

# PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

## LIBRARY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

### COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
LIBR G110	x	x	x	x
LIBR G120	x	x	x	x

### COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

\*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
LIBR G110	6	3 out of 6	Partially Assessed	↔ Spring 2019
LIBR G120	5	3 out of 5	Partially Assessed	↔ Spring 2019
LIBR G999	5	5 out of 5	Fully Assessed	↑ *

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
LIBR G110	cSLO 1	Determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.
LIBR G110	cSLO 5	Examine, compare, and interpret information found in books and media using the library online catalog.
LIBR G110	cSLO 6	Examine, compare, and interpret information found in magazines, journals, newspapers and other sources using library online databases.
LIBR G120	cSLO 3	Evaluate online information for authority and accuracy.
LIBR G120	cSLO 5	Conduct academic and scholarly research in the online environment.

### DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

\*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
LIBR G110	cSLO 1*	Summer 2015	4 questions were selected to assess student competency. All 5 students got at least 1 out of 4 correctly.
LIBR G110	cSLO 2	Fall 2015	Overall, the collected data shows that a majority of the students taking the class are able to successfully critically differentiate sources of information for research projects.
LIBR G110	cSLO 2	Spring 2018	This assignment is the only one that requires students to physically come into the library. I did not include in this assessment students who chose not to complete this assignment and submitted nothing. Of the 20 remaining students who attempted this assignment, 18 successfully completed it. I consider this to be an acceptable level. I credit this high success rate to the students' willingness to ask for help at the Reference Desk. This has been a hurdle to overcome in the past but I think the added examples, photos of the reference area, and encouragement to ask a Librarian has had a positive impact. The two students that did struggle had difficulty finding the correct texts and utilizing them properly.
LIBR G110	cSLO 3	Spring 2016	Of the 9 students assessed, 6 completed the quiz with a 70% or higher. 1 student did not attempt the exam. 1 student received below 70% on the exam.
LIBR G110	cSLO 3	Fall 2017	The same four students successfully completed both assignments and the same two struggled even after thorough commentary and suggestions.
LIBR G110	cSLO 4	Fall 2016	Of the 9 students assessed, 9 completed the quiz with a 70% or higher. 4 students did not attempt the exam. 0 students received below 70% on the exam.
LIBR G120	cSLO 1	Fall 2015	Overall, the majority of students met the requirement identified in the cSLO1. The questions on the final exam provided a precise measurement to assess students' ability to determine the scope of information needs and locate and retrieve relevant information. In addition, the ability to cite the source in a proper format provides evidence of the understanding of the ethical and legal issues surrounding information.
LIBR G120	cSLO 1	Spring 2016	Overall, the data indicates that students met the requirement identified in the cSLO1. The questions on the final exam provided a precise measurement to assess students' ability to determine the scope of information needs and locate and retrieve relevant information. In addition, the ability to cite the source in a proper format provides evidence of the understanding of the ethical and legal issues surrounding information.
LIBR G120	cSLO 1	Fall 2017	The data indicates that most students are meeting the requirement outlined in cSLO1. The final exam question used to assess cSLO1 indicates that a large percentage of students were able to locate, analyze, and evaluate information using an important library database for research. In addition, students were able to cite their sources using MLA and APA accordingly.
LIBR G120	cSLO 2	Spring 2018	The data overwhelmingly indicates that 99% of the students assessed are meeting the CSLO2. The final exam questions provided concrete evidence that students at the end of the course have a strong grasp of how to select a research topic and how to use the appropriate tools to find sources in a variety of formats.
LIBR G120	cSLO 4	Fall 2016	After analyzing the data, it seems that students are meeting the requirements at a very high level as outlined in cSLO4. The questions used on the final exam provide a precise measurement to assess students' ability in distinguishing between broad and narrow topics as well as putting together key terms and phrases to search the library databases in an effective manner. This skill is a necessary step for developing good research strategies.
LIBR G120	cSLO 4	Spring 2017	Once again, students are meeting the requirements outlined in cSLO4. The final exam questions used to assess cSLO4 indicate that that all students upon completing the course are able to distinguish between broad and narrow topics in a highly effective manner. In addition, students are able to document proper key

