

PROGRAM REVIEW Fall 2018

Program: Library

Division: SLPC

Date: October 21, 2018

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SLO/SAO Point-Person: Tina Inzerilla

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before _____.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by _____.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The mission of the Las Positas College Library is to promote excellence in information competency, inspire lifelong learning, and strengthen our diverse campus and community.

1. We promote **excellence in information competency** by teaching and working with students, staff, faculty, and community users to develop the unique abilities to navigate today's information landscape by effectively identifying information needs and then to finding, evaluating, and ethically using high-quality information to fulfill those needs.
2. We **inspire lifelong learning** by providing free and open access to the research materials, tools, spaces, and information that support the educational mission of our campus along with those that aim to spark interests, expand horizons, and enrich the perspectives of our users.
3. We **strengthen our diverse campus and community** by promoting the development of key skills and capabilities; providing dynamic resources; and creating safe and reliable places where we and our students can enjoy, honor, celebrate, and engage with our campus and society.

- B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

The Butte-Glenn Community College District (BGCCD) has received and approved initial funding from the California Community Colleges Chancellor's Office to purchase the Library Services Platform services for California Community Colleges Libraries.

The Library Services Platform is a public access library catalog and circulation service modules (for example, acquisitions and patron records). Currently Las Positas College uses Worldshare (OCLC) as its Library Services Platform.

BGCCD has selected a contractor and entered into an agreement for the provision of cloud-based library services platform with Ex Libris. The institution participation agreement is intended to outline the terms of the Participating Institution (Las Positas College) participation in the Subscription agreement.

There are no known costs to going to the Statewide system at this time.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	X	Technology Use
	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

- **Hire a new Librarian.** Due to the increasing demands on the current full-time librarians, a new librarian is necessary. The new librarian's duties would include collaborating with faculty by participating in new learning communities, collaborate with distance education faculty to provide the best library service for LPC's online students. **Achieved.** A full-time librarian was hired and began in August, 2018.
- **Increase access to course textbooks** in support of the student equity plan, SSSP, and basic skills initiatives. **Achieved.** Some Measure A funds were allocated to purchasing textbooks from the bookstore.
- **Increase DE student and faculty engagement** of library services and usage of library resources through an increase in research support through online orientations, chat, and research help. This is becoming increasingly important for equitable access. **Partially Achieved.** Question Point, a 24 by 7 chat service has been active since June 2018. Access to a database, Credo InfoLit Modules has been purchased. This will allow faculty to embed information competency modules in their online courses. Several online orientations have been done as a soft launch, but more still have to be done and marketing of the information competency modules also need to be expanded.
- **Library workshops:** Pilot offering of library workshops covering focused aspects of information competency and the research process. **Achieved.** Library workshop were piloted in the Smart Shop series.

- **Establish a reliable proxy server:** provide a stable secure login process for accessing the library's online resources from off-campus. Work with ITS and vendor to implement hosted EZProxy. Need funding to pay annual maintenance costs. **Achieved.** A reliable cloud based proxy server has had access set up and is currently in use. District is paying for the annual maintenance costs.
- **Collaborate with ESL faculty:** in purchasing books and categorizing them to be the most efficient way for students to locate the BELL (Basic English Language Learner) books. **Partially Achieved.** Collaboration has occurred with librarians and ESL faculty to purchase and categorize books. Collaboration needs to be ongoing.
- **WiFi Hotspots:** To support students with limited home access to computers and internet the library would like to work with IT to pilot a WiFi hotspot checkout program. This would complement the addition of overnight/weekend laptops for checkout to ensure that students would have an option for home access to a computer and internet. **Achieved.** Instructional Equipment funds were used to purchase 10 WiFi Hotspots. They have been set up and are available for students to check out.
- **Establish a 24/7 Chat Service to support DE students and faculty.** While we currently manage a chat service while the library is open, we recognize that many of our students, especially our DE students need help outside of our hours. A 24/7 chat service would allow us to supplement our current chat tool and better serve our students who do the majority of their studying late at night and on the weekends. **Achieved.** Access has been purchased for Question Point, a 24 by 7 chat service. Question Point went live in June, 2018.
- **Increase Library Hours:** The library will remain open Monday-Thursdays until 10 pm, on Fridays until 4pm, and open on Saturdays. In our annual library survey students have requested longer Friday hours and Saturday hours to better support their success. **Achieved.** As of Fall 2018 the library is open on Fridays until 4p (previously only until 2p) and on Saturdays from 11am-6pm (previously closed).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students	
Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process	
Enrollment Management		Human Resources		Pedagogy	X	Technology Use	
External Factors	X	Learning Support		Professional Development			

D. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

Not applicable.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxr>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Library users are proportionally more diverse than the overall LPC student population. Underrepresented Minorities (URMs) made up 47% and 44% of Library Users in Fall 2017 and Spring 2018, respectively, compared to 41% for LPC Overall during both terms. (URMs include African American, Hispanic, Native American, Pacific Islander, and Multi-Ethnic race-ethnicity groups).

	Fall 2017, by Headcount					
	Library User		Not Library User		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct
Race-Ethnicity						
African American	70	5%	243	3%	313	4%
Asian American	260	19%	1,000	14%	1,260	15%
Filipino	89	6%	341	5%	430	5%
Hispanic	468	34%	2,095	30%	2,563	31%
American Indian	1	<1%	17	<1%	18	<1%
Pacific Islander	8	1%	45	1%	53	1%
White	389	28%	2,735	39%	3,124	37%
Multi-Ethnic	96	7%	456	7%	552	7%
Unknown	11	1%	59	1%	70	1%
Total	1,392	100%	6,991	100%	8,383	100%
Gender						
Female	670	48%	3,369	48%	4,039	48%
Male	706	51%	3,489	50%	4,195	50%
Unknown	16	1%	133	2%	149	2%
Total	1,392	100%	6,991	100%	8,383	100%

	Spring 2018, by Headcount					
	Library User		Not Library User		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct
Race-Ethnicity						
African American	75	5%	213	3%	288	4%
Asian American	292	20%	1,069	16%	1,361	17%
Filipino	105	7%	301	5%	406	5%
Hispanic	449	31%	1,975	30%	2,424	30%
American Indian	2	<1%	12	<1%	14	<1%
Pacific Islander	8	1%	37	1%	45	1%
White	414	28%	2,593	39%	3,007	37%
Multi-Ethnic	103	7%	413	6%	516	6%
Unknown	9	1%	62	1%	71	1%
Total	1,457	100%	6,675	100%	8,132	100%
Gender						
Female	729	50%	3,193	48%	3,922	48%
Male	705	48%	3,357	50%	4,062	50%
Unknown	23	2%	125	2%	148	2%
Total	1,457	100%	6,675	100%	8,132	100%

Students that use the library are approximately 5 percent more successful than non-library users. The table below displays success rates for Fall 2017 and Spring 2018.

	Fall 2017* Success Rates								
	Library User			Not Library User			LPC Overall		
	Success	Total	Rate	Success	Total	Rate	Success	Total	Rate
Race-Ethnicity									
African American	173	248	70%	409	649	63%	582	897	65%
Asian American	760	977	78%	1,822	2,434	75%	2,582	3,411	76%
Filipino	278	336	83%	705	1,002	70%	983	1,338	73%
Hispanic	1,262	1,710	74%	3,598	5,559	65%	4,860	7,269	67%
American Indian	2	3	67%	18	44	41%	20	47	43%
Pacific Islander	27	30	90%	80	107	75%	107	137	78%
White	1,095	1,420	77%	5,432	7,472	73%	6,527	8,892	73%
Multi-Ethnic	266	333	80%	905	1,314	69%	1,171	1,647	71%
Unknown	24	35	69%	93	130	72%	117	165	71%
Total Course Enrollments	3,887	5,092	76%	13,062	18,711	70%	16,949	23,803	71%
Gender									
Female	1,905	2,434	78%	6,329	8,883	71%	8,234	11,317	73%
Male	1,937	2,602	74%	6,498	9,504	68%	8,435	12,106	70%
Unknown	45	56	80%	235	324	73%	280	380	74%
Total Course Enrollments	3,887	5,092	76%	13,062	18,711	70%	16,949	23,803	71%

Note: Success means a grade of "A", "B", "C", or "P".

