

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

Learning Resources

2016

1.1 Introduction.

The Library instructional program is not a program in terms of offering sequenced courses and degrees, however it does affect many students at SCC as it is a co-requisite of English 001, College Composition. Therefore it seems prudent to continue reviewing LR10 co-requisite while English 001 is also going through Program Review.

Catalog Description:

Learning Resources- LR 010- 1.0 Unit Intro Library Research/Info Competency. Course Advisory: SCC minimum Math standards. An introduction to Information Competency skills necessary to use research tools and to select, locate, retrieve and evaluate information. One hour lecture.

Mission of the co-requisite: Concurrent enrollment in LR 10 and English 1 links information competency skills to active research, increasing comprehension and application of learned skills. Students are not researching in a vacuum; they are immediately able to apply skills to the required research project assigned in English 001. Students gain skills early on that will support them in future courses and transfer.

There are additional curricular requirements that support the linking of the two courses. English 001's course outline requires research: 9a. Catalog Description "Mastery of library research techniques" 10. Student Performance Objectives (5) "Understand the principles of research" Additionally, the C-ID for English 001: General Course Description states "This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation."

Information Competency is also necessary to meet ACCJC Accreditation Standards.

Accreditation Standard 2B: The institution provides *ongoing instruction* for users of library....

Dr. Kenneth Meier, October 2011 Team Member: "SCC's Info Comp program is one of the most robust he had ever seen."

Brief History:

Information Competency at Solano College is defined as *the ability to find, evaluate, use, and communicate information in all its various formats*. (Approved by SCC Curriculum Committee 2002).

In the fall semester of 2007, after eight years of discussion and planning, SCC approved LR 010: Introduction to Library Research and Information Competency as a co-requisite of ENGL 001: College Composition. Now in full implementation, this linked learning community teaches information competency and library research skills to almost 1000 students in 43+ sections per semester.

Co-requisite Implementation Timeline:

- Modify LR10 (1 unit) 12-week, online activity-focused course (approved by SCC Curriculum Committee 11/13/2007 and approved by SCC Governing Board 12/19/2007)
- Add LR 10 as a co-requisite to English 1 course (approved by SCC Curriculum Committee 11/13/2007 and approved by SCC Governing Board 12/19/2007)
- Plan short-term and long-term assessment strategies (continuing)
- Pilot 11 classes Fall 08 (completed)
- Explore and develop test-out option (completed)
- Develop supplemental instruction through workshops (traditional and online) and one-on-one instruction at the Reference desk (in progress)
- Pilot 16 classes Spring 2009 (completed)
- Concurrent enrollment for all English 1 courses Summer 2009 (completed)
- Full implementation Fall 2009 (completed)

Fall 2017 was our 22nd semester as a co-requisite of all English 001 classes.

Classified staff:

Rashmi Bains

Carla Maguire

Full-Time faculty:

Erin Duane

Ruth Fuller

Katherine Luce

Atticus Frey

Part-Time faculty:

Jenny Denen

Ashlie Lawson

Mark Fink

Tim Madigan

Frances Nelson

Sandra Rotenberg

Aaron Richardson

Jennifer Scolari

Lani Smith

Diana Tedone

Lia Thomas

1.2 Relationship to College Mission and Strategic Goals.

Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational,

professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

The Library and the LR10 program are dedicated to educating the college’s “culturally and academically diverse student population.” To serve this mission, the Library/LR10 program is focused on expanding student understanding of what it means to be an information literate student and citizen. LR10 promotes the development and application of critical thinking skills as well supporting students’ goals academically, personally, and professionally.

Using the matrix provided in Table 1, describe which of SCC’s Strategic Directions and Goals the program supports. Address only the goals relevant to the program. *Limit evidence to one paragraph per objective.*