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			terms and phrases to search the library databases for a research paper. Altogether, the data shows students are on the right track.
LIBR G999	cSLO 1	Spring 2016	Students were very successful in forming a search for information.
LIBR G999	cSLO 1	Spring 2017	Overall students were very successful in forming a search for information, identifying different resources and services the library offers, and then correctly transcribing their results into a citation that reflects current MLA standards. Students showed that they understood information competency concepts and would be successful when defining their topic and finding results that are appropriate for a college level research paper.
LIBR G999	cSLO 1	Spring 2018	Overall students were very successful in selecting and organizing a topic, and formulate effective search strategies for a college level topic.
LIBR G999	cSLO 2	Spring 2016	Overall students were very successful identifying different resources and services the library offers.
LIBR G999	cSLO 2	Spring 2018	Overall students were very successful in critically differentiate sources of information for research projects.
LIBR G999	cSLO 3	Spring 2016	Overall students were very successful in identifying different resources and services the library offers.
LIBR G999	cSLO 3	Spring 2018	Overall students were very successful in their ability to manage, evaluate and select relevant information sources.
LIBR G999	cSLO 4	Spring 2016	Overall students were very successful in correctly transcribing their results into a citation that reflects current MLA standards.
LIBR G999	cSLO 4	Spring 2018	Overall students were very successful in their ability to identify and construct bibliographic citations correctly from a variety of information resources.
LIBR G999	cSLO 5	Fall 2015	Overall students were very successful in forming a search for information, identifying different resources and services the library offers, and then correctly transcribing their results into a citation that reflects current MLA standards. Students showed that they understood information competency concepts and would be successful when defining their topic and finding results that are appropriate for a college level research paper.
LIBR G999	cSLO 5	Spring 2016	Overall students were very successful in correctly transcribing their research results into a citation that reflects current MLA standards.
LIBR G999	cSLO 5	Fall 2016	Overall students were very successful in forming a search for information, identifying different resources and services the library offers, and then correctly transcribing their results into a citation that reflects current MLA standards. Students showed that they understood information competency concepts and would be successful when defining their topic and finding results that are appropriate for a college level research paper.
LIBR G999	cSLO 5	Spring 2018	Overall students were very successful in their ability to value ethical and legal issues surrounding the use of information resources, be competent in information literacy, and avoid plagiarism.

## DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

\*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
LIBR G110	cSLO 1*	Summer 2015	Not included.
LIBR G110	cSLO 2	Fall 2015	Most of the students who attempted the questions, achieved a successful outcome; however, there were many students who did not attempt any of the questions. I will look into student intervention techniques to see how I can help motivate students to complete their work and not fall through the cracks.
LIBR G110	cSLO 2	Spring 2018	If this section is moved into a completely online version, this assignment will have to be completely rewritten. As it stands now, I believe we can confidently move on to the next SLO. But, I will include more detailed examples including pictures of a table of contents and index in order to further clarify any confusion during this assignment.
LIBR G110	cSLO 3	Spring 2016	Continue to assess students via this comprehensive exam on bibliographic citations on a variety of print and electronic resources and formats. This quiz consists of varied questions such as multiple choice, true and false, and fill-in-the-blank.
LIBR G110	cSLO 3	Fall 2017	I plan to give more examples of what their final product should reflect so students are not left with questions. I also plan to introduce the idea of citations earlier in the course so students have more time to get used to the concept.
LIBR G110	cSLO 4	Fall 2016	Continue to assess students via this comprehensive exam on using the library online resources to locate online and in the library.
LIBR G120	cSLO 1	Fall 2015	A large majority of students satisfactorily completed the assessment, but not all. The results indicate, moreover, that there still needs to be work done in ensuring all students meet the assessment. It would be ideal to reassess the SLO in the future.
LIBR G120	cSLO 1	Spring 2016	All students but one satisfactorily completed the assessment. The results indicate that there is a consistent pattern from semester to semester that students are in fact meeting the Student Learning Outcome at a high level. As a result, no changes will need to occur for the course. The SLO is being met by students at a high level.
LIBR G120	cSLO 1	Fall 2017	About 80% of the students satisfactorily completed the assessment. The results provide solid evidence that most students are able to use a library database to find sources as well as cite them in MLA and APA. I like to reassess this course SLO again to ensure that it is being met consistently. One important point is that a small percentage of students skipped this question on the final exam. I will need to reassess the units/modules for databases in the course to ensure students understand the material at a deeper level.
LIBR G120	cSLO 2	Spring 2018	At this point, there are no changes planned as a result of the data. Students are demonstrating the CSLO2 at a very high level. I will continue to maintain the current curriculum leading up to the final, and possibly create a series of more challenging questions on the final exam in order to ensure students are able to grasp higher level concepts and theories with respect to conducting college level library research.
LIBR G120	cSLO 4	Fall 2016	All students satisfactorily completed the assessment. The results indicate that students are indeed able to formulate search strategies in an effective manner after completing the course. My plan is to assess cSLO4 again the next semester to determine if the results are consistent.
LIBR G120	cSLO 4	Spring 2017	All students satisfactorily completed the assessment by answering the 3 questions on the final exam correctly. The results provide concrete evidence that students are able to formulate search strategies on their own with a variety of research topics. Two semesters of data indicate that for this section of the course, the content does not need to change to improve student learning.
LIBR G999	cSLO 1	Spring 2016	The library will continue another cycle looking into student's information competency as a result of orientation sessions. For the 2016-2017 academic year, the librarians have redone the SLO assignment to see if the results change.
LIBR G999	cSLO 1	Spring 2017	For Spring 2018, the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We were unable to meet as a department for the past 2017-2018 academic year due to not having a department chair, so previous plans to meet as a department and discuss possible updates to the

