

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

**Discipline/Unit: Wilfred J. Airey Library**

*(If applicable)* **Program or Certificate: N/A**

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

**Contact Person: Celia Brockenbrough & Vivian Harris**

**Due: April 20, 2016**

Please send an electronic copy in a word document to:

[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



*Form Last Revised: March 2016*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/ProgramReview.aspx>

# Annual Instructional Program Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20<sup>th</sup> in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

**For Program Review data, please go to the following link:**

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norcocollege.edu](mailto:nicole.ramirez@norcocollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco:            VP Business Services            951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

## **Strategic Plan: Goals and Objectives 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

### **Goal 2: Improve the Quality of Student Life**

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

### **Goal 3: Increase Student Access**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

### **Goal 4: Create Effective Community Partnerships**

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

### **Goal 5: Strengthen Student Learning**

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Annual Instructional Program Review Update

Unit: Wilfred J. Airey Library  
Contact Person: Brockenbrough/Harris  
Date: April 20, 2016

## Trends and Relevant Data

### 1. How does your unit support the mission of the College?

The Library environment provides an innovative approach to learning and the creative application of emerging technologies by maintaining resources in various formats. The Library's atmosphere promotes collaboration, inclusiveness, and diversity. The Library 1 course and the Library Instruction Skills Workshops support foundational skills, information competency, and technology literacy.

### 2. Have there been any changes in the status s of your unit? (if not, please indicate with an "N/A")

a. Has your unit shifted departments?

N/A

b. Have any new certificates or complete programs been created by your unit?

N/A

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

- Permanent funding for the reserve textbook collection continues to be unavailable. The current Barnes and Noble contract provides 36 reserve books per year. Instructors and disciplines also provide textbooks for the reserve book collection. In addition, the library receives complementary copies of textbooks from publishers. Also, reserve books have been purchased per the Norco College Student Equity Plan. The reserve textbook collection continues to be invaluable to student success.
- The library received Perkins funding to purchase engineering and computer books. Library funds for both print and electronic resources remain limited.
- The librarians purchase books and media listed in annual instructional program review requests when funds are available. Although the library faces funding challenges, we continue to support new programs and courses.

- 3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.**

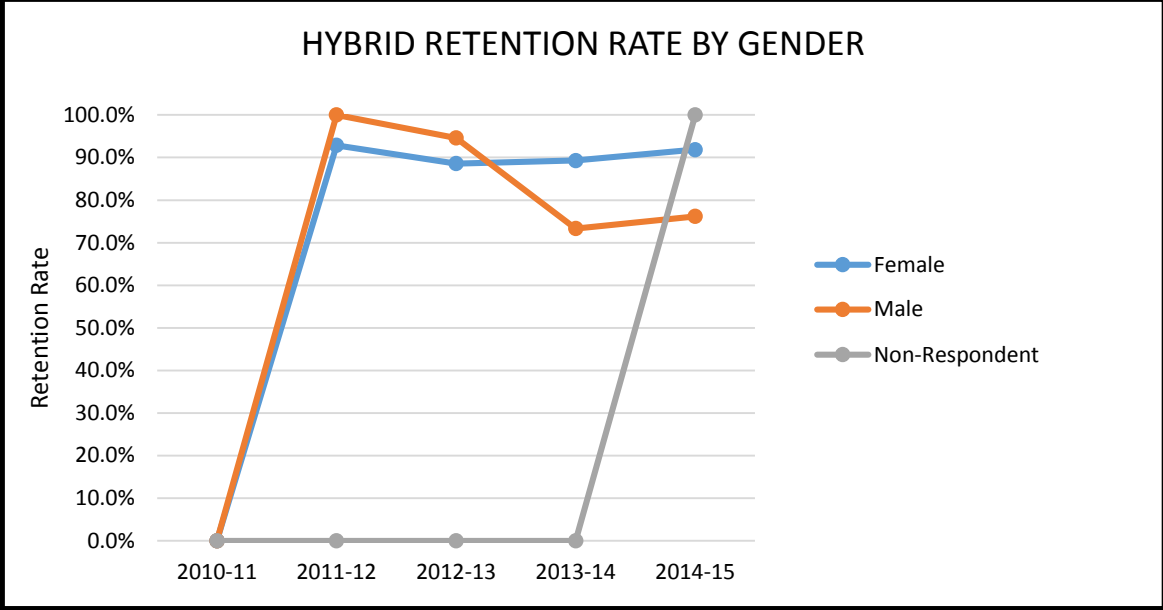
**Include intro summary about LIB 1.**

**What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?**

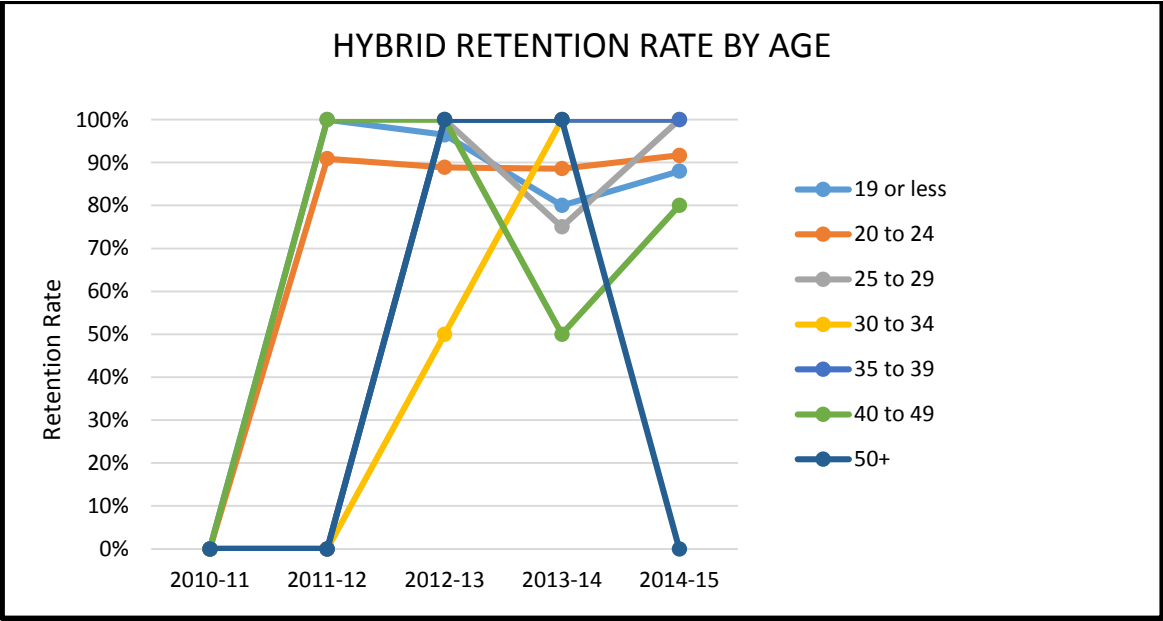
The library only offers 1 course, LIB 1.

