

Library 100

Summary of Program Review:

A. Major Findings

1. Strengths:

- Increase in enrollment between 2020-2021 and 2021-2022 (possibly due to partnership with Umoja and post-COVID)
- African American students and students under the age of 19 had a higher retention and pass rate than institutional average
- Some changes to modalities between two offerings – leading to improved retention and passing grades for second offering (when two classes averaged, however, average shown as low due to first class skewing the average)

2. Areas for Improvement:

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

3. Projected Program Growth, Stability, or Viability:

- With revisions and partnerships can grow program, make stable, and student-friendly
- 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:

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

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Creating information literate individuals who are able to navigate complex situations both in life and professionally with an open mind

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Reviewing data from last time class taught
- Reviewing content to meet goals, plans/initiatives, and SLOs

C. New Objectives/Goals:

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

D. Description of Process Used to Ensure “Inclusive Program Review”

- 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 of Programs on file with the Office of Academic Affairs):

Program	Library
Course	LIBR-100

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	7	26	--	-100%
Across the Institution	7,193	6,653	6,155	-14.4%
Enrollment				
LIBR-100	7	26	--	-100%
Within the Program	7	26	--	-100%
Across the Institution	30,381	25,212	23,473	-22.7%
<i>Source: SQL Queries for Fall 2023 Program Review</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Library Program decreased by 100% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Library Program decreased by 100%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following course changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment decrease:

- LIBR-100 (-100%)

Within LIBR-100, which was offered in two of the past three years, enrollments increased by 271% between 2020-2021 and 2021-2022.

Program Reflection:

- Due to the lack of a full-time librarian, LIBR 100 has not been offered in the last three semesters, and thus the enrollment decrease was 100%.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
LIBR-100	1	7.0	1	26.0	--	N/A	16.5	-100%
Program Average*	1	7.0	1	26.0	--	N/A	16.5	-100%
Institutional Average*	1,199	25.3	1,112	22.7	1,009	23.3	23.8	-8.2%

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 students per section across the institution during this period. Average class size in the program decreased by 100% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with a decrease in average class size:

- LIBR-100 (-100%)

Program Reflection:

- There was an increase in enrollment (19 more students) between the first offering and the second. The difference in enrollment was substantial enough to skew the average toward the low end. The first class was during COVID, and the second class was post-COVID, a factor that may have affected the enrollment and class size. In addition, the library was exploring a partnership with Umoja, which may have caused the increase in enrollment for the second course.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2020-2021	7	25	28.0%
2021-2022	26	30	86.7%
2022-2023	--	--	--
Three-Year Program Total	33	55	60.0%
Productivity			
	FTES	FTEF	Productivity
2020-2021	0.23	0	N/A
2021-2022	0.80	0.07	11.4
2022-2023	--	--	--
Three-Year Program Total	1.03	0.07	14.7
Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			
RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Library Program ranged from 28.0 to 86.7%. (The fill rate has not been calculated at the institutional level.) The fill rate across the three years was 60.0%. Between			

2020-2021 and 2021-2022, both enrollment and capacity increased, resulting in 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:

- The first class was offered during COVID and was changed from a full semester class to an 8-week class.
- 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

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

B. Momentum

1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
LIBR-100	75.0%	--	--	53.1%	--	--
Program Level	75.0%			53.1%		
Institutional Level	90.0%			72.7%		

Source: SQL Queries for Fall 2023 Program Review
 -- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
Note: 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 the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Library Program was significantly lower than the retention rate at the institutional level. The retention rate for

LIBR-100 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 three years). The retention rate for the Library Program is among the lowest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Library Program was significantly lower than the rate at the institutional level. The successful course completion rate for LIBR-100 was the same as the program-level rate, as there is only one course associated with the program. The successful course completion rate for the Library Program falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for the Library Program is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (21.9%) was higher than the difference at the institutional level (17.3%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Library course claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- LIBR-100 (21.9%)

Program Reflection:

- This is a one-unit class that is not part of a degree program. As a result, students will sometimes drop the class if they feel they need more time for their core classes, which may account for the low retention rate. In addition, sometimes students neglect the course work in favor of their core classes, and this might have been one factor for why the completion rate is low.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	90.0%	87.7%	80.0%	65.9%
Pacific Islander	*	86.7%		
Latinx/Hispanic			50.0%	69.0%
19 or Younger			78.6%	71.0%
First-Generation			*	69.7%
Not Disabled/Not Reported			57.7%	72.5%

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

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 the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

***RPIE Analysis:** This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.*

Within the Library Program, the retention rate among African Americans/Blacks was higher than the rate at the institutional level. (The differences were not statistically significant.) [Due to the low number of Pacific Islanders enrolled in the Library Program over the past three years, this analysis does not include comparison of program-level and institution-level retention rates for Pacific Islanders.]

