

CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: 2007-08 **CAPR 15**

Date Submitted: February 25, 2008

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Five-Year Program Review for Information Literacy

PURPOSE: For Action by the Academic Senate

ACTION
REQUESTED: Acceptance of the five-year program review of Information Literacy and approval of continuation of the program without modification.

Executive Summary

Supported by the University Libraries, Information Literacy provides courses to the first year cluster programs (LIBY 1210) and to upper division transfer students (LIBY 1551). The program is not a separate academic department and does not have majors or minors.

The program serves the mission of the University by developing student information literacy. The program has a well developed and well reasoned assessment matrix that is used to evaluate student proficiencies and inform teaching. The program has established reasonable goals in its five year plan. The program is exploring a number of online options including online courses and online resources.

As the University's enrollment has grown, Information Literacy has had an increased student-faculty ratio in the sections provided.

2. CAPR Recommendation for continuation of the Program

CAPR recommends the continuation of the Information Literacy program without modification. The date of the next fixed review shall be 2011-12.

CAPR Report

BACKGROUND

1.1 Overview description of the program

Information Literacy courses are offered by Library faculty as a part of the University General Education Clusters for first-time, first-year students (LIBY 1210, formerly LIBY 1010) and for transfer students in an upper division Information Literacy course (LIBY 1551). Information Literacy is administrated through the University Libraries. Information Literacy offers courses that support the University's mission regarding information literacy.

Information literacy courses have experienced significant enrollment increases without corresponding increases in the number of sections taught. Each year the program has offered approximately 30 sections. However, the number of students it serves has risen from 616 in 2002-03 to 829 in 2006-07 (a net increase of 213). This has led to an increase in average class size from 19.25 in 2002-03 to 27.63 in 2006-07.

Information Literacy has well structured and well reasoned student learning outcome assessments that are measured primarily through portfolio development.

The program, the outside reviewer, and the CAPR committee have all raised concerns as to how the program will continue to serve students in the same dynamic manner given the University's enrollment growth goals. Enrollment growth at the university-wide level will necessarily impact the class size of Information Literacy courses. This is particularly problematic for the program as the normal tenure track formula for calculating teaching load does not apply to Library faculty.

Information Literacy identified five goals on which they are currently working or which they plan to develop in the coming years. They are:

- Goal 1:** Develop online content and assessment for LIBY credit courses and other foundation Information Literacy curricula.
- Goal 2:** Develop additional Information Literacy curricula and materials for transfer, returning, and graduate students.
- Goal 3:** Participate in collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.
- Goal 4:** Develop curricular maps for Information Literacy in disciplines and majors.
- Goal 5:** Implement ongoing departmental faculty development programs on curriculum, pedagogy, instructional design, and assessment of Information Literacy.

2. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY (2002-07)

2.1 Summary of specific areas of the Self-Study

- Information Literacy has not previously participated in the five year program review process. In lieu of this, the program offered a history of the program and course development.
- *Outcomes Assessment:* Information Literacy previously used a pre/post test to determine student learning outcomes. They found this an insufficient means by which to determine SLOs. As a result the program now uses portfolio assessment to determine student learning outcomes. The faculty “designed portfolio assignment guidelines, developed and vetted an assessment rubric, and participated in collaborative reading and assessment of student portfolios” (p.4). The faculty reported that this exercise influenced their “thinking about curriculum, teaching practices, and assessment” (Ibid). The portfolio rubric articulates what the student is to demonstrate at the time they have completed the course.
- *Academic performance statistics:* Information Literacy does not have majors or minors, but has seen an increase in the number of student enrolling in the courses they offer. This rather dramatic increase may well strain the academic infrastructure of the program.
- *Comparison with sister campuses:* Information Literacy compared itself to CSU’s Bakersfield, Chico, and Stanislaus. Information Literacy offers some 31 sections each year where as the other campuses offer from 3 to 8 sections each year.