After analyzing each of the charts, the results are as follows:

- The Library 1 course is only offered in fall and spring. During fall 2014 and spring 2015, the library 1 course was only offered in hybrid format.
- Females had higher retention and success rates than males.
- Students ages 25 to 29 and 35 to 39 had the highest retention rates; students ages 40 to 49 had the lowest.
- Students ages 35 to 39 had the highest success rates; students ages 40 to 49 had the lowest.
- Students who are 2 or more races had the highest retention rates; white students had the lowest.
- American Indian & Alaska Natives had the highest success rates; white students had the lowest.

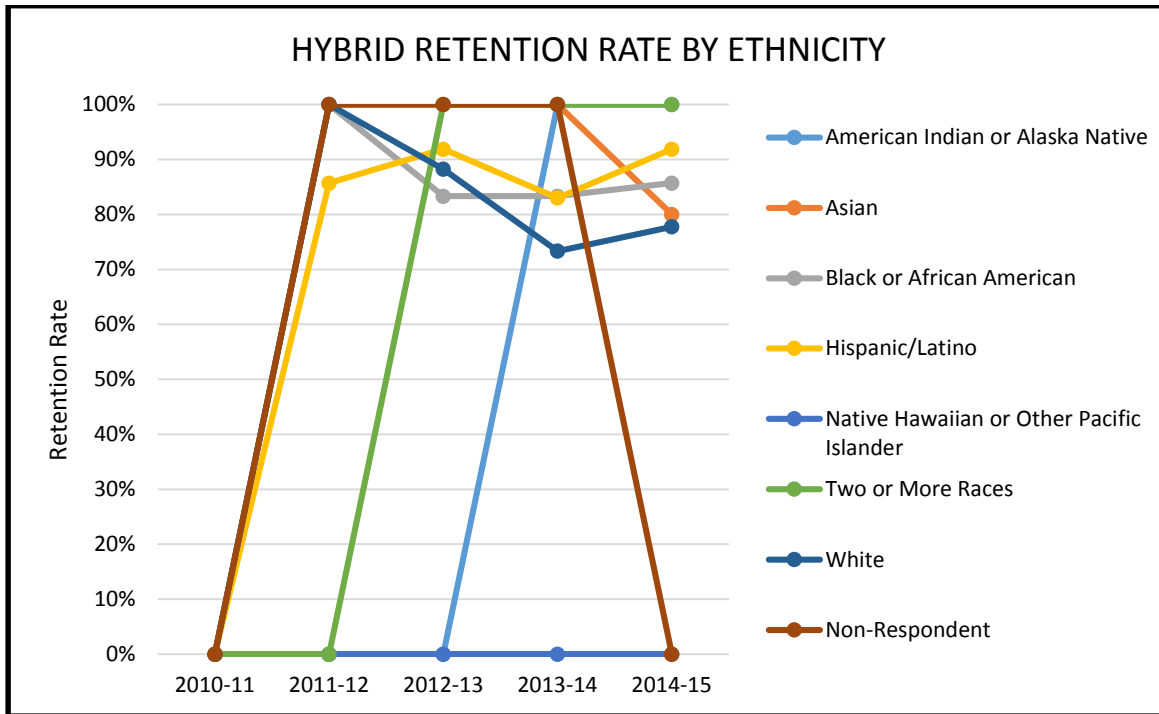


Females = 91%  
 Males = 77%

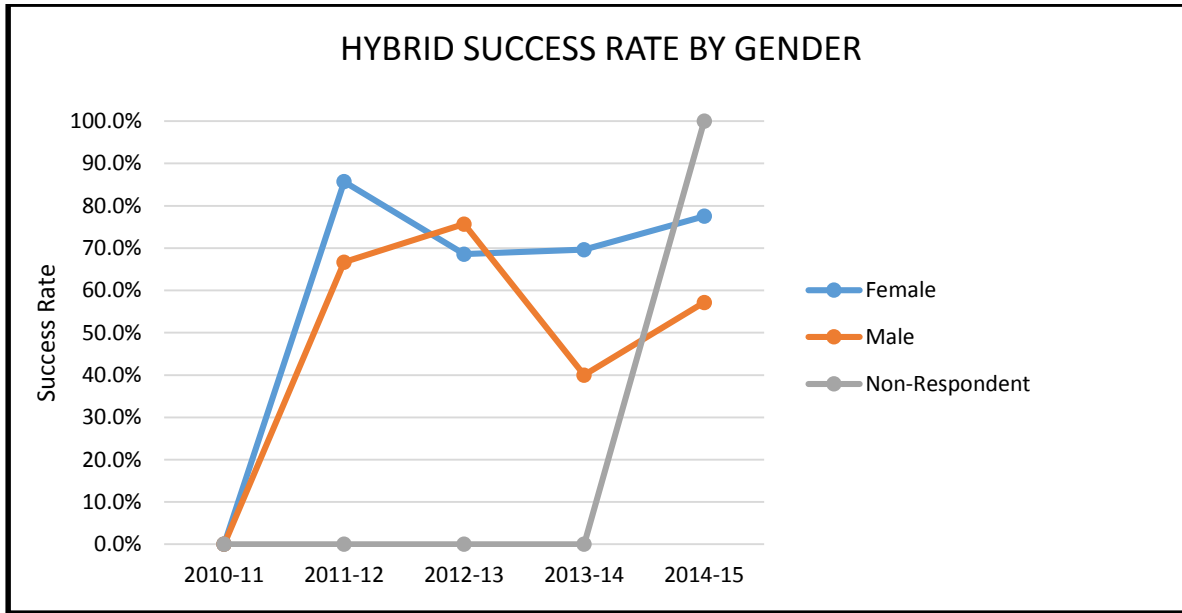




Ages 25 to 29 and 35 to 39 = 100%  
 Ages 20 to 24 = 91%  
 Ages 19 or less = 89%  
 Ages 40 to 49 = 80%

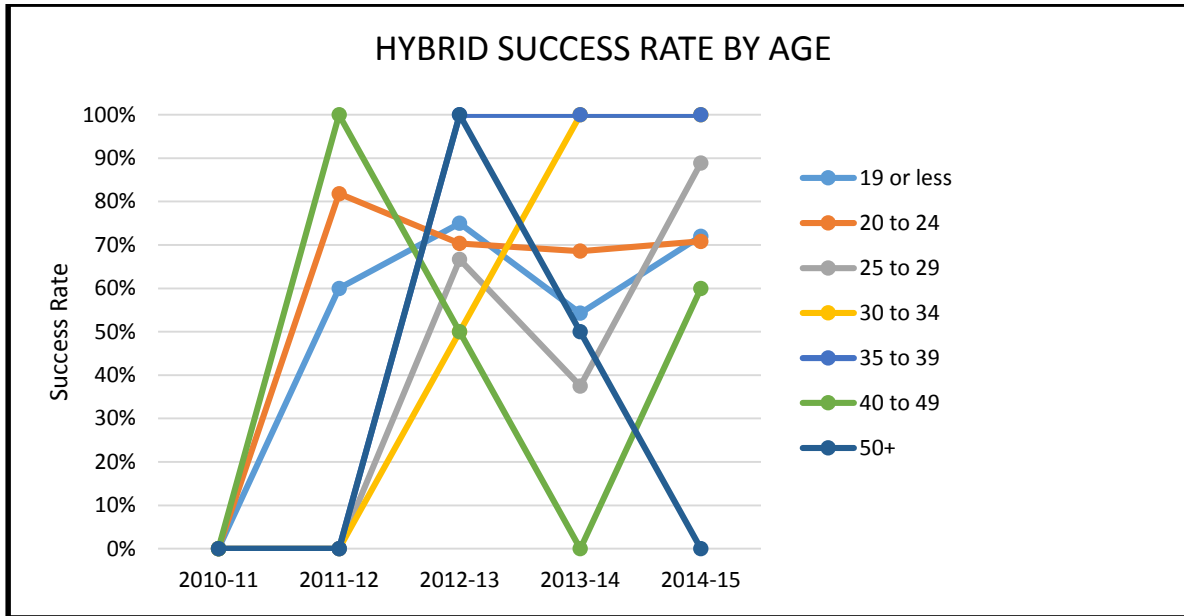


2 or more races = 100%  
 Hispanic/Latino = 91%  
 Black/African American = 86%  
 Asian = 80%  
 White = 78%