Within the Library Program, the successful course completion rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students and students without a disability reported were lower than the corresponding rates at the institutional level. (The differences were not statistically significant.) The program-level successful course completion rate among students 19 and younger was higher than the rate at the institutional level. (The difference was not statistically significant.) [Due to the low number of first-generation students enrolled in the Library Program over the past three years, this analysis does not include comparison of program-level and institution-level successful course completion rates for first-generation students.]

These findings regarding equity groups deviate from findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly lower than the rates at the institutional level. (See Section I.B.1 above.)

Program Reflection:

- Due to the partnership with Umoja, the rate of enrollment for African American/Black students was higher in the second course than the first course, and this may have affected the results.
- Also, the changes in content and assignments between the first and second course may have affected the results.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

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.

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 <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i> & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & 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.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation <i>Yes/No</i>	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
N/A	N/A	N/A	N/A	N/A	N/A

*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.
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III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

LIBR

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
1	1	1	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

This section does not apply to the Library Program, as there are not any degrees or certificates offered by the program.

Program Reflection:

This section does not apply to the Library Program, as there are not any degrees or certificates offered by the program.

B. Summary of Learning Outcomes Assessment Findings and Actions

This section does not apply to the Library Program, as there are not any degrees or certificates offered by the program.

Program Reflection:

This section does not apply to the Library Program, as there are not any degrees or certificates offered by the program.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- (Personnel) Hire 3 FT librarians
- (Personnel) Hire 1 PT librarian for Upper Valley Campus
- (Personnel) Hire 1 FT Manager of User Services OR promote from within
- (Personnel) Hire 1 FT Library Services Technician
- (Personnel) Hire 1 PT Administrative Assistant for Library Services
- (Personnel) Change position of Director of Library to Dean of Library
- (Materials) Provide adequate funding for e-books and additional databases to support Distance Ed students
- Evaluate potential OneSearch Discovery systems to provide one point of access for all the McCarthy Library's resources (print and online).
- Development of research materials in Spanish for our bilingual students

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Able to enroll more students in the second course
- Partnership with Umoja
- African American students and students under the age of 19 had a higher retention and pass rate than institution

B. Recent Improvements

- Reduced amount of coursework in second class that reflected 1 unit (3 hours per week) (Carnegie Unit)
- Revised modules and content

C. Effective Practices

- Partnership with Umoja for second class
- Revision of course to reflect updated technology and information
- Updated coursework to reflect 3 hours per 1 unit (Carnegie Unit)

V. PROGRAM PLAN

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

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- The library program has gone through substantial changes, especially in terms of staffing. The library has gone from three full-time librarians down to one full-time librarian and one part-time librarian down to five part-time librarians in the span of two years. Due to fluctuation in staffing, different philosophies of course design, and various factors beyond the library’s control, the library program has not been able to maintain consistency with their course offerings.

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Library 100	Hire 1 FT Librarian	2024-2025	Offer revised class Fall 2024
			Track retention and completion rates
			Create student survey for end of course evaluation in order to determine further revisions to course

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:

- (Personnel) 5 PT Librarians
- 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 upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Library 100	Hire 1 FT librarian	2024-2025	Offer revised class Fall 2024	1 FT librarian	Staffing
	Go through curriculum committee review		Track retention and completion rates		
	Create student survey for end of course evaluation in order to determine further revisions to course		Use survey to determine what further revisions (if any) need to be made		
	Partner with other				

	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:

- When partnering with another program on campus, increase in enrollment
- Modifications to course content results in increased pass rate between two classes

Areas of concern, if any:

- Lack of data due to limited offerings
- Lack of FT librarian to lead course

Recommendations for improvement:

- (Personnel) Hire 3 FT librarians (ideally reference/access services, instruction, and systems) (1 FT librarian hire has been approved)
- Explore turning Library 100 into IGETC/CALGETC course (e.g. Information and Society)

Additional information regarding resources:

- Course will need to go through curriculum committee review this year if anticipate offering in 2024
- Will be hiring one FT librarian