Program Review Comprehensive Report

Program Review - Instructional: Library

Supplemental Reports and Attachments

2014 - 2017
Comments or Notes: NCB ENTERED
Attachments:
2014-17_LIB_SLO_DISCIPLINE.pdf
2014-17_INSTRUCTION_LIBRARY_ResourceRequests.xlsx
2014_17_LIBRARY_CurriculumRPT.pdf
2014_17_LIBRARY_SuccessEfficiencyRetentionRPT.pdf
Current Human Resource Status.docx

2014 - 2017
Attachments:
Current Human Resource Status.docx

Program Trends and Updates

2014 - 2017
Program Update Section
Has your unit shifted departments in the PAST 4 years?: N/A
Do you anticipate your unit will shift departments in the NEXT 4 years?: N/A
New certificates programs created by your unit in the PAST 4 years?: N/A
New certificate programs anticipated by your unit in the NEXT 4 years?: N/A
Substantial modifications made to certificates/degrees in the PAST 4 years.: N/A
Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.: N/A
Activities in other units that impacted your unit in the PAST 4 years.: Summer Advantage Program, Student Equity Plan, Norco College Grants, Completion Initiative,
Dual Enrollment, Next Phase (California Rehabilitation Center), and Textbook Contract with Barnes and Noble
Activities in other units that impacted your unit in the NEXT 4 years.: California Guided Pathways, Reorganization of Norco College into Schools, Zero Cost Textbooks (OER) , and Yearly Requests from all Unit Program Reviews.
Previous Program Review Resource Requests
Resource Requests Received: No resources received from requests
How did the resources received impact student learning?: No resources received
If you requested resources but did not receive them, how did that impact student learning?: 1. The library had to discontinue the following databases: Biography in Context, Mergent, Oxford Art Online, Oxford Music Online, NoodleTools, and Literary Reference Center.
2. The lack of additional funding for adjunct hours continues to prevent the library from remaining open until 4:00pm on Fridays and providing coverage by a librarian each day from 7:30AM-8AM.
3. No additional funding for print materials or general education reserve textbooks.
Program Data Highlights Section
COR Review: Currently in Review
Program Metric Highlights: N/A

> **Assessment Report Highlights:** LIB 1 (Online) Benchmark assessment for SLOs set at 70% of students enrolled in the class passing.
> LIB 1 (Hybrid) The students improved overall after revision of specific lesson plans, including hands-on exercises in the library.

Program Goal: Reserve Textbook Collection

Secure permanent funding for Reserve texbook collection

Goal Status: In Progress
Goal Year(s): 2018 - 2021
Start Date: 03/22/2018
Completion Date: 03/01/2021
How do your goals support the Educational Master Plan?: 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.
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 6: , Goal 2 Objective 3: , Goal 2 Objective 6:

Activities

2018 - 2019 - Request a line item in the library's budget for the purchase of reserve textbooks. (Active)
Target: TBD
Lead: TBD

Program Goal: New Library Building

Increase Library space

Goal Status: On Hold
Goal Year(s): 2018 - 2021
Start Date: 03/22/2018
Completion Date: 04/16/2025
How do your goals support the Educational Master Plan?: A new library will improve the quality of student life, increase student achievement and success, increase student access, & strengthen student learning.
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 6: , Goal 2 Objective 3: , Goal 2 Objective 4: , Goal 2 Objective 5: , Goal 2 Objective 6:

Activities

2018 - 2019 - Continue to demonstrate the need for a new library building as stated in the Facilities Master Plan (FMP). (Active)
Target: TBD
Lead: Library Dean, Librarians and Staff.

Program Goal: Year round offering of LIB 1

Offer LIB 1 during summer and winter in addition to fall and spring

Goal Status: In Progress
Goal Year(s): 2018 - 2021
Start Date: 03/27/2018
Completion Date: 06/01/2019
How do your goals support the Educational Master Plan?: The year round offering of LIB 1 increases a students' opportunity for achievement and success in all of their classes
This Program Goal Supports the selected EMP Goal(s) and Objective(s): Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher)., Goal 1 Objective 7: , Goal 1 Objective 8:

Activities

2018 - 2019 - Continue to demonstrate the need for additional offerings of year round LIB 1 (Active)
Target: Communications Department

Lead: Librarians

Assessment: Course Four Column

NORCO COLLEGE

Discipline - LIB

LIB-1:Introduction to Information Literacy

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Describe the type and scope of information needed. **SLO Status:** Active **Approval Date:** 09/18/2015	**Exam/Quiz - Embedded Questions Tied to SLOs -** Students are given (2) quizzes; once at the end of instruction week 2, and again, on week 6 which include embedded questions directly correlating to (2) SLO's: 1 & 2. The week 2 quiz incorporates questions that require students to comprehend the different types of information sources, such as primary sources, scholarly content, etc..) and their scope. They were then required to chose the correct answer through the use of true & false questions including multiple choice answers. The week 6 quiz, elaborates on this further by providing a problem (an uncompleted APA citation, incorrect citation or citation needing further elaboration) and requiring the student to not only comprehend the issue at hand but also understand what comprises a correctly formatted APA citation. The week 6 quiz utilizes a combination of true/false, multiple choice, and fill in answers.		

