies**

- Building Bridges – get to know what other units (Student Development/Services) have to offer and be proactive about suggesting how the library might be involved.
- Establish formal partnerships with Writing /Reading Labs, Tutoring Centers, Retention programs, etc.
- Establish on-going and regular communication and outreach with coordinators and faculty of all the retention programs and Basic Skills/Transitional Studies programs.
- Be a member of the college’s Basic Skills or Student Success committees.
- Try to get the library chair/director to designate part of a librarian’s load as outreach librarian to basic skills program.
- Consider assigning librarian(s) to assist in basic skills’ labs at peak times to offer brief orientations and/or serve as a roaming librarian to help with research and technology applications.

### **2. Instructional Services Program/Curricular Strategies**

Many of these strategies might also be accomplished via linked information competency/basic research skills courses or as part of a learning community.

- Review the library/information competency (IC) instruction plan to ensure that services and learning opportunities for basic skills courses are included.
- Identify the college success/becoming a successful student type course and integrate some IC/library skills activities/instruction connected to course objectives if already part of course outline. If not, get appropriate level of information competency/research skills as a SLO in the course outline.

- Identify new student orientation course or activity (e.g. first year experience program or in retention programs) and integrate some IC/library skills activity/instruction (best practice suggests this should be fun, engaging, interactive, and not too detailed or lengthy)
- Identify English, ESL, Reading and/or Math courses where research skills/IC assignments can be integrated. Try to integrate in a required course that is multi-section; get the research/IC outcome added to the course outline.
- Identify appropriate course in retention and basic skills bridge programs where IC/library skills instruction and learning activities might be infused. Formalize this with inclusion of IC/research skills on course outline.
- Identify high-risk courses and those basic skills courses with required lab hours and proactively work with those departments and faculty to develop engaging assignments.\
- Work with the Library's programs/exhibitions planners to find entertaining ways to attract at-risk students into the library or to its online resources. Consider sports-related or film programming ideas, open-house for all retention programs, etc.
- Review print and online collections to ensure that there is non-fiction materials suitable to support the research assignments in basic skills courses.

### **3. Pedagogical Strategies**

(May be useful to set up a small group of librarians, faculty teaching basic skills courses and students to accomplish these reviews.)

- Review all assignments and learning activities to see if they can be made more visual, engaging, (i.e., use gaming techniques); interactive, culturally sensitive and requiring critical thinking.
- Review current instructional practices and online learning materials/tutorials to ensure that they are effective and accommodate a variety of learning styles.
- Work with a few Basic Skills course faculty to develop an online assessment that they can use with their students as a diagnostic tool.
- Consider offering training workshops for librarians on improving learning for basic skills students that might focus on active learning/teaching, effective presentation techniques, etc. May be taught by recommended basic skills faculty person.

### **V. Recommendations**

I have organized the recommendations in the categories below to parallel those in the March 2007 "Basic Skills as a Foundation for Student Success in California Community Colleges" report prepared by a team of researchers, faculty and administrators of the Center for Student Success and the Research and Planning Group for California Community Colleges. I have also reviewed the 26 effective practices identified in this report, as well as the three parts of the "Pre-Collegiate Basic Skills Accountability" reports prepared by CCSF Institutional Research, and have selectively adapted some of these below. Regardless of whether CCSF decides to provide a comprehensive, centralized structure or highly coordinated structure for the provision of basic skills, the following actions/practices are based on effective practices and/or are derived from my literature review of numerous documents.

## A. Organizational and Administrative

Recommendation	Responsibility for
1. <u>Staffing</u> : Ask the Chair to assign a librarian or part of a librarian's load to do outreach to all the retention programs so that communication and library instruction/basic information competency instruction can be improved	Library Chairperson
2. <u>Staffing</u> : Consider assigning librarians to basic skills' labs at peak times for 2 to 3 hours to offer 30-minute orientations and to serve as roaming assistants to help with library research and/or software applications	Library Chairperson
3. <u>Communication/Awareness</u> : Increase "library presence" on the new Teaching & Learning Basic Skills website created by Basic Skills Committee and ask all the retention programs and basic skills labs to link to specific library webpage(s) targeted to basic skills courses/students.	Coord. of Library Instructional
4. <u>Collections and Outreach</u> : Consider purchasing more books for Transitional Studies courses and increasing outreach to T.S. faculty. Consider focus groups with T.S. faculty to determine their needs (see Part 3 "Transitional Studies" of the Pre-Collegiate Basic Skills Accountability reports (March 2006)	Dept. Chair and librarian liaison to Transitional Studies
5. <u>Advocacy</u> : Advocate for a required new student orientation/master student course that addresses the key success skills, which would include selected information competency skills.	Dept. Chair and Coord. of Library Instructional Services