Table 1. SCC’s Strategic Directions and Goals

Goal 1: Foster Excellence in Learning
<p>Obj. 1.1 Create an environment that is conducive to student learning</p> <p><i>Program Evidence:</i></p> <p>LR10 instructors strive to meet best practices of online instruction. A librarian serves on the DE Committee as a way of staying up-to-date with Canvas, DE at SCC, and DE throughout the state (OEI). This information is incorporated back into LR10 as appropriate. LR10 is hybrid in nature, students have access to face-to-face librarian help at all three campuses, during all open hours. LR10 supports technological literacy and increases technology skills, including familiarity with Canvas. There is a strong flow of communication between LR10 instructors and English instructors supporting individual student success and reinforcement of skills in both English 001 and LR10. LR10 meets the needs of different learning styles with text, graphics, and audio/video lectures. LR10 supports student use of the Library. Student surveys report high satisfaction with LR10.</p>
<p>Obj. 1.2 Create an environment that supports quality teaching</p> <p><i>Program Evidence:</i></p> <p>LR10 supports collaboration between the English department and the Library. LR10 supports the use of Canvas and other technologies to support face-to-face instruction. LR10 supports faculty participation in the Library.</p>

Obj. 1.3 Optimize student performance on Institutional Core Competencies

Program Evidence:

Institutional Core Competency Part C. Research, was written using the SCC definition of Information Competency skills. LR10's course outline is built around this same definition.

C. Research – demonstrated by the ability to:

- State a research question, problem, or issue
- Select discipline appropriate information tools to locate and retrieve relevant information
- Use discipline appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance, and accuracy adopted by the Solano College Academic Senate
- Synthesize, evaluate, and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty

Goal 2: Maximize Student Access & Success

Obj. 2.1 Identify and provide appropriate support for underprepared students

Program Evidence:

LR10 is hybrid in nature, students have access to face-to-face librarian help at all three campuses, during all open hours, five days a week. LR10 supports student information seeking and academic support by encouraging students to develop relationships with the librarians who can act as guides to other student support services on campus. LR10 is taught as part of the Puente and Umoja programs. LR10 supports technological literacy, and increased technology skills, and familiarity with using Canvas. LR10 supports the migration to full online learning in other disciplines. LR10 lays the foundation for understanding academic integrity throughout the curriculum. There is a strong flow of communication between LR10 instructors and English instructors supporting individual student success and reinforcement of skills in both English 001 and LR10. LR10 meets the needs of different learning styles with text, graphics, and audio/video lectures. LR10 supports student use of the Library. Student surveys report high satisfaction with LR10.

Obj. 2.2 Update and strengthen career/technical curricula

Program Evidence:

What Work Requires of Schools, the Secretary's Commission on Achieving Necessary Skills (SCANS) publication from the US Department of Labor recommends five skills that are essential for *entry level employment* in the United States. Competency three is information competency, the skills taught in LR10:

Competency 3: Information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information

- C. Interprets and Communicates Information
- D. Uses Computers to Process Information
(<https://wdr.doleta.gov/scans/whatwork/>)

Obj. 2.3 Identify and provide appropriate support for transfer students

Program Evidence:

LR10 supports GELO II. Information Competency and Critical Thinking

A. Information Competency:

- Converse in the vocabulary and concepts of the discipline;
- Use discipline-appropriate tools to locate and retrieve relevant information efficiently; and
- Demonstrate understanding of academic and ethical integrity.

In supporting GELO II. LR10 prepares students to transfer to universities with larger research libraries and navigate these libraries and their services with confidence.

Obj. 2.4 Improve student access to college facilities and services to students

Program Evidence:

LR10 helps establish the importance of academic library in a student's education.

LR10 introduces students to SCC Library services in the library and online.

Obj. 2.5 Develop and implement an effective Enrollment Management Plan

Program Evidence: N/A

Goal 3: Strengthen Community Connections

Obj. 3.1 Respond to community needs

Program Evidence: LR10 encourages the use of local public libraries, for access to computers, and support of public library use after college. LR10 encourages students to be engaged citizens.

Obj. 3.2 Expand ties to the community

Program Evidence: Some LR10 instructors also work at the local public libraries, many teach at other community colleges.

Goal 4: Optimize Resources

Obj. 4.1 Develop and manage resources to support institutional effectiveness

LR10 introduces students to SCC Library services in the library and online.

LR10 supports student use of Canvas.

