



### Topics

- CETYS University Overview
- CETYS University's Academic Quality Assurance
- Quality Assurance
- Findings

- ### Rubric Elements
- 1. Institutional Quality Assurance
  - 2. Quality of Academic Programs
  - 3. Academic Quality Assurance
  - 4. Academic Quality Assurance
  - 5. Academic Quality Assurance
  - 6. Academic Quality Assurance
  - 7. Academic Quality Assurance
  - 8. Academic Quality Assurance
  - 9. Academic Quality Assurance
  - 10. Academic Quality Assurance



- ### CETYS Rubric
- 1. Quality of Academic Programs and Services
  - 2. Quality of Academic Quality Assurance
  - 3. Quality of Academic Quality Assurance

- ### Professors' Qualifications
- Faculty: Doctorate in Education, Education, Business Administration, etc.
  - Academic Quality Assurance: Accredited by the Ministry of Education
  - Quality of Academic Quality Assurance: Accredited by the Ministry of Education



- ### Main Recommendations
- 1. Institutional Quality Assurance
  - 2. Quality of Academic Programs and Services
  - 3. Academic Quality Assurance

- ### Rubric: Design Excellence
- 1. Institutional Quality Assurance
  - 2. Quality of Academic Programs and Services
  - 3. Academic Quality Assurance



- ### Conclusions
- 1. Institutional Quality Assurance
  - 2. Quality of Academic Programs and Services
  - 3. Academic Quality Assurance



# Diving into Deep Water:

## Development of an Information Literacy Rubric for Undergraduate Course Syllabi

European Conference on Information Literacy (ECIL)  
Department of Information Management, Hacettepe University  
Department of Information and Communication Sciences, Zagreb University  
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# Topics

- **Case study:** CETYS University
- CETYS Professor's qualifications
- Rubric design committee
- Rubric elements
- Pilot testing



# CETYS University

- A private university, founded in 1963, Baja California, Mexico
- 6,500 high school, undergraduate, graduate students
- Information culture is part of institutional strategic plan
- Fully accredited in Mexico and USA (WASC)

# Professors' Qualifications



- Faculty, 16% with a doctorate, XXX% Masters Degree and rest with undergraduate degrees



- Research work is limited, because classroom teaching takes at least 20 hours per week



- Low demand of academic information
- New faculty hiring requires doctoral degree

# Main Recommendations

- An information literacy rubric for Sillabi
- An undergraduate 6 credit course for students
- Faculty IL training



# Rubric Design Committee

1. Campus-wide IL Committee appointed by provost to identify curriculum IL strategies
2. Faculty representation from 3 colleges, one from computing and technology department, plus librarians and a consultant
3. Worked during a full semester



# CETYS Rubric

- 1.** Guideline for academic program goal achievement
- 2.** Guide to self-access course syllabi as well as for bodies that supervise curriculum development
- 3.** Aimed to be a scoring-instrument to motivate the University to meet IL Mexican standards





# Rubric Elements

1. Promotes Information Skills Development
2. Avoids Textbooks or Anthologies
3. Includes Different Source Types
4. Literature Is Available in the Library
5. Relies on Electronic and Copyright Licensed Materials
6. Incorporates Foreign Language Readings
7. Literature Is Current
8. Promotes ICT Use
9. Requests a Term Paper
10. Applies Research Methodology and Paper Style Standards

# Components 1-2

## 1. Promotes Information Skills Development.

The course learning activities promote search, retrieval, evaluation and use of information and media by the student.

**2. Avoids Textbooks or Anthologies.** The course does not include textbooks or anthologies. Professor allows students to find relevant information by themselves. If a textbook is required, professors need to justify it, and book needs to be in electronic format.



# Components 3-4

## 3. Includes Different Source Types.

The course includes varied literature, ideally in the following proportion:

- Books 20-40%
- Scientific articles 40-50%
- Other documents in digital format, for example, websites, databases, Twitter, lectures, videos, podcasts, movies, documentaries, and maps, among others. 40-50%