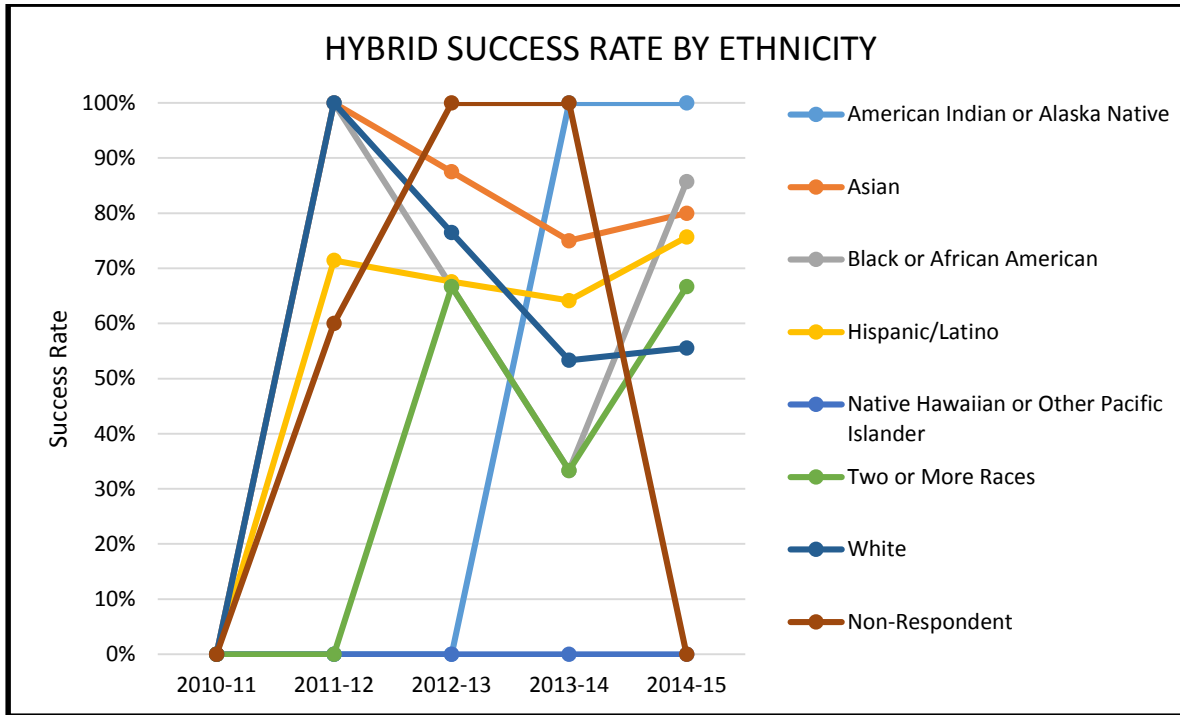


Females = 78%

Males = 57%



Ages 35 to 39 = 100%  
 Ages 25 to 29 = 89%  
 Ages 19 or less = 72%  
 Ages 20 to 24 = 70%  
 Ages 40 to 49 = 60%



American Indian or Alaska Native = 100%

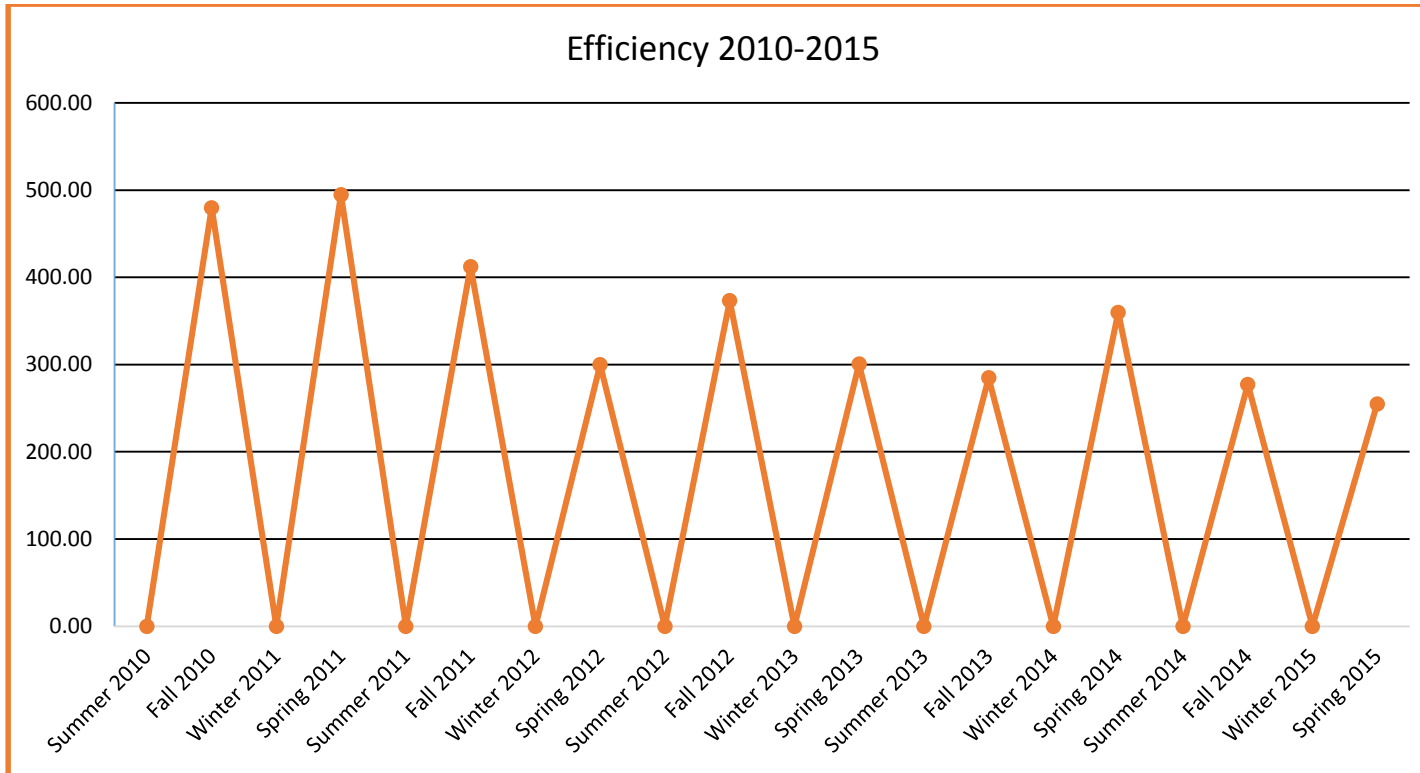
Black/African American = 86%

Asian = 80%

Hispanic/Latino = 76%

2 or more races = 67%

White = 56%



Term	Efficiency
Fall 2014	277.361
Spring 2015	254.873
<b>Total</b>	<b>339.205</b>

**4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

We did not receive any resources as a result of program review.

**5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?**

List the goals of your unit for 2016-2017	List activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Secure permanent funding for reserve textbook collection	Continue to remind faculty about the importance of securing their textbooks and putting them on reserve. Lobby the finance committee to create a line item in the library budget for reserve textbooks.	The reserve textbook collection increases student achievement, success, access, and learning. Reserve textbooks also help to meet the needs of students who are financially challenged.	N/A
Acquire more library space	Continue to demonstrate the need for a new library building as stated in the Facilities Master Plan (FMP).	Acquiring additional library space will improve the quality of student life, increase student achievement and success, increase student access, & strengthen student learning.	N/A
Increase the number of library instruction skills workshops & sections of Library 1 courses each semester	Continue to demonstrate the need for additional library workshops and Library 1 course sections.	Increasing the number of library instruction skills workshops & sections of Library 1 courses will increase student achievement and success, increase student access, & strengthen student learning.	N/A