Obj. 4.2 Maximize organization efficiency and effectiveness

Program Evidence: N/A

Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions

Program Evidence: N/A

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, the full-time equivalent enrollment (FTES), and the WSCH for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

LR 010									ENGL 001								
STATS	TERMS	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	STATS	TERMS	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Unique Number of Sessions	Summer	9	9	5	0	7	8	9	Unique Number of Sessions	Summer	9	9	5	0	7	8	9
	Fall	29	34	32	31	29	32	34		Fall	29	34	32	31	29	32	34
	Spring	32	32	31	29	30	29	35		Spring	32	32	31	29	30	29	35
	TOTAL	70	75	68	60	66	69	78		TOTAL	70	75	68	60	66	69	78
	Growth/Decline		7.14%	-9.33%	-11.76%	10.00%	4.54%	13.04%		Growth/Decline		7.14%	-9.33%	-11.76%	10.00%	4.54%	13.04%
Headcounts (Census)	Summer	223	208	149	0	148	170	220	Headcounts (Census)	Summer	227	217	151	0	152	174	222
	Fall	851	978	938	864	840	921	1013		Fall	863	1009	949	894	864	938	1024
	Spring	910	930	907	806	865	846	960		Spring	928	945	920	822	884	849	939
	TOTAL	1984	2116	1994	1670	1853	1937	2193		TOTAL	2018	2171	2020	1716	1900	1961	2185
	Growth/Decline		6.65%	-5.76%	-16.24%	10.95%	4.53%	13.21%		Growth/Decline		7.58%	-6.95%	-15.04%	10.72%	3.21%	11.42%
Total FTES	Summer	17	7	5	0	5	6	7	Total FTES	Summer	21	20	14	0	14	16	21
	Fall	28	33	31	29	28	31	34		Fall	86	100	94	89	86	94	101
	Spring	30	31	30	27	29	28	32		Spring	93	94	92	92	88	85	94
	TOTAL	75	71	66	56	62	65	73		TOTAL	200	214	200	181	188	195	216
	Growth/Decline		-5.33%	-7.04%	-15.15%	10.71%	4.83%	12.30%		Growth/Decline		7.00%	-7.00%	-9.50%	3.86%	3.75%	10.76%
WSCH	Summer	223	208	149	0	148	170	220	WSCH	Summer	633	606	433	0	424	477	627
	Fall	851	978	938	864	840	921	1013		Fall	2576	3015	2832	2672	2588	2806	3045
	Spring	910	930	907	806	865	846	960		Spring	2779	2823	2752	2460	2648	2538	2812
	TOTAL	1984	2116	1994	1670	1853	1937	2193		TOTAL	5988	6444	6017	5132	5660	5821	6484
	Growth/Decline		6.65%	-5.76%	-16.24%	10.95%	4.53%	13.21%		Growth/Decline		7.61%	-6.62%	-14.70%	10.28%	2.84%	11.38%

LR 010									COLLEGE								
STATS	TERMS	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	STATS	TERMS	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Unique Number of Sessions	Summer	9	9	5	0	7	8	9	Unique Number of Sessions	Summer	394	331	231	0	268	291	305
	Fall	29	34	32	31	29	32	34		Fall	1219	1159	993	978	979	1020	1025
	Spring	32	32	31	29	30	29	35		Spring	1133	1126	965	1057	1042	1024	989
	TOTAL	70	75	68	60	66	69	78		TOTAL	2746	2616	2189	2035	2289	2355	2319
	Growth/Decline		7.14%	-9.33%	-11.76%	10.00%	4.54%	13.04%		Growth/Decline		-4.73%	-16.32%	-7.03%	12.48%	2.00%	-0.68%
Headcounts (Census)	Summer	223	208	149	0	148	170	220	Headcounts (Census)	Summer	11133	9309	7957	0	6512	6925	7380
	Fall	851	978	938	864	840	921	1013		Fall	36396	36125	32762	28836	27312	28031	27911
	Spring	910	930	907	806	865	846	960		Spring	35650	35379	31136	28478	27190	26899	25481
	TOTAL	1984	2116	1994	1670	1853	1937	2193		TOTAL	83179	80813	71855	57314	61014	61855	60772
	Growth/Decline		6.65%	-5.76%	-16.24%	10.95%	4.53%	13.21%		Growth/Decline		-2.84%	-11.08%	-20.23%	6.45%	1.37%	-1.75%
Total FTES	Summer	17	7	5	0	5	6	7	Total FTES	Summer	1198	966	872	0	744	795	820
	Fall	28	33	31	29	28	31	34		Fall	4362	4212	3930	3481	3347	3532	3553
	Spring	30	31	30	27	29	28	32		Spring	4232	4183	3761	3535	3433	3430	3126
	TOTAL	75	71	66	56	62	65	73		TOTAL	9792	9361	8563	7016	7524	7757	7499
	Growth/Decline		-5.33%	-7.04%	-15.15%	10.71%	4.83%	12.30%		Growth/Decline		-4.40%	-8.52%	-18.06%	7.24%	3.09%	-3.32%
WSCH	Summer	223	208	149	0	148	170	220	WSCH	Summer	35938	29153	26166	0	22336	24340	24600
	Fall	851	978	938	864	840	921	1013		Fall	131095	126614	118279	104733	100710	106255	106798
	Spring	910	930	907	806	865	846	960		Spring	127367	125790	113202	106505	103282	103272	93937
	TOTAL	1984	2116	1994	1670	1853	1937	2193		TOTAL	294400	281557	257647	211238	226328	233867	225335
	Growth/Decline		6.65%	-5.76%	-16.24%	10.95%	4.53%	13.21%		Growth/Decline		-4.36%	-8.49%	-18.01%	7.14%	3.33%	-3.64%

