

Information Literacy-WASC

As a part of the WASC visiting team recommendations, regarding the promotion of CULTURE IN INFORMATION within our CETYS University faculty, the Library Departments, and the Comprehensive Teaching Training Coordinators (FIP), the latter affiliated to the Academic Development and Improvement Center (CDMA), developed the Information Literacy Certification Program (DHI) in 2008. This certification program officially started with the first generation of graduate instructors in April 2009.

The essential goal of this certification program is *“to provide information literacy in CETYS University faculty, in order to acquire the necessary elements that allow them to identify, locate, recover, and analyze the information found in different formats as primary tools for their teaching labor.”*

The Information Literacy Certification consists of the following modules:

Modules	Learning Outcome	Total Hours	Modality
I. Information Society Profiles	Analyze the impact of ICTs on education, reflecting on the role of education in this new society	20	Face-to-face Online
II.- Conceptualization of Information Literacy	Review ACRL-ALA standards in order to guide the teacher through the goals of applying IT in the academic programs	10	Face-to-face Online
III.- Organization of Information	Introduce the teacher to the concepts and applications of information through a variety of methods and formats of information storage.	20	Face-to-face Online
IV.- Information Search and Retrieval	Center the teacher in the process of information retrieval through information tools and use of an accurate query language that allow an efficient information search	20	Face-to-face
V.- Use of Technology	Develop the abilities and skills suitable for new technologies in order to assimilate and adapt to the changes these new technologies present.	20	Face-to-face
VI.- Analyze, Synthesize, and Communicate Information	Acquire techniques and skills that allow the development of instrumental competencies regarding the ability to analyze, synthesize, organize, assess, and reuse information	30	Face-to-face
TOTAL HOURS		120	

As observed, this certification program consists of 6 modules with a total of 120 hours, giving the choice of taking either a face-to-face or online course depending on the faculty's availability.

The Information Literacy Certificate Program is open to full time (FT), part time (PT), subject (S), adjunct (AD), and associate (A) teachers who currently work in the institution regardless of the College they belong to (Business and Administration, Social Sciences and Humanities and Engineering).

As previously mentioned, integration of the Library Departments and the CDMA-FIP has been fundamental. Both institutions have worked jointly in the design, planning, and instrumentation as in the search for the top specialists to work with our teachers. Here is a list of those specialists who have collaborated as instructors in the Information Literacy Certificate Program:

Instructor	Institution of Origin	Country	Module Taught
Gabriela Sonntag	California State University San Marcos	United States	II y III
Patrick Sullivan	California State University San Diego	United States	IV
Alma Ortega	University of San Diego	United States	V
Robinson Salazar	Universidad Autonoma de Sinaloa	Mexico	VI

Distribution of participants of the Information Literacy Certification Program: First generation of graduates in numbers

The following chart represents the participation of instructors from CETYS Universidad System as a first generation of the certification program, which was held from the first semester of 2009 to the first semester of 2011.

1. *Instructors per Campus and College*

	ENSENADA				MEXICALI				TIJUANA				GRAND TOTAL
	BA	SCH	ENG	TOTAL	BA	SCH	ENG	TOTAL	BA	SCH	ENG	TOTAL	
Instructors who completed less than 50% modules	12	2	8	22	8	6	6	20	20	12	14	46	88
Instructors who completed 50% or more modules	11	2	5	18	4	1	1	6	4	3	3	10	34
Instructors who completed 100% modules	4	0	0	4	4	5	3	12	3	4	2	9	25
Total instructors enrolled in the program 1st generation	27	4	13		16	12	10		27	19	19		147

BA Business and Administration
 SCH Social Sciences and Humanities
 ENG Engineering

As relevant indicators, it can be noticed that the total number of teachers enrolled in the program's first generation is 147.

The total number of participants per College in all three campuses is:

- a. College of Business and Administration: **70**
- b. College of Social Sciences and Humanities: **35**
- c. College of Engineering: **42**

Comparing the total number of enrolled instructors (**147**) to the total number of teachers who have completed the certification program (**25**), the efficiency level of completion of the program in CETYS system is **17%**.