# Norco College Annual Instructional Program Review Update

Unit: Wilfred J. Airey Library  
 Contact Person: Brockenbrough/Harris  
 Date: April 20, 2016

## Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Library	2 Librarians	4 Part-Time Librarians	

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Library Clerks	2 Library Clerks		

## 7. Staff Needs

### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

<p align="center"><b>List Staff Positions Needed for Academic Year <u>2016-2017</u></b>  <b>Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.</b></p>	<p align="center"><b>Indicate (N) = New or (R) = Replacement</b></p>	<p align="center"><b>Annual TCP*</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1. Additional Part-Time Librarian Hours</b>  <u>Reason:</u> Additional part-time hours would allow a reference librarian to be available while the full-time librarians are teaching, attending committee meetings, and attending conferences. Also, to expand the number of Library 1 courses offered and increase library instruction workshop sessions.</p>	<p align="center">(N)</p>	<p align="center"><b>\$21,715</b></p>	
<p><b>2. Network Multimedia Librarian</b>  <u>Reason:</u> To oversee the library’s website &amp; virtual resources; maintain the library’s social media presence; increase outreach to distance education students; and manage the library’s technology-related issues.</p>	<p align="center">(N)</p>	<p align="center"><b>\$145,284</b></p>	
<p><b>3.</b>  <u>Reason:</u></p>			
<p><b>4.</b>  <u>Reason:</u></p>			

\* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.



**8. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

<p><b>List Equipment or Equipment Repair Needed for Academic Year <u>2016-2017</u></b>                      Please list/summarize the needs of your unit on your college below.                      Please be as specific and as brief as possible.                      Place items on list in order (rank) or importance.                      Please state if the request impacts Distance Education.</p>	<p><b>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</b></p>	<p><b>Number of years requested</b></p>	<p><b>Annual TCO*</b></p>			<p><b>EMP GOALS</b></p>
			<p><b>Cost per item</b></p>	<p><b>Number Requested</b></p>	<p><b>Total Cost of Request</b></p>	
<p><b>1. Office furniture for Network Multimedia Librarian</b>  <u>Justification:</u> Position is new and will require standard office furniture.</p>	(I)	6	\$10k	1	\$10k	Strengthen our commitment to our employees
<p><b>2. Proposed library platform</b>  <u>Justification:</u> The district libraries share one Integrated Library System (ILS). Migrating to this platform provides a one-stop search feature integrating books, articles, and multimedia.</p>	(I)	3	\$50k (initially) annual price increase	1 shared system	\$150k	Increase student achievement, success, access, & learning
<p><b>3. Instructional Materials (Electronic &amp; Print)</b>  <u>Justification:</u> These instructional library resources are needed in order to support instruction on campus as well as teach students information competency skills. \$150,000 for online databases; \$100,000 for print books; \$100,000 for multimedia materials (DVDs, videos, CDs, etc)</p>	(I)	6	\$150,000 (electronic databases) \$100,000 (print books) \$100,000 (multimedia)	Multiple library resources	\$350k	Increase student achievement, success, access, & learning

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

<p><b>4. Reserve textbook collection</b>  <u>Justification:</u> Reserve textbook statistics show that there is a need to provide this service to all students, particularly those who are financially challenged.</p>	(I)	6	\$50-\$200/per item	1 textbook per class	Unknown @ this time	Increase student achievement, success, access, & learning
<p><b>5. Faculty book requests</b>  <u>Justification:</u> This is an ongoing EMP goal.</p>	(I)	6	Cost depends on faculty response	Number depends on faculty response	Cost depends on faculty response	Increase student achievement, success, access, & learning
<p><b>6. Program review requests</b>  <u>Justification:</u> Funding is required to address discipline specific library needs identified in annual instruction program reviews and submitted to the library for purchase.</p>	(I)		Cost depends on discipline requests	Cost depends on discipline requests		Enhance academic programs & the learning environment to meet student and community needs. Increase student retention, persistence, & success

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

**9. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<b>List Professional Development Needs for Academic Year <u>2016-2017</u>.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<b>1. California Association of Research Libraries (CARL)</b> <b>Justification:</b> The library would like to send the librarians to this conference to maintain currency in the field and learn of new trends that could be implemented in the library to enhance student learning.	\$700 + airfare, room & board	2	\$1,400 + airfare, room & board	Strengthen our commitment to our employees
<b>2. American Library Association (ALA)</b> <b>Justification:</b> The library would like to send the librarians to this conference to maintain currency in the field and learn of new trends that could be implemented in the library to enhance student learning.	\$400 + airfare, room & board	2	\$800 + airfare, room & board	Strengthen our commitment to our employees

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

<sup>3</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**10. Student Support Services, Library, and Learning Resource Center (see definition below\*)** Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year _____</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center"><b>EMP GOALS</b></p>
<p><b>1.</b> <u>Justification:</u></p>	
<p><b>2.</b> <u>Justification:</u></p>	
<p><b>3.</b> <u>Justification:</u></p>	
<p><b>4.</b> <u>Justification:</u></p>	
<p><b>5.</b> <u>Justification:</u></p>	
<p><b>6.</b> <u>Justification:</u></p>	

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

**\*\* For immediate hazards, contact your supervisor \*\***

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

## Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon.</b>	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
<b>2. Previous recourse requests stated and impact discussed.</b>	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
<b>3. There are annual goals for refining and improving program practices.</b>	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
<b>4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.</b>	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
<b>5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
<b>7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

### USE ASSESSMENT DATA FROM fall 2014-spr 15

**Purpose** –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO <b>Initial Assessments</b>  Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields  Yes or No	SLOs with <b>Changes Made</b> to course  Identify which SLOs had changes made identified, & simple reasoning	Plan for completing identified <b>Changes</b>  Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed)  Provide clear reasoning as to why loop closed	SLOs involved in <b>Loop-Closing</b> assessment  Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
LIB 1	SLO #4: Manage information effectively to accomplish a specific purpose.	Fall 2014 & Spring 2015	Yes	No changes identified at this time.	No changes identified at this time.	No changes identified at this time.	No changes identified at this time.