1.3 LR 10/Engl 1 comparison

Unique # Sessions: Same for both courses

Headcounts: Some variances. English 1 enrolls slightly more students than LR 10. It varies each year but English 1 has anywhere from 24-55 extra students each academic year. Most likely these are students who have passed LR 10 and are retaking English 1. The exception is for Academic Year 2015-16, which shows LR 10 had 8 more students than English 1.

FTES: Showed both growth and decline in roughly the same pattern. In 2012-2013 LR 10 saw a higher decrease. In 2013-2014 LR 10 saw a higher increase compared to English 1. The only

exception to the pattern is 2010-2011 in which English 1 saw an increase whereas LR 10 saw a decrease in FTES.

WSCH: Similar pattern of gains and losses for both programs. FYI, LR 10 WSCH number is the same as the Headcount as WSCH is determined by headcount X no of weekly hours (1 unit).

1.3 LR 10/SCC comparison

Unique # of Sessions: 2010-11 (LR 10 grew by 7% while the college decreased by 4.7%); 2011-2015 saw the same pattern of growth and loss. LR 10 experience a higher decrease in 2012-2013 but also has seen more growth for 2013-current. LR 10 continues to grow in 2015-16 whereas the college had a slight decrease.

Headcounts: In 2010-2011 LR 10 experienced growth whereas the college experienced a decrease in headcounts. From 2011-2015 both experienced the same pattern of increases/decreases. However, the decreases were less for LR 10 compared to the college. In addition, LR 10 has shown more growth compared to the college. In 2015-2016; LR 10 experienced growth while the college has a slight decrease in headcounts.

FTES: From 2010-2015 both experienced the same pattern of growth/loss. However, the decreases for LR 10 were less compared to the college. In addition, the growth is higher than the college. In 2015-2016; LR 10 experienced growth while the college has a slight decrease in FTES.

WSCH: Similar to the other sections; LR 10 experienced growth in 2010-2011 while the college experienced a decrease in WSCH. From 2011-2015 both experienced a similar pattern of increases/decreases. However, LR 10's losses were less compared to the college and the growth more significant compared to the college.

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

As this is the first formal program review (using the same template as the rest of the college) we don't have any enrollment trends to discuss from past program reviews. Below are the populations served by LR10.

1.4a - Gender

Table shows headcount of students and % of headcount by gender

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Total	904 100%	877 100%	868 100%	811 100%	154 100%	841 100%	870 100%	171 100%	921 100%	852 100%	223 100%	1,021 100%	965 100%	220 100%	623 100%
	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 0%	0 0%	0 0%	0 0%
Female	483 53%	484 55%	496 57%	457 56%	89 58%	438 52%	500 57%	105 61%	514 56%	488 57%	124 56%	557 55%	552 57%	136 62%	396 64%
Male	411 45%	382 44%	355 41%	348 43%	61 40%	391 46%	359 41%	60 35%	387 42%	348 41%	94 42%	442 43%	388 40%	77 35%	213 34%
Not Reported	10 1%	11 1%	17 2%	6 1%	4 3%	12 1%	11 1%	6 4%	20 2%	16 2%	5 2%	21 2%	25 3%	7 3%	14 2%