2.2 Summary of supporting data

The program presented data on the increasing enrollment. Although the program is supporting a higher number of students at the University, it does so with the same number of sections, taught by the same number of faculty. The outside reviewer, the CAPR committee, and the program faculty have raised concerns as to whether the program receives sufficient support from the University to continue the quality education it now provides given the enrollment growth goals the University has set.

OUTSIDE REVIEWER’S COMMENTS AND THE DEPARTMENT’S RESPONSE

3.1 Outside Reviewer’s Report

Information Literacy invited Elizabeth Mulherrin, Collegiate Associate Professor, Academic Director LIBS 150 at the University of Maryland, to review the program. In her review, Ms. Mulherrin made the following recommendations:

1. Additional resources for the program to continue to serve the General Education needs of the University. She suggested examining alternative ways of staffing the program.
2. The establishment of a task force made up of library faculty, representatives from General Education, and cluster faculty to assess the effectiveness of student learning outcomes and strengthen the “connection with the development of writing skills” (p. 2).
3. Pilot hybrid courses.
4. Opportunities for library faculty and cluster faculty to share resources and strengthen the ties between Information Literacy and the cluster courses.
5. Student focus groups to identify student issues and to better integrate those responses to the objectives of the Information Literacy curriculum.
6. A repository of web based activities associated with the program. This site could be used as a resource by both faculty and students.

3.2 Program Response to Outside Reviewer

In general Information Literacy agreed to most of the outside reviewer’s recommendations.

- With regard to outside reviewer’s first recommendation, Information Literacy faculty shares her concerns regarding appropriate staffing for the sections offered. Library faculty is investigating alternative staffing possibilities, including the hiring of part-time faculty.
- For recommendations two and four, Information Literacy faculty agrees that they should continue to collaborate with the Cluster, English, and General Studies faculty. They will continue to collaborate closely with the General Education program.
- As to recommendations three and six, Information Literacy faculty has placed high priority on developing online courses and online resources, and is currently collaborating with Human Development to develop online courses and curricula.
- As to the fifth recommendation, focus groups, General Education already conducts focus groups with representation from Information Literacy.

4 PROGRAM’S FIVE-YEAR STRATEGIC PLAN (2007-12)

4.1 Overview

Information Literacy courses support the general education objectives of the University.

4.2 Curriculum

The program recently changed its first year cluster course numbering and the course’s focus. The program will look at enhancing its online offerings.

4.3 Students

Information Literacy serves a growing number of students but with the same number of sections as in previous years, thus raising the student-faculty ratio dramatically.

4.4 Resources

With increasing enrollment, program faculty is looking at alternative ways to staff courses. Should first year and transfer enrollment continue to increase, the program will need additional resources to staff courses.

5 CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW

5.1 Program

CAPR believes that Information Literacy provides a valuable service to both General Education and the University as a whole. The objective of Information Literacy can be directly mapped to the goals of the institution.

With the increase in student enrollment, Information Literacy faculty, working with Provost, should explore alternate ways to increase staffing. Alternative means of curriculum delivery such as online or hybrid courses may be appropriate.

5.2 Resources

Information Literacy will need additional staffing to support increased enrollment. The program is currently working on developing an increased online presence. Library faculty has put a good deal of thought into how to calculate workload that more closely approximates traditional academic departments. CAPR recommends that the Coordinator of Information Literacy present these data during the MOU process so that appropriate resources are supplied to the program.

5.3 Assessment

Information Literacy has an excellent and well reasoned approach to student assessment. It is clear that assessment is used by the faculty to inform the content of the courses and to improve teaching.

5.4 CAPR Recommendations for the next Five-Year Review

- Explore alternative staffing for courses
- Continue the use of assessment and the publication of SLOs
- Continue to develop online resources and course options
- Continue collaboration with General Education, Cluster, and English faculty

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the Information Literacy program without modification.

DATE OF THE PROGRAM'S NEXT ACADEMIC REVIEW

The date of Information Literacy's next five year review is 2011-12.