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
N/A	N/A	N/A	N/A

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
N/A	N/A	N/A	N/A

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
LIB 1	Created new assignments	Having the class complete an in-class activity together (versus independently), reinforced learning, increased collaboration between students, and fostered more 1-on-1 interaction with the instructor. As a result, students were more engaged with the course material.

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
Entire COR was revisited and modified in spring 2015.	All of the SLOs were revised and the textbook list was updated.	2014 Comprehensive Program Review



- Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

In fall 2014, the library discipline had 3 video conference meetings to discuss assessments, outcomes, and improvements for LIB 1 COR for comprehensive program review. Please see the attached minutes from September 2, October 7, & November 14, 2014.

- Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

<b>Resources</b> State the resources identified to support student learning and/or faculty development	<b>Assessment</b> Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	<b>Reasoning</b> Briefly explain what you learned in the assessment that indicates the resource might be beneficial
A dedicated computer classroom is needed in order to teach the LIB 1 course in face-to-face and/or hybrid format.	Retention, success, & efficiency data listed in part 1 of this annual instructional program review (2016), suggest that students may benefit from taking LIB 1 as a completely online course	After reflecting on the assessments, it is clear that students learn best from having access to a computer classroom. However, because many library resources (both print & electronic) are available online, students are also likely to succeed in the LIB 1 course if it is offered completely online.

- What additional support, training, etc. do you need in the coming year regarding assessment?

With regards to assessment, we would like:

- More TracDat training
- Consistency in the annual program review template (it changes annually)

Riverside Community College District  
Library/Learning Resources District Discipline Meeting  
Video Conference  
12:00 p.m. – 2:00 p.m. ♦ RCC - DL 409, MVC - HM 234, NC - IT 218  
September 2, 2014

Minutes

Faculty Present: Hayley Ashby, Linda Braiman, Steve Brewster, Jacqueline Lesch, Paul Moores, Shannon Hammock, Celia Brockenbrough, Vivian Harris, Debbi Renfrow

Faculty Absent: Cid Tenpas

Guests: Wolde-Ab Isaac, David Vakil

- I. Call to Order at 12:07 PM
- II. Approval of the Agenda – Approved
- III. Comprehensive Instructional Program Review
  - A. Timeline
    1. The program review is due mid-November; changes would have to be submitted by mid-October at the very latest to the Curriculum Committee.
    2. The Library 1 course outline of record would need to be finalized by the next discipline meeting on October 7<sup>th</sup>.
  - B. Discussion of ACRL draft *Framework for Information Literacy for Higher Education*
    1. Celia indicates that they should only look at pg. 15, 16, and 17 in regards to the ACRL draft; working some of the standards into the Library 1 core revision.
    2. Approval is pending in November for the third draft of the ACRL standards.
    3. Linda Braiman suggests that the course title for Library 1 should be changed, due to it no longer being referred to as Information Competency; it is now referred to as Information Literacy.
    4. Within the new standards it is clearly stated that they are introducing a new definition of Information Literacy.

5. The librarians agree that they should change the course title of Library 1 from Information Competency to Information Literacy.
6. Steve Brewster suggests that the course title should be "Introduction to Information Literacy," due to Library 1 being an introductory course.
7. Dr. Isaac suggests to the librarians that when going through the Comprehensive Instructional Program Review, they keep in mind their five year plan for Library 1.
8. The librarians agree that Library 1 should be kept as a one unit course.

C. Lib-1 Course Outline of Record

1. The revisions to the course outline on CurricUNET, proposed by Debbi Renfrow, have only been made to the first two pages; the beginning of the changes starts with the student learning outcomes.
2. The librarians agree to continue with no prerequisites and no advisories. The librarians agree to decide on which parts of the course outline need to be changed, and an individual(s) will volunteer to work on changes to that section to send out to the group.
3. Steve Brewster will work on a revision to the Course Description and the Short Description to reflect the new language of the *ACRL Framework*.
4. Linda Braiman will look into Entry Skills for the Library 1 course outline.
5. Hayley Ashby suggests that the course description should map to the student learning outcomes. Linda Braiman suggests that they should rewrite the SLOs to align with the frames. Hayley Ashby and Steve Brewster will work on the revisions for the SLOs using the six threshold concepts, and determine what the outcomes might be for each threshold; keeping in mind that the thresholds might change.
6. The librarians agree that there should be some alignment with SLOs in the course content; it will be looked into at a later time after determining what the SLOs are.
7. The librarians agree that the Method of Instruction and the Method of Evaluation should be carried over for the course outline.
8. Hayley Ashby suggests that once the SLOs are determined, they will come back to revise the sample assignments for the course outline. If in reviewing the *ACRL Framework* the librarians see a sample assignment that they would like to include, please send it out to the group via email.

9. Shannon Hammock suggests for the course material that they find a reasonably priced book. Debbi Renfrow suggests the book, *The Elements of Library Research: What Every Student Should Know* by Mary George, which is \$14.95, but the only problem is that it is not recent. Linda Braiman suggests for course material they should use the Lib Guides, the MLA 2015 and add two or three more to the list. Steve Brewster suggests that they should put in a link for Owl Purdue.
10. Debbi Renfrow will look into possible updated textbooks and revise the Course Material section of the course outline.
11. The librarians asked Debbi Renfrow for clarification on why the last SLO on the proposed course outline has a GE SLO listed underneath it. Debbi indicated that she was instructed by the Moreno Valley Curriculum Chair to put it there, keeping in mind the assessments. Hayley Ashby and Linda Braiman indicated that they will look into the process of linking to the GE SLOs further.
12. Hayley Ashby suggests that they should also map to critical thinking for the course outline revisions.