1.4b - Age

Table shows headcount of students and % of headcount by age group

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Total	904 100%	877 100%	868 100%	811 100%	154 100%	841 100%	870 100%	171 100%	921 100%	852 100%	223 100%	1,021 100%	965 100%	220 100%	623 100%
17 or less	90 10%	15 2%	65 7%	10 1%	8 5%	85 10%	21 2%	20 12%	91 10%	23 3%	39 17%	116 11%	21 2%	39 18%	291 47%
18 & 19	407 45%	426 49%	386 44%	374 46%	37 24%	362 43%	404 46%	41 24%	380 41%	391 46%	69 31%	423 41%	460 48%	56 25%	126 20%
20 - 24	218 24%	239 27%	242 28%	260 32%	54 35%	217 26%	241 28%	54 32%	250 27%	239 28%	48 22%	277 27%	242 25%	58 26%	79 13%
25 - 29	83 9%	91 10%	67 8%	72 9%	25 16%	75 9%	84 10%	27 16%	89 10%	66 8%	32 14%	79 8%	112 12%	35 16%	48 8%
30 - 34	25 3%	50 6%	46 5%	35 4%	12 8%	38 5%	43 5%	11 6%	34 4%	55 6%	15 7%	42 4%	52 5%	12 5%	27 4%
35 - 39	27 3%	18 2%	23 3%	19 2%	8 5%	16 2%	28 3%	2 1%	27 3%	32 4%	6 3%	26 3%	29 3%	10 5%	20 3%
40 - 49	40 4%	26 3%	23 3%	23 3%	5 3%	31 4%	32 4%	12 7%	28 3%	29 3%	6 3%	39 4%	32 3%	8 4%	19 3%
50 and over	14 2%	12 1%	16 2%	18 2%	5 3%	17 2%	17 2%	4 2%	22 2%	17 2%	8 4%	19 2%	17 2%	2 1%	13 2%

1.4c - Ethnicity

Table shows headcount of students and % of headcount by ethnicity

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Total	904 100%	877 100%	868 100%	811 100%	154 100%	841 100%	870 100%	171 100%	921 100%	852 100%	223 100%	1,021 100%	965 100%	220 100%	623 100%
	1 0%		1 0%						1 0%	1 0%		2 0%	2 0%		1 0%
Am. Indian or Alaskan Native	11 1%	8 1%	18 2%	6 1%	2 1%	12 1%	9 1%	3 2%	13 1%	10 1%	3 1%	19 2%	17 2%	7 3%	6 1%
Asian or Pacific Islander	181 20%	187 21%	197 23%	183 23%	36 23%	184 22%	178 20%	46 27%	217 24%	199 23%	65 29%	207 20%	196 20%	46 21%	130 21%
Black Non-Hispanic	110 12%	118 13%	121 14%	142 18%	32 21%	114 14%	164 19%	25 15%	135 15%	132 15%	31 14%	147 14%	155 16%	31 14%	78 13%
Hispanic	200 22%	221 25%	188 22%	211 26%	33 21%	230 27%	251 29%	41 24%	260 28%	244 29%	51 23%	305 30%	307 32%	71 32%	186 30%
Other	105 12%	57 6%	40 5%	29 4%	5 3%	14 2%	17 2%	3 2%	17 2%	13 2%	1 0%	17 2%	10 1%	1 0%	12 2%
White Non-Hispanic	296 33%	286 33%	303 35%	240 30%	46 30%	287 34%	251 29%	53 31%	278 30%	253 30%	72 32%	324 32%	278 29%	64 29%	210 34%

1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan		Status
1.	Increase access to collection, books, and databases.	Continuing
2.	Support and expand library services to address the current and future educational needs of students and SCC.	Continuing
3.	Provide a library environment at the Centers that attracts and supports students from a diverse community to increase success via access to information.	Continuing

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)		Status
1.	Re-write student surveys	Completed
2.	Work with English 001 and LR10 adjuncts to insure strong learning communities	In progress; plans in place to increase interaction once staffing is adequate to do so
3.	Investigate mobile phone notifications for class reminders	Completed (CANVAS)
4.	Include more real time communication options in class (chat etc.)	In progress
5.	Work with Banner/MySolano to construct more seamless Add/Drops	In progress
6.	Implement single sign on for databases possibly using MySolano	Completed
7.	Construct more instructor resources	In progress; plans in place to increase instructor resources once staffing is adequate to do so
8.	Non-Credit Workshops as a F2F option	In progress; plans in place to increase instructor resources once staffing is adequate to do so

1.6 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (*limit to one page or less*).

