



---

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW**

13-14 CAPR 22  
Thursday, April 17, 2014

**TO:** The Academic Senate  
**FROM:** The Committee on Academic Planning Review (CAPR)  
**SUBJECT:** 13-14 CAPR 22: Five-Year Program Review for Information Literacy  
**PURPOSE:** For Action by the Senate  
**ACTION REQUESTED:** Acceptance of the Five-Year Program Review of Information Literacy; it is recommended the program continue with improvements in assessment of student learning outcomes. The date of the next Five-Year review is 2017-2018.

**BACKGROUND:**

CAPR invited the Library to present the 5 year review report for the Information Literacy Program and reviewed all documents submitted by the Program.

**OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR:**

Self-Study and 5-Year Plan approved by faculty on: November 16, 2011  
External Reviewer Report received by the program on: January 31, 2012  
Program's Response to External Reviewer's Report completed on: April 18, 2012  
Complete 5-Year Program Review Report submitted to CAPR on: April 26, 2012

**CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW:**

CAPR recognizes the role of the Information Literacy Program as an important component of the larger educational mission of CSUEB. Despite increases in the number of students served in relation to faculty staffing, the information literacy program has been supported by continued hiring and retains a relatively high ratio of full-time faculty to students. As noted by the external reviewer, rapidly changing channels for searching for information and divergent learning styles offer many new opportunities for innovative approaches to developing student competencies in information literacy.

The goals of the information literacy program include continued improvement in curriculum and assessment as well as better support for transfer, returning, and graduate students. The program also aims to continue to improve Upper Division GE Information Literacy designated (D4) courses in the Sciences and Social Sciences as well as continuing to work curricular mapping and continued faculty development.

CAPR recommends expanded assessment activities to include more robust measures of student learning. The current method used relies primarily on a multiple choice test in which 20 questions are answered by students. This method could be strengthened by including more extensive testing as well as a more

qualitative approach in which assignments are independently reviewed using a norming process and review of a random sample evaluated by faculty.

As reported in the self-study documents. Individual faculty members have initiated an approach to assessment that includes assessment of student portfolios and other similar qualitative assessment activities. These ad hoc efforts and innovations provide a potentially productive direction that could be promoted as part of a larger and more systemic effort to capture data beyond the 20 question multiple choice test approach currently used as the main method of student learning outcomes assessment.

It would be helpful to understand how student learning outcomes are used to identify and implement closing the loop actions. This information is notably lacking in the self-study report.

**CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM:**

CAPR recommends continuation of the program with improvements noted above in the quality and use of student learning outcomes assessment.

**DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW:**

AY 2017-2018