## B. Instructional Services Program/Curriculum

Recommendation	Responsibility for
1. <u>Planning</u> : Revise the Library Instructional Services Plan to clearly specify the importance of orientation and instruction services to basic skills courses. Map information competency SLOs for pre-collegiate and collegiate levels to teaching-learning opportunities. Use course outlines and faculty input to accomplish.	Coord. of Library Instructional Services & IC/Curriculum Committee
2. <u>Curriculum</u> : Explore linking LIS 10 (or a modified LIS 10) to other retention programs, specifically linked to composition or oral communication courses targeted for these students.	Coord. of Library Instruction.Services
3. <u>Curriculum</u> : Consider <b>a.</b> developing new credit course using a critical thinking theme and targeted to basic skills courses and/or <b>b.</b> developing new non-credit workshops or .5 credit course(s) using a critical thinking theme and covering such topics as: overview of information sources available at CCSF: finding and interpreting data and statistics; and evaluating information for coursework and the workplace.	Coord. of Library Instruction Services & IC/Curriculum Committee
4. <u>Curriculum</u> : Identify high-risk courses and those basic skills courses with lab hours and proactively work with those depts. and faculty to develop challenging and engaging assignments. (e.g., Eng 90)	Coord. of Library Instruction.Services and subject liaisons
5. <u>Outreach</u> : Work with Library programs and exhibitions to find entertaining ways to attract at-risk students into the library or to its online resources. Consider programming ideas, gaming, orientation for new students; an open-house of all the retention programs each year, etc.	Coord. of Library Instructional Services & IC/Curr. Committee

6. <u>Outreach</u> : Establish regular communication strategies with counseling depts., LAC and coordinators of all the basic skills labs, LERN 50 coordinator and librarian assigned to the retention programs to better inform them of library services and helpful assignments for basic skills courses.	Coord. of Library Instructional Services
7. <u>Curriculum</u> : Work with librarian liaison to English and ESL depts. to integrate into course outlines and/or syllabi library orientation and assignments teaching selected information competency skills.	Coord. of Library Instructional Services & subject liaison.
8. <u>Curriculum</u> : Work with librarian assigned to retention programs to integrate library/IC research learning activity into every retention program's orientation and appropriate basic skills courses.	Coord. of Library Instructional Services & outreach librarian
9. <u>Curriculum</u> : Revise research skills workshops to be less tools-based and more process, problem-solving, critical-thinking based. Make more explicit which information competency skills are covered and why useful.	Coord. of Library Instruction Services & IC/Curriculum Committee
10. <u>Assessment</u> : <ul style="list-style-type: none"> <li>• Work with course faculty to develop an online, instantly scored IC assessment to function as a diagnostic tool;</li> <li>• Work with Institutional Research to design assessment strategies, such as use of pre and post-testing in selected sections of Eng 90 and 96; data collection for specific indicators (e.g., GPA, retention), to compare sections of LERN 50 and other basic skills courses which have had specific library research instruction to those who have not.</li> </ul>	Coord. of Library Instructional Services & Institut. Research

### C. Professional Development

Recommendation	Responsibility for
1. <u>Librarian training</u> : Develop workshops for librarians and/or invite faculty to offer some on such topics as active learning strategies for basic skills students; culturally sensitive teaching strategies; improving collaboration and outreach with faculty; best practices for developing engaging and entertaining library research/info. competency assignments (i.e., more images, more relevant, gaming approaches, inquiry-based)	Coord. of Library Instructional Services
2. <u>Librarian/faculty training</u> : Consider scheduling assignment sharing session once a month for faculty that focuses on developing more culturally and intellectually engaging, yet relevant and fun research-based assignments. Ask different faculty/librarians to "host"/facilitate. Possibly partner with Basic Skills Committee and Multicultural Infusion Project.	Coord. of Library Instructional Services

### D. Instructional/Pedagogical Practices

Recommendation	Responsibility for
1. <u>Teaching/Pedagogy</u> : Review current instructional practices and learning opportunities to ensure that they are effective and accommodate a variety of learning styles. May accomplish by librarian survey and observations of workshops, as well as review of online tutorials and paper-copy learning materials.	Coord. of Library Instructional Services & IC/Curriculum Committee
2. <u>Teaching/Pedagogy</u> : Set up a small group to review assignments used at other community colleges for basic skills courses with the goal of revising all our workshop assignments and	Coord. of Library Instructional

developing a couple of templates for course-related assignments that make use of images and engaging, inquiry-based tasks.	Services & small group of librarians
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