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			SLOs to reflect the Association of College and Research Libraries (ACRL) move from the Standards of Information Literacy to the Framework of Information Literacy are delayed until the 2018-2019 academic year. For the 2018-2019 academic year, the librarians will continue another cycle of looking into student's information literacy/competency as a result of the information literacy instruction sessions and will run the same SLO assignment to see if the results change.
LIBR G999	cSLO 1	Spring 2018	For Spring 2018. the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We will run the same SLO assessment in the next academic year 2018-2019, We were unable to meet as a department for the past academic year due to not having a department chair, so previous plans to update the SLOs to reflect the Association of College & Research Libraries move from the Standards of Information Literacy to the Framework of Information Literacy are delayed.
LIBR G999	cSLO 2	Spring 2016	The library will continue another cycle looking into student's information competency as a result of orientation sessions. For the 2016-2017 academic year, the librarians have redone the SLO assignment to see if the results change.
LIBR G999	cSLO 2	Spring 2018	For Spring 2018. the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We were unable to meet as a department for the past 2017-2018 academic year due to not having a department chair, so previous plans to meet as a department and discuss possible updates to the SLOs to reflect the Association of College and Research Libraries (ACRL) move from the Standards of Information Literacy to the Framework of Information Literacy are delayed until the 2018-2019 academic year. For the 2018-2019 academic year, the librarians will continue another cycle of looking into student's information literacy/competency as a result of the information literacy instruction sessions and will run the same SLO assignment to see if the results change.
LIBR G999	cSLO 3	Spring 2016	The library will continue another cycle looking into student's information competency as a result of orientation sessions. For the 2016-2017 academic year, the librarians have redone the SLO assignment to see if the results change.
LIBR G999	cSLO 3	Spring 2018	For Spring 2018. the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We were unable to meet as a department for the past 2017-2018 academic year due to not having a department chair, so previous plans to meet as a department and discuss possible updates to the SLOs to reflect the Association of College and Research Libraries (ACRL) move from the Standards of Information Literacy to the Framework of Information Literacy are delayed until the 2018-2019 academic year. For the 2018-2019 academic year, the librarians will continue another cycle of looking into student's information literacy/competency as a result of the information literacy instruction sessions and will run the same SLO assignment to see if the results change.
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LIBR G999	cSLO 4	Spring 2018	For Spring 2018. the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We were unable to meet as a department for the past 2017-2018 academic year due to not having a department chair, so previous plans to meet as a department and discuss possible updates to the SLOs to reflect the Association of College and Research Libraries (ACRL) move from the Standards of Information Literacy to the Framework of Information Literacy are delayed until the 2018-2019 academic year. For the 2018-2019 academic year, the librarians will continue another cycle of looking into student's information literacy/competency as a result of the information literacy instruction sessions and will run the same SLO assignment to see if the results change.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
LIBR G999	cSLO 5	Fall 2015	The library will continue another cycle looking into student's information competency as a result of orientation sessions. The next cycle will be in Spring 2016, and will run the same quiz. For the 2016-2017 academic year, the librarians have redone the SLO assignment to see if the results change.
LIBR G999	cSLO 5	Spring 2016	The library will continue another cycle looking into student's information competency as a result of orientation sessions. For the 2016-2017 academic year, the librarians have redone the SLO assignment to see if the results change.
LIBR G999	cSLO 5	Fall 2016	Fall 2016 was the first semester of the library department's new information competency assignment. The library will continue another cycle looking into student's information competency as a result of orientation sessions. The next cycle will be in Spring 2016, and will run the same quiz.
LIBR G999	cSLO 5	Spring 2018	For Spring 2018, the library department faculty ran the same SLO assignment as the previous recent semesters. Scores remained very high. We were unable to meet as a department for the past 2017-2018 academic year due to not having a department chair, so previous plans to meet as a department and discuss possible updates to the SLOs to reflect the Association of College and Research Libraries (ACRL) move from the Standards of Information Literacy to the Framework of Information Literacy are delayed until the 2018-2019 academic year. For the 2018-2019 academic year, the librarians will continue another cycle of looking into student's information literacy/competency as a result of the information literacy instruction sessions and will run the same SLO assignment to see if the results change.