



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	Library
Department	Library
Program Unit	Information Literacy
Reporting for Academic Year	2015-2016
Department Chair	Liz Ginno
Date Submitted	5/29/2016

1. SELF-STUDY

A. Five-year Review Planning Goals

1. Continue developing online content for LIBY credit courses.
2. Continue developing assessments for LIBY credit courses.
3. Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students; including collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.
4. Develop curricular maps for Information Literacy in disciplines and majors.
5. Assess block enrollment.
6. Assess course offerings on a continual basis based on the fact that enrollment will remain steady or grow with overall student enrollment.
7. Complete tenure track searches successfully.
8. Assess the effectiveness of information literacy instruction by all faculty members, including part-time lecturers.
9. Acquire more laptops and/or computer lab(s) for instructional sessions.
10. Continue faculty professional development through monetary and time support for research and conference attendance and continue departmental workshops on information literacy.

B. Five-year Review Planning Goals Progress

1. Library faculty continues to develop online tutorials and materials for LIBY credit courses, has implemented LibGuides, and continues to increase the robustness of our online services and support resources.
2. Library faculty has continued to use the pre/post test and the reflective essay for assessment.
3. Library faculty is currently discussing how to provide more information literacy instruction for transfer and upper division students. Marketing online modules and tutorials may be one way to provide more instruction even if it is not possible to offer credit courses at these levels.
4. Library faculty has developed an overall curricular map for information literacy mapping to

the ILOs and is working on additional curricular maps.

5. Library faculty is in communication with GE about block enrollment. So far, enrollments have been consistent, although the increasing enrollment numbers have strained the information literacy credit courses.

6. The Chair and the Instruction Coordinator continually monitor which courses need to be offered.

7. The library faculty is approved for a new search in AY 2016-2017 for anticipated start in AY 2017-2018.

8. Library faculty has expanded its ongoing assessment of instruction and has implemented training/orientation workshops for adjunct faculty.

9. There are two laptop carts for instructional use; however, it has not been possible to acquire needed additional laptops or computer lab space.

10. Through the support of the Dean, library faculty continues to participate in professional development activities.

C. Program Changes and Needs

Curriculum: Library faculty has selected and implemented the reflective essay assignment for programmatic assessment. The curriculum continues to evolve to incorporate new sources of information as well as changing information practices in the academy and society at large.

Resources: An additional library faculty member was added this year. There are no other changes in resources or facilities; however, with continuing increased enrollments in the first-year clusters, an increase in the number of LIBY 1210 sections offered each quarter is required, and that increases the need for additional adjunct faculty as well as more time for the Chair to mentor and support these adjunct faculty members, especially new hires. Our students also need more computers for use during instructional periods, such as updated laptops and carts or computer lab space.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

SLO 1: Determine the Extent of Information Needed

SLO 2: Access the Needed Information

SLO 3: Evaluate Information and its Sources Critically

SLO 4: Use Information Effectively to Accomplish a Specific Purpose

SLO 5: Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology

Please see previous year's report for curriculum map linking SLOs to ILOs and the assessment rubric for reflective essays.

B. Program Student Learning Outcome(s) Assessed

SLO 4: Use Information Effectively to Accomplish a Specific Purpose was the focus of assessment this year.

However, the library faculty also completed an overall assessment via the pre/post-tests.

C. Summary of Assessment Process

The library instruction committee assessed both via pre/post tests and with a reflective essay. The pre/post test results, in aggregate, and with just those questions that relate to SLO 4 are summarized below. For the reflective essay assessment, essays were selected using a random number generator to determine the first essay to select and the interval between subsequently selected essays. In Fall, we started at #56 and selected every 2nd essay. In Winter, we started at #15 and selected every 6th essay. Each essay was read and scored by all four members of the instruction committee with a tie-breaker if the scores differed. A total of 200 essays (100 from fall quarter and 100 from winter quarter) were assessed.

D. Summary of Assessment Results

Pre/Post Test Results

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	63 %	60 %	68 %	66 %
Post-test	72 %	67 %	71 %	69 %
% Change	+9 %	+7 %	+3 %	+3 %

Table 1. Pre/Post test results for LIBY 1210 and LIBY 1551 courses in Fall 2015 and Winter 2016.

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	66 %	60 %	67 %	63 %
Post-test	61 %	56 %	62 %	61 %
% Change	-5 %	-4 %	-5 %	-2 %

Table 2. Pre/post test results for questions related to SLO 4: Use Information Effectively to Accomplish a Specific Purpose. Slight decrease may be due to the small sample size rather than any statistical significance.