According to the Solano College Technology Advisory Committee “Information technology is as essential to Solano College’s success as electricity, water, and gas. It is part of the College’s core infrastructure. Technology is no longer an elective it is a requirement.” Consequently, it is fair to say that technological proficiency combined with information competency is part of the modern student’s necessary skill base. Further, online education will continue to grow as a modality throughout educational systems and Canvas is a leader among platforms. In the future, LR10 will continue to fill the role of supporting technological literacy, teaching information competency, and easing students into online learning.

Information skills are also important to THE labor market and our information economy. The U.S. Department of Labor Secretary’s Commission on achieving Necessary Skills Report “WHAT WORK REQUIRES OF SCHOOLS” identified in the year 2000 Information Competency as one of the five core skills needed to be qualified for the ‘current’ labor market <https://wdr.doleta.gov/scans/whatwork/whatwork.pdf>

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Learning Outcomes

2.1 Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
1. Improve student success through information competency instruction.	1.Communication 2. Critical Thinking and Problem Solving 3. Personal Responsibility and Workplace Skills 4. Global Awareness	LR10 Success in LR10. “C” or above. Increased student confidence in the research process and usage of library resources (surveys and capstone project).

Will revise PLO outcome to fit Bloom’s taxonomy; e.g.: Students will be able to demonstrate information competency.

Will revisit ILO to ensure that the outcomes are measurable, and method of PLO assessment.

2.2 Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Learning Outcomes

Course	PL01
LR10	Improve student success through information competency instruction: Introduced

2.3 Utilizing table 6, describe the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Learning Assessments

Program Learning Outcomes	Date(s) Assessed	Results	Action Plan
Improve student success through information competency instruction.	Fall 2013	LR10 Data indicates that LR10 improves the outcomes of the linked English 001 course by an average of 2.5% for the 10 reporting periods post implementation as compared with the 10 reporting periods pre implementation. This is statistically significant and falls outside of the variations normally be attributed to randomness. To demonstrate the statistical significance of this gain, an overall 2.5% increase in the percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, completed a college-level course in the same discipline” would place SCC (45.7%) at the top of the table of colleges in our region, above Napa Community College (48%). Source: 2013 Success Scorecard. This gain also represents 30 or more students each year who pass English 001 annually who otherwise would have failed. Research, study and course evolution has continued to make LR010 a relevant part of the curriculum and surveys have shown that it has improved confidence in 91% of surveyed students.	

2.4 Describe any changes made to the program or courses that were a direct result of program learning assessments.

A concerted effort to manually manage rosters between the LR 010 and English instructors to support success in the program. At the final drop date (with a “W”), LR 010 and English instructors have a meeting to decide whom to drop, so that enrollment in both courses is consistent. In the past, English instructors would drop failing/non-attending students, without consulting with the LR instructors; those students would stay enrolled in LR 10 and receive failing grades at the end of the semester, which impacted success rates. While such meetings are useful and positive, the process of manually dropping students is not efficient. See Table 3, item 5 and Table 7 Goals, Technology: “Work with Banner/MySolano to construct more seamless Add/Drops.”

Student Learning Outcomes

2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

LR 010 is offered every semester, and is assessed once a year. LR 011 is no longer offered and is being considered for course deletion. As the chart below indicates, success criteria will be revisited, as will assessment tools.

Section 2.5 - Course SLOs

Listed below are Course SLOs by course, including description, success criteria, number of times assessed and date of last assessment

LR010 Intro Libr Resrch/Info Comptnc		201710	
<u>Outcome Description</u>	<u>Success Criteria</u>	<u>n Assessments</u>	<u>Last Assessment</u>
By successfully completing LR10 with a grade of 'C' or higher, students will be able to perform basic information competency skills.	70% in the course and/or graded work in the course .	25	20-May-14
LR011 Adv Info Competency-Internet		201480	
<u>Outcome Description</u>	<u>Success Criteria</u>	<u>n Assessments</u>	<u>Last Assessment</u>
Given a research assignment or need, student formulates and concludes a successful search strategy for each group of search tools covered in the course.	Grade of C or better on one of two Final Essay Questions about student information seeking behaviors.	2	26-May-10
Given a research assignment or need, student creates a search engine to retrieve information from appropriate sources and analyzes the results for skew, bias, and authority to recommend appropriate information for the assignment.	Usable Search Engine. This SLO is the result of dissatisfaction with essay questions as a method of evaluating student mastery of the subject. Google allows users to create their own specialized search engines and choose what the engine will search which	2	26-May-10
1. Given a research assignment or need, student recommends an advanced strategy to select and retrieve an appropriate piece of information.	Grade of C or better on Final Essay Questions	2	26-May-10

2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.