	Spring 2018* Success Rates								
	Library User			Not Library User			LPC Overall		
	Success	Total	Rate	Success	Total	Rate	Success	Total	Rate
Race-Ethnicity									
African American	192	282	68%	320	526	61%	512	808	63%
Asian American	838	1,030	81%	1,892	2,503	76%	2,730	3,533	77%
Filipino	308	380	81%	598	824	73%	906	1,204	75%
Hispanic	1,124	1,528	74%	3,474	5,005	69%	4,598	6,533	70%
American Indian	9	9	100%	20	26	77%	29	35	83%
Pacific Islander	14	25	56%	56	93	60%	70	118	59%
White	1,198	1,460	82%	5,204	6,925	75%	6,402	8,385	76%
Multi-Ethnic	268	345	78%	821	1,169	70%	1,089	1,514	72%
Unknown	22	29	76%	94	129	73%	116	158	73%
Total Course Enrollments	3,973	5,088	78%	12,479	17,200	73%	16,452	22,288	74%
Gender									
Female	1,996	2,481	80%	6,103	8,195	74%	8,099	10,676	76%
Male	1,923	2,529	76%	6,205	8,754	71%	8,128	11,283	72%
Unknown	54	78	69%	171	251	68%	225	329	68%
Total Course Enrollments	3,973	5,088	78%	12,479	17,200	73%	16,452	22,288	74%

Note: Success means a grade of "A", "B", "C", or "P".

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrx			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrx			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

- **Provide needed library and computer lab service by budgeting and hiring student assistants/computer lab tutors.** Restore budget of \$21,455 for student assistants and computer lab tutors. To support the expanded hours of the library, an additional \$4,000 (totaling \$25,455) to the budget needs to be added. In 2018-19, the student assistant budget is \$16,455.
- **Increase program operating supplies budget to \$8,500.** The 2018-19 budget is \$2,000 and in addition to the budget being restored to \$6,100 an additional amount of \$2,400 is needed for the increased supplies are needed to process an increased orders of books and DVDs with the increase of Measure A funds.
- **Increase the office supplies budget to \$2,500.** The 2018-19 budget is \$1,000 and still needs to be restored to \$2,500
- **Lack of consistent and effective IT support.** Campus demands on our amazing IT department have been increasing more rapidly than we have been able hire and add staff. This has resulted in an overloaded department and a lack of consistent, effective library IT support. A dedicated library IT person or administrative access to library systems and training for librarians is requested to ensure our systems are consistently meeting the needs of our students.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr				
<input type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

- **Effectively utilize and establish a plan to efficiently support Measure A funds.** Continue to collect and encourage requests of library material from the disciplines. Continue working with the discipline faculty on determining what their needs are for their students. Need to ensure that we not only use the funds to purchase library materials on behalf of the campus, but also to support these purchases throughout the processing, training, outreach, and management of the requested resources.
- **Increase program operating supplies budget to \$8,500.**
- **Increase the office supplies budget to \$2,500.**
- **Increase the student assistant budget to \$25,455.**
- **Extended the Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes.

