



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

College	Library
Department	Library
Program Unit	Information Literacy
Reporting for Academic Year	2013-2014
Department Chair	Liz Ginno
Date Submitted	6/2/2014

**1. SELF-STUDY (about 1 page)**

**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. This summer LibGuides will be implemented. This should make our resource guides (i.e., subject guides; related guides) more robust and provide greater online help for students.
2. Library faculty has implemented another form of assessment for the LIBY credit courses, specifically, the reflective essay assignment. This should provide more data to assess and improve student learning in these courses.
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 Assistant Chair, along with the Instruction Coordinator, continually monitor which courses need to be offered.
7. The search for a library faculty member in 2013-2014 was completed successfully.
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 Assistant Chair to mentor and support these adjunct faculty members, especially new hires.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **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

Curriculum map linking SLOs to ILOs is attached as is the assessment rubric for reflective essays.

### **B. Program Student Learning Outcome(s) Assessed**

SLO 1: Determine the Extent of Information Needed was the focus of assessment this year. However, the library faculty also completed an overall assessment via our 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 1 are summarized below. As we have implemented the reflective essay assessment this academic year, we used the essays for fall quarter to norm the Instruction Committee. We then assessed the essays in Winter Quarter; results are below. The essays were selected using a random number generator to determine the first essay to select, after which we selected every 4<sup>th</sup> essay (number also selected by random number generator). Each essay was read and scored by two members of the instruction committee with a tie-breaker if the scores differed. A total of 99 essays were assessed.

### **D. Summary of Assessment Results**

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	61.9 %	60.3%	62.5 %	61.0 %
Post-test	67.3 %	66.1%	58.8 %	66.4 %
% Change	+5.4 %	+5.8%	-3.7 %	+5.4 %

Table 1. Pre/Post test results for LIBY 1210 and LIBY 1551 courses in Fall 2013 and Winter 2014.

Note: The negative result in Fall for LIBY 1551 is most likely due to the extremely low response rate in the online course. We are finding ways to increase response rate.

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	62.3 %	64.3 %	67.0 %	60.3 %
Post-test	64.1 %	66.3 %	53.8 %	66.5 %
% Change	+1.8 %	+2.0 %	-13.2 %	+6.2 %

Table 2. Pre/post test results for questions related to SLO 1: Determine the Extent of Information Needed

Note: The negative result in Fall for LIBY 1551 is most likely due to the extremely low response rate in the online course. We are finding ways to increase response rate.

A: 8 essays      B: 21 essays      C: 38 essays      D: 32 essays

Table 3. Results from Reflective Essay Assessment in Winter 2014 Quarter showing the number of essays that were evaluated at each level (A-D) of the assessment rubric.

Almost a third of students are performing at a A-B range, showing mastery over the first student learning outcome. From reading the essays, we see that we need to be clearer about how students learn to determine the extent of information needed, providing more structure and explanation of terminology and more emphasis on this SLO in class should allow us to see an increase in students having mastery over this SLO.

### **3. STATISTICAL DATA**

The table below includes the Academic Performance Review Statistics relevant to the Information Literacy Program. The Information Literacy Program includes two lower division courses (LIBY 1210 and LIBY 1551); therefore, we have not included statistics on student demographics of majors and student level of majors since they are not applicable.

<b>University-Wide: LIBY</b>					
<b>Item</b>	<b>Fall Quarter</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b><i>C. Faculty</i></b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	13	10	9	11	13
2. Part-Time	0	0	1	0	0
3a. Total Tenure Track	13	10	10	11	13
3b. % Tenure Track	81.3%	71.4%	71.4%	61.1%	56.5%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	3	4	4	7	10
6a. Total Non-Tenure Track	3	4	4	7	10
6b. % Non-Tenure Track	18.8%	28.6%	28.6%	38.9%	43.5%
7. Grand Total All Faculty	16	14	14	18	23
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	1.1	0.9	0.8	0.5	0.7
9. Lecturer FTEF	0.4	0.9	0.5	1.9	2.0
10. Total Instructional FTEF	1.5	1.9	1.3	2.4	2.7
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	30.0	20.3	19.3	14.5	19.2
11b. % of FTES Taught by Tenure/Track	73.0%	56.1%	54.9%	22.5%	26.9%
12a. FTES Taught by Lecturer	11.1	15.9	15.9	50.0	52.1
12b. % of FTES Taught by Lecturer	27.0%	43.9%	45.1%	77.5%	73.1%
13. Total FTES taught	41.1	36.1	35.2	64.5	71.3
14. Total SCU taught	616.0	542.0	528.0	968.0	1070.0
<b><i>D. Student Faculty Ratios</i></b>					
1. Tenured/Track	28.0	21.7	24.1	27.3	28.9
2. Lecturer	27.6	17.0	29.7	26.7	26.1
3. SFR By Level (All Faculty)	27.9	19.3	26.3	26.8	26.8
4. Lower Division	27.9	19.3	26.3	26.8	26.8
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	0.0	0.0	0.0	0.0	0.0
<b><i>E. Section Size</i></b>					
1. Number of Sections Offered	13.0	12.0	13.0	18.0	19.0
2. Average Section Size	20.1	20.8	19.2	26.9	28.2
3. Average Section Size for LD	20.1	20.8	19.2	26.9	28.2
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	14	10	10	4	5
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	5	8	7	14	14
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	0	0	0	0	0

Table 4. Statistics from Academic Planning and Review

**Statistics for IL courses offered in Fall 2013, Winter 2014, and Spring 2014 Quarters**

	LIBY 1210	LIBY 1551
Fall 2013	18	2
Winter 2014	18	2
Spring 2014	17	2
Totals	53	6

Table 5. Total number of sections taught in Fall, Winter, and Spring Quarters.