As noted above, SLOs will need to be updated so that the assessment tools are more useful.

2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Many changes have been made to LR10 as a result of individual SLO assessments. There is a strong commitment to student success in LR10. As a result of our SLO assessments, the course and its assignments are altered to support student success. The final project, an annotated bibliography, has been reworked numerous times including clarifying directions and creating video directions. LR10 also uses Canvas tools to support SLO achievement including checklists to help students track their work and minimum grade requirements on quizzes. These items have all been found to have a beneficial impact on SLOs.

Curricular Offerings

2.8 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been establish in accordance with SB 1440.

Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

LR 010 1.0 Unit

Intro Libr Resrch/Info Comptnc

Course Advisory: SCC minimum Math standards. An introduction to Information Competency skills necessary to use research tools and to select, locate, retrieve and evaluate information. One hour lecture.

LR 011 1.5 Units

Internet Explored:

Advanced Information Competency

Course Advisory: Eligibility for English 001, Computer literacy (familiarity with basic computer functions). An advanced information competency course evaluating information and exploring information technology in society including Internet, World Wide Web, search engines (e.g., Google, Ask, Live), retrieval systems, and electronic publishing. Formerly LR 05. One and one-half hours lecture.

LR 010 is currently taught online only; in the past, it was offered face-to-face at the Fairfield campus, but the enrollment was too low. Since LR 010 is tied to English 001, the decision about numbers of LR 010 sections offered depends entirely on the English department. Each semester, over 40 sections are offered. . LR 011 is no longer offered and is being considered for course deletion.

LR 010 can be offered as a stand-alone class face to face or online, but student interest is increasingly low in a stand-alone face-to-face class, as indicated by survey results.

2.9 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

Section 2.9 - Fill Rates and Class Size

Table shows average fill rate and average max enrollment by course id

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	Calc % Fill R	98	97	93	93	64	97	96	71	96	97	81	99	91	82
	Calc Max E	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LR 010	% Fill Rate	98	97	93	93	70	97	96	71	96	97	81	99	91	82
	Class Size	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LR 011	% Fill Rate					20									
	Class Size					30									

Fill rates are high for LR 10. As noted above, two 8-week sections of stand-alone LR 10 are offered each semester, but the bulk of sections are offered with English 001.

The low fill rate for LR 011 is a concern, and is driving discussions for deletion.

2.10 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (*limit to one or two paragraphs*). N/A

2.11 College Preparedness/Basic skills. Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. If your program doesn't have designated basic skills courses, then explain how your courses support fundamental writing and/or mathematic competencies. Analyze courses with course advisories, prerequisites and/or co-requisites to see whether this level of preparation supports student success.

In Spring 2016 SCC introduced an English 1 co-req as an alternate for students placed 1-level below (which had a 45% persistence rate). This co-req is a 3-hour, 1-unit lab taught by the English 1 instructor of record and supported by an embedded Teaching Apprentice. LR10 remains linked to standard English 001 and the new supported English 001. LR10 instructors are aware of the new co-req and are working with their paired English instructors accordingly.

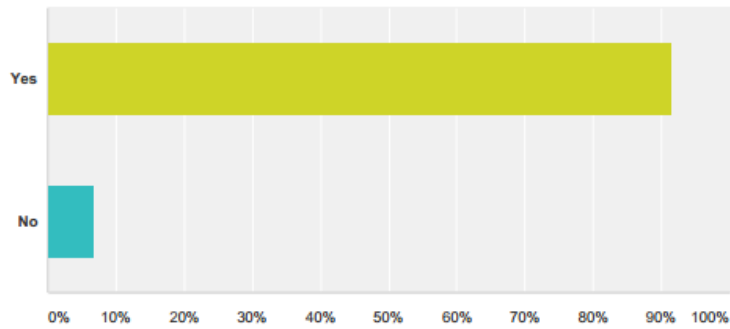
2.12 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

A pre- and post-semester survey is conducted each semester in every section of LR 10.