- **Marketing:** The librarians will explore new ways to market: the streaming videos, music, eBooks, DVDs, and CDs to students, faculty, and staff; and online services with emphasis on chat service, study room reservations, and research guides.
- **Outreach:** Do more outreach and offer more training to faculty on collection development, assignment development, and use of library's online resources.
- **Increase funds for summer library hours from \$27,000 to \$30,000** to allow for raises in salary for the librarians.
- **Increase DE student and faculty engagement of library services** and usage of library resources through an increase in research support through online orientations, chat, and research help. This is becoming increasingly important for equitable access.
- **Library workshops:** Participate in SmartShop workshops teaching aspects of information competency and the research process.
- **Annual library retreats** for all librarian faculty in order to discuss SLOs/SAOs and other important library issues that need to be communicated to all of the librarians. This can only continue with an increase of part-time librarian funds.
- **Additional laptops:** Currently the library has 10 laptops and would like to increase to 25 laptops to provide overnight/weekend access to students.
- **Collaborate with ESL faculty:** in purchasing books and categorizing them to be the most efficient way for students to locate the BELL (Basic English Language Learner) books.
- **Implement Library Services Platform:** Ex Libris: Alma and Primo. A minimum of two librarians will earn certificates in Ex Libris. Implementation of Alma and Primo will take a minimum of 40 hours per month.
- **Support RAW** on Fridays by providing them space to tutor.
- **Support the Tutorial Center** by providing them up to 2 study rooms on Saturdays and during the summer session for tutoring.
- **Maker Space:** Participate in meetings for Maker space activities across LPC and in the Library.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Technology Use
	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Establish a plan for utilizing the Measure A funds. Create a way to collect requests of library material from the disciplines. Work with the discipline faculty on determining what their needs are for their students.

Participate in the planning and implementation of building 2100. There will be meetings, architecture selection, and blueprint review for the 2100 building.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors	X	Learning Support		Professional Development	

Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The library supports Educational Excellence with the following plans: Extended the Embedded Librarian Program; Increase DE student and faculty engagement of library services; Teach information competency SmartShop workshops; and Collaborate with ESL faculty

- B. **Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

not applicable

- C. **Facilities:** Do you have any facilities needs that are currently unmet? If yes, please describe.

Yes. Assist in the development of an integrated academic support center (building 2100, 1st floor): Students are in need of a centralized academic support center housed in one convenient location to provide crucial services. Many students approach the library reference desk in need of tutoring, writing assistance, math skills, basic skills remediation, proctoring, etc.

The Library seeks to add:

- 11 additional study rooms, from small (1-2 students) to Large (5-15 students).
- Add more study tables and carrels (for group and individually studying)
- additional check out desk and reference desk.
- storage space for all of the textbooks that the ASLPC, Umoja, HSI, and future learning communities have requested us to store for them. The storage space should have the ability to be locked and secured.

- One or two additional stacks are needed for a reading area for students.
- A coffee area where eating could take place.
- a flexible library classroom that would have movable furniture that can be arranged to meet the needs of the library class.
- a community room (with a kitchen) that would serve multiple functions. The main goal is to host more and larger community outreach events such as guest speaker series with local authors, emergent literacy programs with ECD, programs with campus groups including the learning communities, science research symposium, etc. When the space is not in use, the community room will be available to students for quiet study space.
- 5-6 offices for library people or at least one (preferably two) private office space for meeting with students during office hours. At this time there is no consistent area to meet with students privately. We have been making due with group study rooms, classrooms, and by clearing out our shared offices when needed, but this is becoming increasingly difficult the busier the library is. This is especially important when meeting with students to discuss grades (FERPA).

D.

Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The library faculty attends information competency related workshops and those pertaining to the library including the Teaching Institute.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

One desire is to have professional development pay for more expensive conferences.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None.

Section Three: SLOs/SAOs (Required for All Programs)