Essay Assessment Results

Fall 2015

A: 8 essays B: 23 essays C: 42 essays D: 27 essays

Table 3. Results from Reflective Essay Assessment in Fall 2015 Quarter showing the number of essays that were evaluated at each level (A-D) of the assessment rubric for SLO 4.

Winter 2016

A: 12 essays B: 25 essays C: 42 essays D: 21 essays

Table 4. Results from Reflective Essay Assessment in Winter 2016 Quarter showing the number of essays that were evaluated at each level (A-D) of the assessment rubric for SLO 4.

Just over a third of the students are demonstrating full or adequate mastery (A & B) of SLO 4: Use Information Effectively to Accomplish a Specific Purpose. More opportunities may be needed for students to practice source evaluation in order to have improved mastery of this SLO; however, students may also increase in their ability to use information for a purpose throughout their time at the university.

3. STATISTICAL DATA

University-Wide: LIBY					
Item	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate					
2. Postbaccalaureate					
3. Graduate					
4. Total Number of Majors					
College Years					
B. Degrees Awarded					
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate					
2. Graduate					
3. Total					
Fall Quarter					
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	9	11	13	14	12
2. Part-Time	1	0	0	0	0
3a. Total Tenure Track	10	11	13	14	12
3b. % Tenure Track	71.4%	61.1%	56.5%	66.7%	60.0%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	4	7	10	7	8
6a. Total Non-Tenure Track	4	7	10	7	8
6b. % Non-Tenure Track	28.6%	38.9%	43.5%	33.3%	40.0%
7. Grand Total All Faculty	14	18	23	21	20
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	0.8	0.5	0.7	1.5	1.3
9. Lecturer FTEF	0.5	1.9	2.0	1.6	1.7
10. Total Instructional FTEF	1.3	2.4	2.7	3.1	3.1
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	19.3	14.5	19.2	40.5	38.9
11b. % of FTES Taught by Tenure/Track	54.9%	22.5%	26.9%	49.6%	44.2%
12a. FTES Taught by Lecturer	15.9	50.0	52.1	41.2	49.1
12b. % of FTES Taught by Lecturer	45.1%	77.5%	73.1%	50.4%	55.8%
13. Total FTES taught	35.2	64.5	71.3	81.7	88.0
14. Total SCU taught	528.0	968.0	1070.0	1226.0	1320.0
D. Student Faculty Ratios					
1. Tenured/Track	24.1	27.3	28.9	27.6	29.2
2. Lecturer	29.7	26.7	26.1	25.7	28.3
3. SFR By Level (All Faculty)	26.3	26.8	26.8	26.6	28.7
4. Lower Division	26.3	26.8	26.8	26.6	28.7
5. Upper Division	.	.	.	.	.
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	13.0	18.0	19.0	23.0	23.0
2. Average Section Size	19.2	26.9	28.2	26.7	28.7
3. Average Section Size for LD	19.2	26.9	28.2	26.7	28.7
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	10	4	5	11	10
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	7	14	14	12	13
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	0	0	0	0	0

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Table 5. Statistics from the Academic Performance Review relevant to the Information Literacy Program. The Information Literacy Program includes two lower division courses (LIBY 1210 and LIBY 1551); therefore, statistics on student demographics of majors and student level of majors have been excluded because they are not applicable. Note: Only updated through Fall 2015; no more current data was available via the website.

Statistics for IL courses offered in Fall 2015, Winter 2016, and Spring 2016 Quarters

	LIBY 1210	LIBY 1551
Fall 2015	21	2
Winter 2016	22	2
Spring 2016	21	2
Totals	64	6

Table 6. Total number of sections taught in Fall, Winter, and Spring Quarters. AY Total: 70 sections

	LIBY 1210	LIBY 1551
Fall 2015	10	0
Winter 2016	12	0
Spring 2016	7	0
Totals	29	0

Table 7. Number of sections taught by tenure/tenure-track library faculty. AY Total: 29

Note: Some faculty had assigned time/release time for grants and other campus activities, which resulted in fewer sections being taught by tenure/tenure-track faculty.

	LIBY 1210	LIBY 1551
Fall 2015	11	2
Winter 2016	10	2
Spring 2016	14	2
Totals	35	6

Table 8. Number of sections taught by adjuncts. AY Total: 41

	LIBY 1210	LIBY 1551	Combined Totals
Fall 2015	605	57	662
Winter 2016	609	60	669
Spring 2016	530	61	591
	1744	178	1922

Table 9. Total number of students enrolled in Fall, Winter, and Spring Quarters.