Both quizzes for week 2 and 6 required students to complete a set of tutorials during the week before attempting to take each quiz.
The quizzes also allowed for multiple attempts (3), as it was the intention of theses tools to further enhance a students knowledge, and thus a passing score.
Benchmark: The benchmark for both these quizzes, with the included multiple attempts, was set at 75% of the class passing.
Participating Faculty : Miguel Castro
Related Documents:
[Week 2 Quiz – 16FAL LIB-1-37548 OL Research Process.pdf](#)

[Week 6 APA Style Formatting and Citations Quiz.pdf](#)

Mixed Methods - In Fall, lesson plan for the "searching for Books and eBooks" section of the course was changed. This includes a visit to the library to locate a book in the library to provide guided hands-on experience in the process of searching for a book in the library catalog (SLO #1, #2), interpreting result of the search (SLO # 3), and locating the desired book in the library(SLO #2). A quiz was then implemented in Spring of 2017 to assess undertanding of the hands on excercise.
Benchmark: This is a baseline assesment, but students should be able to confidently search for book in the library catalog & ebook database, and locate books and ebooks that will match their information needs.

Semester Assessed: 2016-17 (Fall 2016)
Benchmark Met: N/A
Students responded positively to the visit to the library and hands-on searching in the library by asking questions throughout the process. In Spring 2017 semester, out of the 15 students that completed the quiz, 8 received scores of 70% or above, with 1 receiving 100%. In Fall 2017, only 30% had grades over 70%. Fall had the highest scores with 63% over 70% as a grade, with one student receiving 100%.

Overall, out of the 32 students who participated in the quiz, just half (16, n=32) recieved grades abouve the 70%.
(04/27/2018)
Related Documents:
[Grades Week 4 Quiz 17SPR 17FAL 18SPR.pdf](#)

[Week 4 Lesson Outline.pdf](#)

[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)

[Test Statistics_ Week 4 - Quiz – 17SPR LIB-1-33375 HYB.pdf](#)

[Test Statistics_ Week 4 - Quiz – 17FAL LIB-1-38456 HYB.pdf](#)

Changes Made: Due to the results, hands-on experience in the library and associated quiz will continue. Quiz grades will be monitored as well as responses to student feedback will be taken into consedeation. Also final quiz and project will be used to see how students have learned the information in this week's lesson. (04/27/2018)
COR/SLO modification recommended: No

Participating Faculty : Susan Seifried
Related Documents:
[Test Statistics_ Week 4 - Quiz – 17FAL LIB-1-38456 HYB.pdf](#)
[Test Statistics_ Week 4 - Quiz – 17SPR LIB-1-33375 HYB.pdf](#)
[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)
[Grades Week 4 Quiz 17SPR 17FAL 18SPR.pdf](#)
[Week 4 Lesson Outline.pdf](#)

SLO 2 - Match information needed with appropriate search strategies and information sources.
SLO Status: Active
Approval Date: 09/18/2015

Exam/Quiz - Embedded Questions Tied to SLOs - Students are given (2) quizzes; once at the end of instruction week 2, and again, on week 6 which include embedded questions directly correlating to (2) SLO's: 1 & 2. The week 2 quiz incorporates questions that require students to comprehend the different types of information sources, such as primary sources, scholarly content, etc..) and their scope. They were then required to chose the correct answer through the use of true & false questions including multiple choice answers. These questions directly tied into the weeks instructional programming and required students to match the information to the learned knowledge for that section.
The week 6 quiz, requires students to match the information provided with the correct search strategies and information sources in order to appropriately solve the task at hand. The week 6 quiz utilizes a combination of true/false, multiple choice, and fill in answers. Students