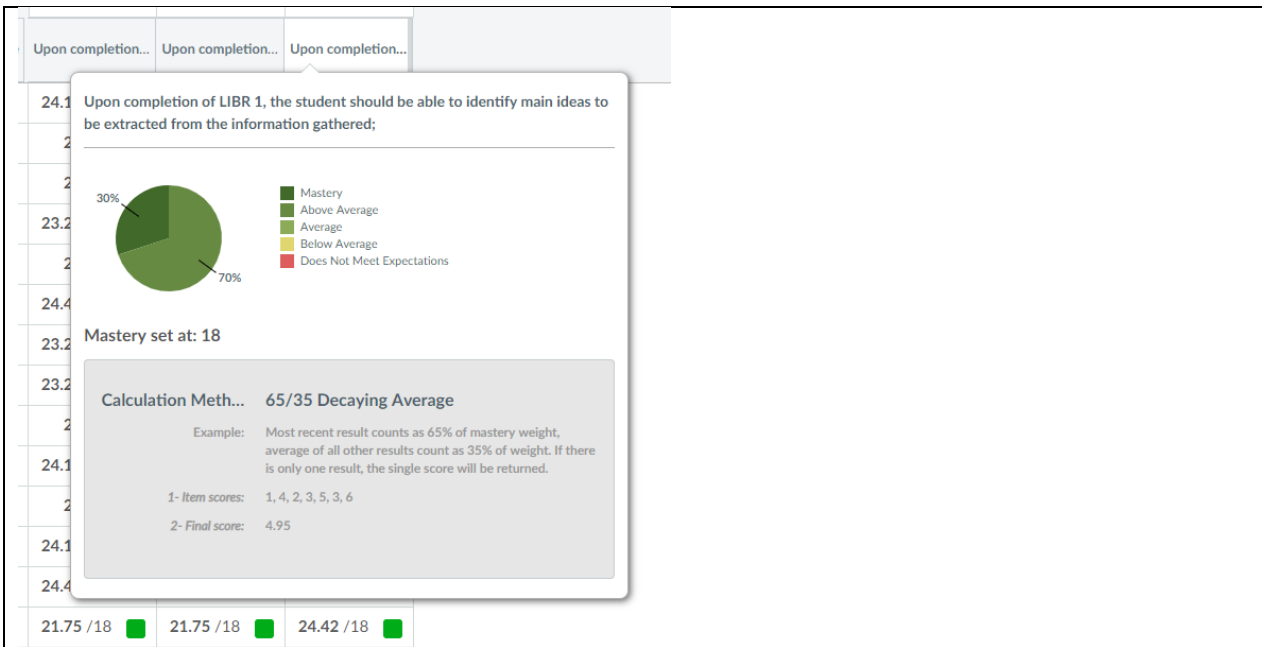
A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <input checked="" type="radio"/> CSLO <input type="radio"/> PSLO <input type="radio"/> SAO
Course, Program Name, or Student Service Area: LIBR 1
Text of CSLO/PSLO/SAO: One of the CSLO's for LIBR 1 will be focused on in the upcoming year. LIBR 1 is a new/updated course being offered for the first time in Fall 2017. Upon completion of LIBR 1, the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose; Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered; Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. Not applicable.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered;
SLOs: Assessment data collected from ____1____ sections over ____1____ semesters. SAOs: Assessment data collected from ____n/a____ students over _____ semesters.
Describe the quantitative or qualitative results:



Although assessment data has only been collected for one semester on this SLO, the data was collected throughout the semester using a series of assessments and a 65/35 decaying average that weights the most recent results with the most mastery weight. One of the earlier on assessments in the semester was for students to create notecards for sources that highlighted the thesis or main idea of a chapter or article. Then the end assessment was to add a source summary and the source's citation to a Wikipedia article. For each assessments students were graded on a rubric to track progress. As you can see from the above image, 70% of the students completed the series of assessments at an Above Average level and 30% of the students were at a Mastery.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

Students overall did well; however, we would like to see more in the Mastery range than in the Above Average range. In order to increase success, some of the lessons have involved a more active approach and communal approach, with discussions, in class annotating. Additionally components have been added to the lectures to help clarify some of the missed elements.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

No changes across semesters yet, since this was the first and only semester this course and SLO has been offered so far. However we will continue our assessments this year.

DO you plan to continue tracking this SLO in the next year? Explain.

Yes, this SLO will be tracked in Fall 2018.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: LIBR 1
Text of CSLO/PSLO/SAO: We will continue our assessment of the CSLO's for LIBR 1 so that we can compare assessments across semesters. SLO's: <ul style="list-style-type: none">• Upon completion of LIBR 1, the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose;• Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered; Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. N/A

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Information Competency should be an ISLO.

**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

None