Teachers per Type of Contract

	ENSENADA						MEXICALI						TIJUANA						GRAND TOTAL
	T	PT	A	AD	AS	TOTAL	T	PT	A	AD	AS	TOTAL	T	PT	A	AD	AS	TOTAL	
Instructors who completed less than 50% modules	2	1	17	0	2	22	8	0	7	2	3	20	15	2	28	0	1	46	88
Instructors who completed 50% or more modules	6	1	9	0	2	18	3	0	2	1	0	6	4	0	6	0	0	10	34
Instructors who completed 100% modules	2	0	2	0	0	4	2	0	5	2	3	12	2	1	5	0	1	9	25
Total instructors enrolled in the program 1st generation	10	2	28	0	4		13	0	14	5	6		21	3	39	0	2		147

Relevant aspects of this chart:

- Full Time Teachers/Tenure (T) enrolled in the program: **44**
- Part Time Teachers /Part Tenure (PT) enrolled in the program: **5**
- Assignment Teachers (A) enrolled in the program: **81**
- Adjunct Teacher (AD) enrolled in the program: **5**
- Associate Teachers (AS) enrolled in the program: **12**

6 out of 44 Full Time Teachers in the CETYS system have completed the Information Literacy Certificate program, which represents 14%

To the moment this report is been written (May 19th, 2011), there are 13 full time teachers (teachers who completed 50% or more modules) candidates to complete the Information Literacy Certification Program in the month of June. This would consequently modify the percentage up to **43%**.

Schedule of Modules and Products Generated

In 2008, during the Information Literacy Certificate Program design stage, it was agreed that two modules would be offered each semester. However, due to unaccounted factors¹ the schedule of the modules was determined as follows:

Semester 2009-1:

- Module I: Information Society Profiles (Face-to-face)
- Module II: Conceptualization of Information Literacy (Face-to-face)

Semester 2009-2:

- Module I: Information Society Profiles² (Online)
- Module III: Organization of Information (Face-to-Face)

¹ Instructor's availability on the suggested dates; date availability of the teachers in each campus; among others

² Module I online modality was designed and offered to those teachers who were no able to take part of the face-to-face modality of Module I.

Semester 2010-1:

- Module IV: Information Search and Retrieval (Face-to-Face)

Semestre 2010-2:

- Module V: Use of Technology (Face-to-Face)
- Module VI: Analyze, Synthesize, and Communicate Information (Face-to-Face)

Semestre 2011-1:³

- Module II: Conceptualization of Information Literacy (Online)
- Module III: Organization of Information (Online)

Each module is advertised in the Teacher Training Institutional Agenda managed by the CDMA-FIP, distributed in common access areas (cafeteria, library, book shop, payroll, and the different college offices).

The program is also advertised in electronic means through VOCETYS, the institutional communication channel, and by emailing all college Deans who forward the information.

All products generated in the Information Literacy Program are available on <http://cetys.blackboard.com>. To access this information use account and password: dhi2009-11.

Alternate Activities Performed to Strengthen the Information Literacy Certification Program

In November 2009, the Strategic Competence of the Information workshop was instructed by Karin Duran Ph.D. from California State University Northridge.

In March 2010, a group of participants of the program from the three campuses visited the California State University of San Marcos library. This site visit was organized by the Library departments, FIP coordination, and Gabriela Sonntag, instructor of Modules II and III.

In September 2010, participants of Mexicali campus took part of Module V in its face-to-face modality at the University of San Diego, which was taught by Prof. Alma Ortega.

In 2010, staff members of the Ensenada, Mexicali, and Tijuana libraries and the coordinators of the Comprehensive Training Program (FIP) visited the library facilities and services of the National University and Mesa College in California and the Central Library of the University of Arizona at Tucson.

The Future of the Information Literacy Certification Program: Assessment and Beginning of the Second Generation

Once the online modules II and III have been completed, members of the CDMA-FIP y Library Departments will jointly analyze the learning outcomes of the assessment administered to the first generation of participants in all modules. The main goal is to assess such results in order to make all the

³ In 2011, Modules II and III online modalities were designed in order to be offered to those teachers who required those courses to complete the program. These two modules are being held at the moment.

pertinent adjustments that will strengthen the program contents: deliberate whether to continue with six modules or to cut it down to five; analyze if the number of hours should be increased or shortened, etc.

This assessment should lead us to the reinforcement of the Information Literacy Certification Program as well as the consolidation of CETYS University faculty achieving consistency and coherence with the Culture in Information our institution promotes. Therefore, it is estimated that in semester 2011-2, the beginning of the second generation of the program will be announced.