IV. Other

1. Dr. Isaac is now overseeing the Riverside Library as the Dean.

V. Adjourned at 1:55 PM

Riverside Community College District  
Library/Learning Resources District Discipline Meeting  
Video Conference  
12:00 p.m. – 2:00 p.m. ♦ RCC - DL 409, MVC - HM 234, NC - IT 218  
October 7, 2014

Minutes

Faculty Present: Hayley Ashby, Linda Braiman, Steve Brewster, Jacquie Lesch, Paul Moores, Shannon Hammock, Celia Brockenbrough, and Vivian Harris

Faculty Absent: Debbi Renfrow, and Cid Tenpas

Guests: David Vakil

- VI. Call to Order at 12:07 PM
- VII. Approval of the Agenda – Approved
- VIII. Comprehensive Instructional Program Review
  - D. LIB-1 Course Outline of Record (Action Item)
    3. Course/Short Description
      - a. Steve Brewster presented the handout with the current course description, description of information literacy, three suggested revisions, and a feedback document. Steve Brewster personally likes Hayley Ashby’s suggested description on the feedback document:

“Students will learn the fundamentals of finding, evaluating, interpreting, and managing information in a variety of formats to answer research questions and develop new ones. Through the use of information retrieval systems, students will develop an understanding of and practices for the legal access and ethical use of information.”
      - b. Jacquie Lesch had a concern with using the word “managing” in the description. Steve Brewster explained that this language mirrors the ACRL Framework in regards to how information is used. Celia Brockenbrough suggested replacing “managing” with “organizing.” The librarians accepted this suggestion.
      - c. Linda Braiman offered that if the librarians felt that students were more likely to succeed in LIB-1 with online skills such as keyboarding, and the

ability to create attachments, then this need for preparedness could be conveyed in a formal advisory, or by adding language in the course description. Vivian Harris reported that she had observed a deficiency in these skills amongst some of her students. The other librarians felt that it might place too much emphasis on these skills and turn students away, who could otherwise be successful in the course. Celia Brockenbrough pointed out that students already have to take the Online Skills Workshop for online and hybrid formats of LIB-1. The librarians decided that neither form of advisory was necessary.

- d. Jacquie Lesch suggested that the course description be more specific with regard to information formats, so that “electronic” and “print” are included. Linda Braiman suggested wording such as “using primarily online resources” or “working primarily from the online environment, students will learn the fundamentals ...” Celia Brockenbrough suggested that the word “library” also be included in the course description.
- e. The course description with Jacquie Lesch’s suggested wording is:

“Presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information in a variety of online and print formats to answer research questions and develop new ones. Through the use of information retrieval systems, students will develop an understanding of practices for the legal access and ethical use of information.”

The Riverside and Norco librarians accepted these suggestions. Celia Brockenbrough indicated that we needed to get the information to the Moreno Valley librarians. David Vakil stated that he could not speak for the library faculty, and would suggest sending the information through email. Hayley Ashby will put together a complete draft course outline of record based upon the discussions at the meeting, and invite further feedback via email before moving forward with acceptance/approval of the COR for input into CurricUNET.

- f. Linda Braiman noted that this is the second discipline meeting without Moreno Valley’s library faculty. The dates for the meetings were sent out prior to the summer break. David Vakil indicated that Debbi Renfrow is at a department meeting and Cid Tenpas is working in the library. Debbi is discussing curriculum at her department meeting. Linda Braiman suggested that Moreno Valley get a substitute for the reference desk, since review of the library curriculum is important. Celia Brockenbrough and Vivian Harris agreed with Linda Braiman’s suggestion. David Vakil thanked Linda Braiman for her suggestion, and indicated that he would like to receive a request from

the Moreno Valley librarians. Hayley Ashby indicated that we will review and vote on the course outline draft electronically to ensure that all library faculty have a chance to provide input.

- g. Steve Brewster read the current and suggested revised short description for Library 1. Linda Braiman and Steve Brewster prefer the current short description. Hayley Ashby would like to change “electronic databases” in the description. Jacquie Lesch made the suggestion of using “presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information from a variety of online and print sources” for the short description; Steve Brewster suggested cutting it off at “organize information.” The librarians agreed with the suggestion.

#### 4. Entry Skills

- a. Discussed in Course/Short description (1.c.)

#### 5. Student Learning Outcomes

- a. Steve Brewster previously sent out a document via email that he and Hayley Ashby put together. The document aligns the proposed course SLOs, the current course SLOs, and Debbi Renfrow’s suggested SLOs with the threshold concepts from the ACRL Framework, Bloom’s Taxonomy, and the General Education SLOs.
- b. Steve Brewster and Hayley Ashby discussed reducing the SLO’s to three, but believed all of the SLOs represented separate knowledge and skills that were important to capture.
- c. Steve Brewster stated that the information literacy value rubric from the Association of American Colleges and Universities has five SLO’s that closely match in meaning what is proposed.
- d. Hayley Ashby stated that they covered most areas of Bloom’s Taxonomy and the threshold concepts in the ACRL Framework.
- e. Hayley Ashby stated that the next step would be to develop a rubric that describes the evidence of student learning associated with each outcome. That way, the evaluation of the SLOs could be normed regardless of the assessment method used.
- f. The librarians agreed with the SLOs, but Paul Moores had a question about SLO #4 regarding the word “explain.” Steve Brewster stated that it means to explain the process of finding information from certain resources. It speaks

to metacognition. Celia Brockenbrough suggested dropping “explain” and only keeping organize. Steve Brewster and Hayley Ashby will further discuss whether “explain” is necessary, and provide a recommendation to the librarians.

- g. The deadline for launching courses in next year’s catalog is October 14<sup>th</sup>. Hayley Ashby will put together a draft and once everyone agrees, Debbi Renfrow will be able to send it to her department for an electronic vote.
- h. There is agreement on all of the SLOs except for SLO #4; Steve Brewster and Hayley Ashby will work on this some more.