## 4. Literature Is Available in the Library.

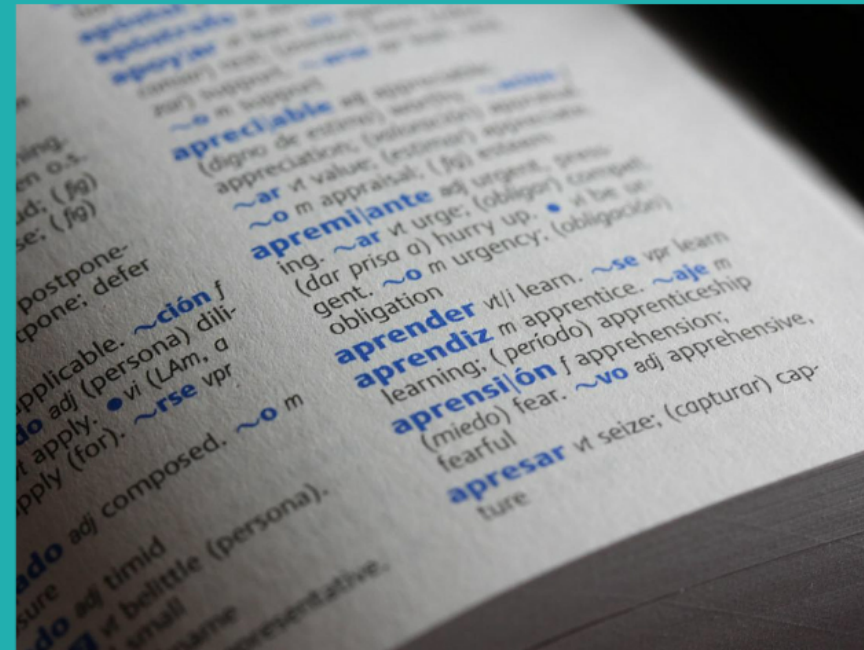
Includes information sources available in CETYS libraries or have been ordered for acquisition.

# Component 5-6

**5. Relies on Electronic and Copyright Licensed Materials.** The electronic sources have either copyright clearance, are open access, or are under license such as that of Creative Commons.

**6. Incorporates Foreign Language Readings.**

It includes a minimum of 50% of material in English or other foreign languages, and the rest in Spanish, depending on the subject.



# Components 7-8

## 7. Literature Is Current.

Bibliography is current, 50% of sources are recent, and the rest may be classics within the discipline. Ideal time span by discipline is:

- Science and Engineering: 5 years
- Social sciences, business & administration: 10 years
- Humanities: 15 years.

## 8. Promotes ICT Use.

The course requires students to use information and communication technology in its learning activities, in addition to the implementing Blackboard (Learning Platform).



# Components 9-10

## 9. Requests a Term Paper.

There is a strong recommendation that students write at least one term paper, where they show information skills proficiency (See Appendix of Recommendations).

## 10. Applies Research Methodology and Paper Style Standards.

The term paper requires research methodology and the use of style standards. CETYS recommends: Bonilla, J.L., and Montes, M.E. (2013) Manual for Submission of Written Works. Tijuana, BC, Mexico: CETYS University. / Bonilla, J.L., and Montes, M.E. (2012) Guide to Write Academic Papers. Tijuana, BC, Mexico: CETYS University.



# Conclusions

- Pilot testing has proved useful to guide professors.
- A great IL step forward to impact curriculum development.
- General adoption will not be easy but there is now a general institutional IL syllabi goal.



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- ### Rubric Elements
- 1. Institutional Quality Assurance
  - 2. Quality of Undergraduate Programs
  - 3. Academic Quality Assurance
  - 4. Academic Quality Assurance in the Field
  - 5. Academic Quality Assurance in the Field (Continued)
  - 6. Academic Quality Assurance in the Field (Continued)
  - 7. Academic Quality Assurance in the Field (Continued)
  - 8. Academic Quality Assurance in the Field (Continued)
  - 9. Academic Quality Assurance in the Field (Continued)
  - 10. Academic Quality Assurance in the Field (Continued)



- ### CETYS Rubric
1. Quality of the program and curriculum
  2. Quality of the academic quality assurance system
  3. Quality of the academic quality assurance system (Continued)

- ### Professors' Qualifications
- Faculty: Doctorate in Education, EdD, Master's Degree in Education, EdM, Bachelor's Degree in Education, EdB
  - Academic quality assurance system
  - Quality of the academic quality assurance system
  - Quality of the academic quality assurance system (Continued)



- ### Main Recommendations
- 1. Institutional Quality Assurance
  - 2. Quality of Undergraduate Programs
  - 3. Academic Quality Assurance
  - 4. Academic Quality Assurance in the Field
  - 5. Academic Quality Assurance in the Field (Continued)
  - 6. Academic Quality Assurance in the Field (Continued)
  - 7. Academic Quality Assurance in the Field (Continued)
  - 8. Academic Quality Assurance in the Field (Continued)
  - 9. Academic Quality Assurance in the Field (Continued)
  - 10. Academic Quality Assurance in the Field (Continued)

- ### Rubric: Design Excellence
- 1. Institutional Quality Assurance
  - 2. Quality of Undergraduate Programs
  - 3. Academic Quality Assurance
  - 4. Academic Quality Assurance in the Field
  - 5. Academic Quality Assurance in the Field (Continued)
  - 6. Academic Quality Assurance in the Field (Continued)
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  - 8. Academic Quality Assurance in the Field (Continued)
  - 9. Academic Quality Assurance in the Field (Continued)
  - 10. Academic Quality Assurance in the Field (Continued)



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- 1. Institutional Quality Assurance
  - 2. Quality of Undergraduate Programs
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  - 5. Academic Quality Assurance in the Field (Continued)
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