



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

College	Library
Department	Library
Program Unit	Information Literacy
Reporting for Academic Year	2014-2015
Department Chair	Liz Ginno
Date Submitted	5/29/2015

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 search for a library faculty member in 2014-2015 is currently underway and the successful hire is anticipated to begin in AY 2015-2016.
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.

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 3: Evaluate Information and its Sources Critically 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 3 are summarized below. For the reflective essay assessment, essays were selected using a random number generator to determine the first essay to select, after which we selected every 15th 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 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	59.4 %	61.2 %	64.6 %	66.9 %
Post-test	64.4 %	65.3 %	62.4 %	72.6 %
% Change	+5.0 %	+4.1 %	-2.2 %	+5.7 %

Table 1. Pre/Post test results for LIBY 1210 and LIBY 1551 courses in Fall 2014 and Winter 2015. Slight decrease seen in Fall LIBY 1551 may be due to the small sample size rather than any statistical significance.

	Fall LIBY 1210	Winter LIBY 1210	Fall LIBY 1551	Winter LIBY 1551
Pre-test	57.1 %	62.3 %	65.9 %	67.9 %
Post-test	73.6 %	73.2 %	71.8 %	77.5 %
% Change	+16.5 %	+10.9 %	+5.9 %	+9.6 %

Table 2. Pre/post test results for questions related to SLO 3: Evaluate Information and Its Sources Critically

Essay Assessment Results

Fall 2014

A: 14 essays B: 23 essays C: 34 essays D: 29 essays

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

Winter 2015

A: 14 essays B: 21 essays C: 37 essays D: 28 essays

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

Just over a third of the students are demonstrating full or adequate mastery (A & B) of SLO 3: Evaluate Information and its Sources Critically. 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 evaluation ability throughout their time at the university.

3. STATISTICAL DATA

University-Wide: LIBY					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
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%
Lecturer Headcount					
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
Instructional FTE Faculty (FTEF)					
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
Lecturer Teaching					
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
D. Student Faculty Ratios					
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
E. Section Size					
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 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 2013; no more current data was available via the website.

Statistics for IL courses offered in Fall 2014, Winter 2015, and Spring 2015 Quarters

	LIBY 1210	LIBY 1551
Fall 2014	21	2
Winter 2015	19	2
Spring 2015	13	2
Totals	53	6

Table 6. Total number of sections taught in Fall, Winter, and Spring Quarters. AY Total: 59 sections

	LIBY 1210	LIBY 1551
Fall 2014	11	0
Winter 2015	11	0
Spring 2015	6	0
Totals	28	0

Table 7. Number of sections taught by tenure/tenure-track library faculty. AY Total: 28

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 2014	10	2
Winter 2015	8	2
Spring 2015	7	2
Totals	25	6

Table 8. Number of sections taught by adjuncts. AY Total: 31

	LIBY 1210	LIBY 1551	Combined Totals
Fall 2014	559	56	615
Winter 2015	521	59	580
Spring 2015	373	64	437
Totals	1453	179	1632

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