	were asked to correctly identify right or wrong citations and complete them from provided information. Both quizzes for week 2 and 6 required students to complete a set of tutorials during the week before attempting to take each quiz. The quizzes also allowed for multiple attempts (3), as it was the intention of theses tools to further enhance a students knowledge, and thus a passing score. (Active) **Benchmark:** The benchmark for both these quizzes, with the included multiple attempts, was set at 75% of the class passing. **Participating Faculty :** Miguel Castro **Related Documents:** [Week 6 APA Style Formatting and Citations Quiz.pdf](#) [Week 2 Quiz – 16FAL LIB-1-37548 OL Research Process.pdf](#)		
	Exam/Quiz - Pre-Post Test - Implement Pre- & Post tests to assess what students already know, and gauge retention of important course material at the end of class. **Benchmark:** By the end of the class the student can identify the types of information, understand plagiarism basics, and knowlege of where to find informtaion using the databases. **Participating Faculty :** Susan Seifried	**Semester Assessed:** 2015-16 (Fall 2015) **Benchmark Met:** N/A The pretest was created to gather information about their skill level prior to the class, and the post test was a means to assess how much they had learned over the semester. Results are assessed continuously beginning in 2015, and changes are made to instructional content as needed in following semesters. (05/01/2018)	**Changes Made:** Information will continue to be gathered and provide snapshots for monitoring activity of each student,which should provide a snapshot of strengths and weaknesses before the class, and how much is learned in the duration of the course. (05/01/2018) **COR/SLO modification recommended:** No
		Semester Assessed: 2014-15 (Spring 2015) **Benchmark Met:** N/A Results are assessed continuously, and changes are made to instructional content as needed in following semesters. (04/27/2018)	
	Mixed Methods - In Fall, lesson plan for the "searching for Books and	**Semester Assessed:** 2016-17 (Fall 2016) **Benchmark Met:** N/A	**Changes Made:** Due to the results, hands-on experience in the library

eBooks" section of the course was changed. This includes a visit to the library to locate a book in the library to provide guided hands-on experience in the process of searching for a book in the library catalog (SLO #1, #2), interpreting result of the search (SLO # 3), and locating the desired book in the library(SLO #2). A quiz was then implemented in Spring of 2017 to assess undertanding of the hands on excercise.
Benchmark: This is a baseline assesment, but students should be able to confidently search for book in the library catalog & ebook database, and locate books and ebooks that will match their information needs.
Participating Faculty : Susan Seifried
Related Documents:
[Grades Week 4 Quiz 17SPR 17FAL 18SPR.pdf](#)
[Test Statistics_ Week 4 - Quiz – 17FAL LIB-1-38456 HYB.pdf](#)
[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)
[Test Statistics_ Week 4 - Quiz – 17SPR LIB-1-33375 HYB.pdf](#)
[Week 4 Lesson Outline.pdf](#)

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Overall, out of the 32 students who participated in the quiz, just half (16, n=32) received grades above the 70%.
(05/01/2018)
Related Documents:
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[Test Statistics_ Week 4 - Quiz – 17FAL LIB-1-38456 HYB.pdf](#)
[Test Statistics_ Week 4 - Quiz – 17SPR LIB-1-33375 HYB.pdf](#)
[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)

and associated quiz will continue. Quiz grades will be monitored as well as responses to student feedback will be taken into consideration. Also final quiz and project will be used to see how students have learned the information in this week's lesson. (05/01/2018)
COR/SLO modification recommended: No

SLO 3 - Apply criteria for critically evaluating information.
SLO Status: Active
Approval Date: 09/18/2015

Written Assignment - Students were given a selection of content to cover that included the instructors lesson, a collection of articles, tutorial videos, a website dedicated to the information, and a specific guide chart detailing the necessary evaluation content needed for the assignment (CRAAP Test chart).

Students were then required to locate (2) websites using Google on a topic of their choice, and then evaluate this information, using their learned knowledge and the chart in order to critically identify a website that passes the CRAAP test, and one that does not. In addition, students were required to provide constructive criticism as to why each one does pass or does not.

Benchmark: A benchmark was set at 70% of the class passing this assignment. 30 available points were allowable for this assignment. 21 points or higher would dictate a passing grade.

Participating Faculty : Miguel Castro
Related Documents:

[Fall 2017 Week 5 Evaluating Information.docx](#)

Mixed Methods - In Fall, lesson plan for the "searching for Books and eBooks" section of the course was changed. This includes a visit to the library to locate a book in the library to provide guided hands-on experience in the process of searching for a book in the library catalog (SLO #1, #2), interpreting result of the search (SLO # 3), and locating the desired book in the library(SLO #2). A quiz was then implemented in Spring of 2017 to assess undertanding of the hands on excercise.

Benchmark: This is a baseline assesment, but students should be able to confidently search for book in the library catalog & ebook database, and locate books and

Semester Assessed: 2016-17 (Fall 2016)
Benchmark Met: N/A
Students responded positively to the visit to the library and hands-on searching in the library by asking questions throughout the process. In Spring 2017 semester, out of the 15 students that completed the quiz, 8 recieved scores of 70% or above, with 1 recieving 100%. In Fall 2017, only 30% had grades over 70%. Fall had the highest scores with 63% over 70% as a grade, with one student recieving 100%.