	LIBY 1210	LIBY 1551
Fall 2013	5	0
Winter 2014	8	0
Spring 2014	5	0
Totals	18	0

Table 6. Number of sections taught by tenure/tenure-track library faculty. 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 2013	13	2
Winter 2014	10	2
Spring 2014	11	2
Totals	34	6

Table 7. Number of sections taught by adjuncts.

	LIBY 1210	LIBY 1551	Combined Totals
Fall 2013	477	59	536
Winter 2014	525	62	587
Spring 2014	491	74	565
Totals	1493	195	1688

Table 8. Total number of students enrolled in Fall, Winter, and Spring Quarters.

### Curriculum Map: LIBY 1210/1551 and CSUEB ILOs

Institutional Learning Outcomes	LIBY 1210 / 1551 Student Learning Objectives
<p><b><u>Thinking and Reasoning</u></b>  <i>Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</i></p>	<p><b><u>SLO 1:</u></b> Determine the Extent of Information Needed (Figure out what information is needed for assignment, able to scope research question, and identify possible information sources)  <b><u>SLO 2:</u></b> Access the Needed Information (Figure out your searching strategy, use sources such as databases, library catalog, and open web effectively to find information relevant to your assignment)  <b><u>SLO 3:</u></b> Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information)</p>
<p><b><u>Communication</u></b>  <i>Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</i></p>	<p><b><u>SLO 4:</u></b> Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a way that is appropriate for assignment)</p>
<p><b><u>Diversity</u></b>  <i>Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</i></p>	<p><b><u>SLO 3:</u></b> Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information)  <b><u>SLO 5:</u></b> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information)            [Information Literacy broadens one’s understanding of the voices and viewpoints represented in research on any topic. Consideration of bias and context is critical. Ethical, legal, and socio-economic issues surrounding information and information technology connect to issues of equity and social justice.]</p>
<p><b><u>Collaboration</u></b>  <i>Work collaboratively and respectfully as members and leaders of diverse teams and communities.</i></p>	<p><b><u>SLO 4:</u></b> Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a way that is appropriate for assignment)  <b><u>SLO 5:</u></b> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands</p>

	ethical, legal, and socio-economic issues surrounding use of information)
<u>Sustainability</u> <i>Act responsibly and sustainably at local, national, and global levels.</i>	<u>SLO 5:</u> Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information) [Sustainability is addressed in discussions of “open access” and other initiatives that preserve and sustain information for long-term use. Ethical use of information also includes concern for sustainability in terms of digital access vs printing large numbers of pages.
<u>Specialized Education</u> <i>Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study</i>	<u>SLO 1-5:</u> The concepts and skills developed in LIBY 1210 and LIBY 1551 apply to lifelong learning AND to discipline specific endeavors.

### Reflective Essay Rubric

<b>Learning Outcome</b>	<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Grade D-F</b>
<b>Determine the Extent of Information Needed (Figure out what information is needed for assignment, able to scope research question, and identify possible information sources)</b>	Clearly discusses how you determined what information was needed, how you created a research question/figured out key concepts of an assignment, and how you identified possible sources of information	Discusses scope of information needed, research question/key concepts of assignment, and identified sources.	Partially discusses scope of information needed, research question/key concepts of assignment, and identified sources.	Lacks examples and details of scope of information needed, research question/key concepts of assignment, and identified sources.
<b>Access the Needed Information (Figure out your searching strategy, use sources such as databases, library catalog, and open</b>	Clearly discusses accessing information through effective search strategies and can explain why your sources of information were	Discusses accessing information using variety of search techniques and can refine search.	Partially discusses accessing information using variety of search techniques and can refine search. Explains	Lacks examples and details of how you accessed information, information

<b>web effectively to find information relevant to your assignment)</b>	relevant for each example.	Explains in some detail why sources were used.	in some detail why sources were used.	accessed lacked relevance and quality.
<b>Evaluate Information and its Sources Critically (Thoroughly evaluate sources found, consider biases, and context of information)</b>	Clearly discusses evaluation of sources found, including relevance, biases and the context of information in terms of use for the examples of work.	Discusses some evaluation of sources and assumptions/biases and context of information.	Partially discusses evaluation of sources.	Lacks examples and details of evaluation of sources.
<b>Use Information Effectively to Accomplish a Specific Purpose (Synthesize and communicate research found with clarity in a way that is appropriate for assignment)</b>	Clearly discusses how you synthesized the information you found to complete your assignments in examples of work.	Discusses how you used information to complete assignments.	Partially discusses how you used information to complete your assignments.	Lacks examples and details of evaluation of sources.
<b>Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (Correctly uses citations, quotes, paraphrases; understands copyright and fair use; understands ethical, legal, and socio-economic issues surrounding use of information)</b>	Clearly discusses ethical, legal, and socio-economic issues surrounding use of information, as appropriate to assignments. Correctly cites, paraphrases, and quotes information as needed for assignments.	Discusses understanding of issues surrounding use of information, as appropriate to assignments. Correctly cites, paraphrases, and quotes information.	Partially discusses issues surrounding information use and demonstrates ability to properly cite, paraphrase, and quote most information.	Lacks examples and details of understanding issues surrounding information use and proper information citation, paraphrasing, and quoting.