## 6. Course Content

- a. Hayley Ashby stated that there are differences in the Course Content section between the active course outline of record and the launched course outline Debbi Renfrow created. Debbi Renfrow has aligned the course content areas with the SLOs, which serve as headings for each section.
- b. The librarians agreed with Debbi Renfrow’s approach to organizing the course content. The new SLOs should serve as the headings for the five sections with the corresponding bullets underneath.
- c. Hayley Ashby indicated that there needs to be a discussion about the alignment of the SLOs with the GE SLOs.
- d. The course SLOs are mapped with GE SLOs in CurricUNET. Debbi Renfrow linked one course SLO to one GE SLO. Linda Braiman stated that she was told at the Curriculum Committee to only select one GE SLO to link to.
- e. Speaking from an assessment perspective, Hayley Ashby stated that it makes more sense to link as many course SLOs to GE SLOs as is appropriate and measurable. Hayley Ashby will get further clarification from the Curriculum Chair. In the meanwhile, the librarians agreed that it is easier to put all of the suggested links in now and reduce later, if necessary.

## 7. Sample Assignments

- a. Steve Brewster stated that the ACRL Framework (p. 14) provides a number of sample assignments that can be used based on each threshold concept. Steve put together a document with his suggestions for sample assignments. The librarians reviewed Steve’s suggestions, and indicated whether they should be part of the outside-of-class reading, outside-of-class writing, or other outside-of-class assignments sections.



- b. The librarians decided on including the following assignments corresponding to the line numbers in the ACRL Framework: Writing (Line 490, Line 538, and Line 527), Reading (Line 457 and Line 577), and Other (Line 506).

#### 8. Course Materials

- a. The librarians reviewed Debbi Renfrow's suggestions for the Course Material section. There are some more recent editions than what was listed – Badke, William B. *Research Strategies: Finding Your Way Through the Information Fog* should be the 5<sup>th</sup> edition.
- b. A new edition of the MLA Handbook will be released next year. David Vakil suggested adding a note to the end of the citation “or newest edition available” for both MLA and APA. The librarians agreed with this suggestion.
- c. The librarians agreed to remove the texts that were older, and retained the *Concise Guide to Information Literacy*, *The Bedford Researcher*, *The Extreme Searcher's Internet Handbook*, *The College Student's Research Companion: Finding, Evaluating, and Citing the Sources You Need to Succeed*, *100% Information Literacy Success*, and *Research Strategy for a Digital Age*, *APA Manual*, and *the MLA Handbook*.
- d. Shannon Hammock suggested that additional readings not be included, since these are representative texts, and several are already listed in the recommended section.
- e. Jacquie Lesch suggested removing the reference to LibGuides, but Linda Braiman indicated that research guides are listed in several other course outlines of record for other colleges' library courses. The librarians agreed to keep the reference to LibGuides.

#### IX. Book Processing

Postponed until the next meeting due to time

#### X. Other

None

#### XI. Adjourned at 1:57 PM

Riverside Community College District  
Library/Learning Resources District Discipline Meeting  
Video Conference  
12:00 p.m. – 1:00 p.m. ♦ RCC - DL 409, MVC - HM 234, NC - IT 218  
November 4, 2014

Minutes

Faculty Present: Hayley Ashby, Linda Braiman, Steve Brewster, Jacquie Lesch, Paul Moores, Shannon Hammock, Jacqueline Lesch, Celia Brockenbrough, Damon Nance, Debbi Renfrow, Cid Tenpas, David Vakil

Faculty Absent: Vivian Harris

- XII. Call to Order at 12:00 PM
- XIII. Approval of the Agenda – Approved
- XIV. Book Processing
1. Shannon Hammock sent out an email to the librarians about the changes to the book processing procedures that were discussed in a meeting with technical services last Tuesday.
  2. The changes will start in winter, so it won't interfere with the book processing right now.
  3. Celia Brockenbrough had questions about the order form and the handwritten notes. Shannon Hammock indicates that it will remain the same, but the handwritten notes will not be included.
  4. Linda Braiman asked Shannon Hammock if he was going to be working during the winter to oversee the changes and wondered if the changes would also be applied to gift books. Shannon Hammock indicates that he is not scheduled for winter and the gift books will be reviewed as part of a separate process.
  5. Shannon Hammock indicates that the changes are mainly dealing with just the physical processing of the books.
  6. Steve Brewster moved to approve the proposed book processing changes, Celia Brockenbrough seconded; the motion was approved unanimously.
- XV. Comprehensive Instructional Program Review

E. Lib-1 Course Outline of Record

13. Hayley Ashby indicates that all the course revisions have been put into Curriconet.

14. Lib-1 COR DE (distance education) will not be affected by the changes, as it is based on the face-to-face Lib-1 COR.

XVI. Other

1. The National Newspaper Index is not working properly at Norco; Celia Brockenbrough has been in contact with Leo Pan in resolving the issue.

XVII. Adjourned at 12:25 PM

2016

## Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: \_\_\_\_\_ Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Initial SLO assessments</b>	No evidence provided  0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results)  1	Clear evidence of on-going SLO assessment (1 complete assessment)  2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments)  3	
<b>Loop Closing Assessments</b>	No evidence provided  0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided)  1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment)  2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments)  3	
<b>Assessment input into TracDAT</b>	No assessments in TracDat format or Repository  0	Assessment completed are in word/pdf in Document Repository  1	Assessments identified have Assessment Plan, but not all have Results  2	All identified assessments have a complete report (Plan and Results) in TracDat data field)  3	
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No attempts to change any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why not  1	Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed  3	
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results  0	Limited demonstration of dialogue or communication within the discipline, department, college  1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college  2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college  3	
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15  1			
<b>Total for Each Column</b>					