



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

Office of the Provost and Vice President, Academic Affairs

CALIFORNIA STATE UNIVERSITY, EAST BAY
25800 Carlos Bee Boulevard, Hayward, CA 94542-3007
510.885.3711 • 510.885.2295 (fax) • <http://www.csueastbay.edu/OAA>

Date: May 14, 2008

Michael K. Mahoney

From: Michael Mahoney, Provost and Vice President, Academic Affairs

To: Myoung-ja Kwon, University Librarian

Subject: MOU Meeting – Information Literacy

On April 29, 2008, I met with Myoung-ja Kwon, University Librarian; Kyzyl Fenno-Smith, Education/Instruction Librarian; Jay Tontz, CAPR representative; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for Information Literacy and to develop an MOU as required by CAPR 9.

University Library faculty offer two Information Literacy courses: LIBY 1210 (2 units) (for first time freshmen) and LIBY 1551 (2 units) (for transfer students). These courses are offered so students can meet the information literacy requirement of our General Education package. Although Information Literacy is a system-wide requirement, we are one of only two CSU campuses that require a separate course to meet the requirement.

In addition to the courses, Library faculty members assist departments to meet information literacy requirements in their degree programs and with the information literacy part of the Upper Division Science and Social Science G.E. requirement. Supporting faculty in the departments, especially part-time faculty, requires a lot of work because they may not have familiarity with the resources available in the Library. The CAPR review, however, focused on only the two credit courses LIBY 1210 and 1551.

LIBY 1210 and 1551 generate FTES but no directed additional funding for the Library. The projected growth in first time freshmen will mean that additional sections of these two courses will need to be offered. However, this will be difficult because the Library faculty is a stable group. The current model is not scalable. Thus, the Library may need to turn to part-time lecturers to meet the increased need.

Every Librarian is involved in the Information Literacy Program, even in the summer. Spending much time and energy teaching information literacy takes away from the time that could be devoted to working with departments on co-curricular information projects.

The Library faculty members teach 30 sections per year of Information Literacy courses. LIBY 1210 is a linked cluster course that gets students connected early to the Library and helps with the retention of first time freshmen.

The outside reviewer suggested that we look at different staffing models such as using part-time faculty but this is difficult since there is no FTE funding stream that goes directly to the Library. The outside reviewer also suggested putting some sections online. The Library has experimented with two trial online sections. The results were positive with about the same grades and drop out rate as the on ground sections. Teaching online does not save time but it is a help with scheduling. Online sections provide flexibility for students, especially transfer students, and for the faculty.

Understandings

The CAPR review of Information Literacy (2007-08 CAPR 15) made four recommendations: 1) Explore alternative staffing for courses, 2) Continue the use of assessment and the publication of SLOs, 3) Continue to develop online resources and course options, and 4) Continue collaboration with General Education, Cluster, and English faculty.

The results of the MOU meeting are as follow:

1. First time freshmen enrollment is expected to grow which will increase the number of GE Clusters resulting in the need for more sections of LIBY 1210. With the number of library faculty remaining fairly stable, the Library may have to turn to part-time faculty. Since the FTE from the LIBY 1210 and LIBY 1551 does not return to the Library in a direct manner, a budget procedure for funding part-time faculty and a workload analysis for regular faculty should be developed between the Library and the Provost's Office.
2. The Information Literacy program has done a commendable job of assessment utilizing pre- and post-test data and direct measures of student learning including experimenting with portfolio assessment. The Information Literacy program is encouraged to continue its assessment efforts as a means of improving student achievement.
3. The recently completed Academic Plan included the development of an Online Campus. Although the focus of the Online Campus is on upper division degree completion and graduate programs, we are expecting growth in online courses at all levels. As noted above, online and hybrid information literacy courses increase flexibility for faculty and students. Thus, the Library is encouraged to offer more sections of LIBY 1210 and LIBY 1551 online. The Library can work with the Online Campus to achieve this. The Library is also encouraged to continue its development of online information resources.
4. Information Literacy is an important part of our nationally recognized freshmen learning communities program. Library faculty members are encouraged to continue to work with the General Education Program, the Clusters, and the

English Department to ensure the proper integration and development of information literacy for our native and transfer students.

AVP Carl Bellone and I sincerely appreciate the important work that the Library and librarian faculty members do with information literacy and the positive impact it has on our students. We'd also like to thank the CAPR members for their time and useful report.

cc: Kyzyl Fenno-Smith
Hank Reichman
Aline Soules
Jay Tontz
Carl Bellone