Overall, out of the 32 students who participated in the quiz, just half (16, n=32) received grades above the 70%. (05/01/2018)
Related Documents:

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[Test Statistics_ Week 4 - Quiz – 17SPR LIB-1-33375 HYB.pdf](#)

[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)

Changes Made: Due to the results, hands-on experience in the library and associated quiz will continue. Quiz grades will be monitored as well as responses to student feedback will be taken into consideration. Also final quiz and project will be used to see how students have learned the information in this week's lesson. (05/01/2018)
COR/SLO modification recommended: No

ebooks that will match their information needs.
Participating Faculty : Susan Seifried
Related Documents:
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[Test Statistics_ Week 4 - Quiz – 18SPR LIB-1-34260 HYB (.._.pdf](#)

SLO 4 - Manage information effectively to accomplish a specific purpose.
SLO Status: Active
Approval Date: 09/18/2015

Project - Students were required to complete an Annotated Bibliography, in APA format, covering subject matter that was pre-approved by the instructor. Each student was required to utilize all of the knowledge gained through the course in order to create a document of (5) citations from (5) different sources, including writing a paragraph for each source summarizing and analyzing the content that was provided and how it ties into their chosen subject matter. This final assignment was a culmination project that represents a form of portfolio, or direct evidence, for all the content attributed throughout the course.
Benchmark: Due to the importance of this project, a passing score of at least 70% was set. 150 points were allowable for this final assignment. 105 points would equal a passing score of 70%.
Participating Faculty : Miguel Castro
Related Documents:

Final Assignment - Annotated
Bibliography in APA Format – Fall
2017.docx

SLO 5 - Summarize the ethical, legal, and social issues related to information and its use.
SLO Status: Active
Approval Date: 09/18/2015

Exam/Quiz - Embedded Questions Tied to SLOs - Students were required to complete a week dedicated to ethical academic conduct, legal ramifications and plagiarism. This included watching a selection of online videos, readings, and accessing content on the library website dedicated to these issues. A quiz, with embedded questions directly tying this information to SLO 5 were provided through the use of true/false and multiple choice answers. The quiz was not to be taken until the aforementioned content was covered by the student.
Benchmark: Due to the nature and importance of this information; a benchmark was set at 80% passing for the class. Multiple attempts at this quiz were provided (3) in an attempt to establish the significance of this information to the student.
Participating Faculty : Miguel Castro
Related Documents:
Week 4 Quiz – 16FAL LIB-1-37548 OL Plagiarism.pdf

Exam/Quiz - Pre-Post Test - Implement Pre- & Post tests to assess what students already know, and gauge retention of important course material at the end of class.
Benchmark: By the end of the class the student can identify the types of information, understand plagiarism basics, and knowlege of where to find informtaion using the

databases.
Participating Faculty : Susan Seifried

Previous SLO 1 - Determine and articulate information needs
SLO Status: Active
Approval Date: 09/19/2013
Inactive Date: 09/17/2015

Previous SLO 2 - Find information using a variety of resources
SLO Status: Active
Approval Date: 09/19/2013
Inactive Date: 09/17/2015

Mixed Methods - Student Learning Objectives for Information Competency Course

• Find information using a variety of resources.
o Students were tasked with using the library catalog, databases, and internet to locate books, articles, and websites on a topic of their choice.

Method

• Select a topic and complete a research log that contains the following:
o Thesis statement
o Print book from the library catalog
o E-book from the library catalog
o Education (.edu) website from the internet
o Government (.gov) website from the internet
o Scholarly journal article from a library database
o Newspaper article from a library database
o Magazine article from a library database

	o Properly formatted works cited list in MLA format • Each source must be evaluated by the student; contain publication information; and include reasoning why it would or would not be a credible source for a research paper		
Previous SLO 3 - Describe and apply criteria for critically evaluating information **SLO Status:** Active **Approval Date:** 09/19/2013 **Inactive Date:** 09/17/2015			
Previous SLO 4 - Use information effectively to accomplish a specific purpose **SLO Status:** Active **Approval Date:** 09/19/2013 **Inactive Date:** 09/17/2015	**Mixed Methods -** Student Learning Objectives for Information Competency Course Use information effectively to accomplish a specific purpose. o The information and resources gathered in the research log can be used to compile an essay, speech, or presentation. Method • Select a topic and complete a research log that contains the following: o Thesis statement o Print book from the library catalog o E-book from the library catalog o Education (.edu) website from the internet o Government (.gov) website		

from the internet
o   Scholarly journal article from a library database
o   Newspaper article from a library database
o   Magazine article from a library database
o   Properly formatted works cited list in MLA format
•   Each source must be evaluated by the student; contain publication information; and include reasoning why it would or would not be a credible source for a research paper

Previous SLO 5 - Identify and summarize ethical and social issues related to information and its use
SLO Status: Active
Approval Date: 09/19/2013
Inactive Date: 09/17/2015