Library 100

Summary of Program Review:

A. Major Findings

   1.

   2. Areas for Improvement:

x   Retention and passage rate   x   Two different instructors with two different ideas of class needs streamlining, realignment, and student friendly modalities   x   Rebuild partnerships with programs which encouraged students to take LIBR 100   x   Revise so that average of 3 hours of coursework per 1 unit

   3. Projected Program Growth, Stability, or Viability:

x   With revisions and partnerships can grow program, make stable, and student friendly   x   Offering multiple sections (possibly one hybrid and one asynchronous online) could grow program

B. Program's Support of Institutional Mission and Goals

   1. Description of Alignment between Program and Institutional Mission:

x   Diverse sources, emphasizing inclusivity, and different modalities used for different learning styles in order to maximize student success   x   Fostering a sense of inclusion, openness, and respect for others, especially through Netiquette   x   Emphasizing academic honesty, integrity, responsibility, and student success   x   Adaptation of course to meet student needs while maintaining SLOs

   2.
   Plans/Initiatives:

   x   Reviewing data from last time class taught
   x   Reviewing content to meet goals

C. New Objectives/Goals:

- x Offer two sections of Library 100 (possibly two 8 week sessions in one semester)
- x Revising course so that 3 hours of course work per 1 unit
- x Increase enrollment

D. Description of Process Used to Ensure "Inclusive Program Review"

- x Input solicited from multiple sources

Program Review Report | Fall 2023 |

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy Programs on file with the Office of Academic Affairs):

Program	Library
Course	LIBR 100

Taxonomy of Programs July 2022

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course section data.

Average Section Size across the three year period for courses, and both within academic years and across the three year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Library Program has claimed an average of 16.5 students per section. The average class size in the program is lower than the average class size of 23.8

2020-2021 and 2021-2022, both enrollment and capacity increased, resulting an increase in fill rate (due to a higher rate of increase in enrollment).

Productivity within the Library Program was 11.4 in 2021-2022. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 14.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

- x The first class was offered during COVID and was changed from a full semester class to an 8 week class.
- x The second class offering had some important factors that could account for the increased enrollment and thus increased productivity, namely that the course was offered post-COVID, Umoja partnered with the library, having their students enroll in the course, and the course was revised so that the modules' appearance and content differed.

4. Labor Market Demand

B. Momentum

1. Retention and Successful Course Completion Rates

Retention Rates

LIBR100 was the same as the program-level rate, as there is only one course associated with the program. The retention rate for the Library Program falls within the first quartile (Q1) among program-level retention rates (across 58 instructional programs over the past th(aP76 (e)-3.3 (p)-1.6 (e)-3.2 (l9.6 (i)-2.3 (.6 (t]TJ 04.3 (Q)8.8. (.)-1 (.1 (h)11 (ee)-3.2 (7t)

<u>Notes</u>:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects standard intended research practice of not including

This section does not apply to the Library Program, as courses associated with the program were offered through multiple delivery modes within the same academic year between 2020-2021 and 2022-2023.

Program Reflection:

This section does not apply to the Library Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2020-2021 and 2022-2023.

C. Student Achievement

1. Program Completion

This section does not apply to the Library Program, as there are not any degrees or certificates associated with it. See Taxonomy of Programs above.

2. Program Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Library Program, as it is not within Career Technical Education or Health Occupations.

II. CURRICULUM
   A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
LIBR	100	01/12/2017	Yes– 01/12/2017	Yes (S)	No	

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

⁺Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

There are no degrees or certificates offered, so this does not apply to the library program.

III.   LEARNING OUTCOMES ASSESSMENT

A.   Status of Learning Outcomes Assessment

LIBR

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	
1				

IV.   PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020)

V.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

VI.   RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

> x (Personnel) 5 PT Librarians
> x Library 100 up for review with curriculum committee (1 PT librarian on curriculum committee)

B. Complete Columns E–F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for a Program Plan

	programs on campus to promote program				
	Increase social media advertisement for course				

LIBRARY FALL 2023

Note that the comments below were provided by the librarians completing this program plan. They are not associated with any administrator. The administrator of this area is the VPAA. To avoid duplication, the VPAA's comments are integrated in the VPAA response to the Library 100 program review.

Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

x   When partnering with another program on campus, increase in enrollment

x   Modifications to course content results in increased pass rate between two classes

Areas of concern, if any:

x