Final Survey

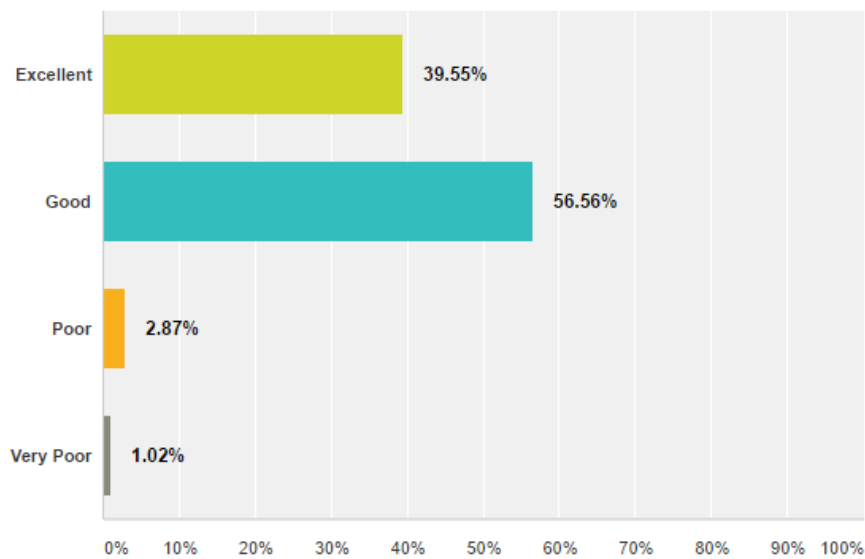
Q3 Having almost completed LR10, do you feel confident that you can meet the research requirements of your final research paper in English 001?

Answered: 3,351 Skipped: 19



Overall, what rating would you give LR10?

Answered: 3,345 Skipped: 25



Answer Choices	Responses	
Excellent	39.55%	1,323
Good	56.56%	1,892
Poor	2.87%	96
Very Poor	1.02%	34
Total	3,345	

Items revealed in the surveys and reflected in SLO evaluations include:

- Students like the different modes of relating information, lecture and videos (though they do tend to like one or the other).
- Step by step instruction on database and search engine usage very popular, though timing of the lecture is not always optimal for research. (We have changed our calendar to address this).
- Students overall feel that LR010 has a positive effect on their research in English 001.
- Students believe that the skills they learned in LR010 will benefit them in future courses.
- Students also felt that quiz questions could be confusing and ambiguous. (Quizzes are reviewed with re-writes every semester)
- Students often left out important parts of their Works Cited and Final Projects. (Check list implemented)
- Students enjoy frequent contact with their LR10 instructor and often note when communication is good or bad. (Instructors are asked to put a high priority on student contact and to meet with their class face-to-face at least twice a semester).
- Students show a high rate of dissatisfaction if the LR10 instructor and English Instructor do not work to integrate the courses. When this happens students often find LR10 irrelevant to their needs. (This happens when the English instructor is uninterested in integration. This is rare, however it is an issue. This should improve as long as Dean of Liberal Arts has shown strong commitment integration in the classes.
- Students overwhelmingly prefer to take LR10 as an online class rather than a face-to-face class.

2.13 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (*limit to one or two paragraphs*).

LR 10 satisfied the CSU information competency/literacy requirement (part of general education); however, it not part of a CSU or UC degree.

2.14 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (*limit to one or two paragraphs*).

Although there are high school students who take LR 10 and English 001, there are no articulation agreements with the high schools.

2.15 Distance Education (if applicable). Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio.

Then:

- 1) Discuss your program's plans to expand or contract distance education offerings;

2) State how you ensure your online courses are comparable to in-class offerings

Table shows number and percent of sections by course id and modality

			Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total		n	32	31	31	29	8	29	30	8	32	29	9	34	35	8
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
LR 010	Online	n	32	31	31	29	7	29	30	8	32	29	9	34	35	8
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
LR 011	Online	n					1									
		%					100%									

As noted above, all courses are taught online. Adjunct faculty who teach must complete distance education training, and also undergo a shell review, using a robust template shell and personalizing the contents.

2.16 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

N/A

STUDENT EQUITY & SUCCESS

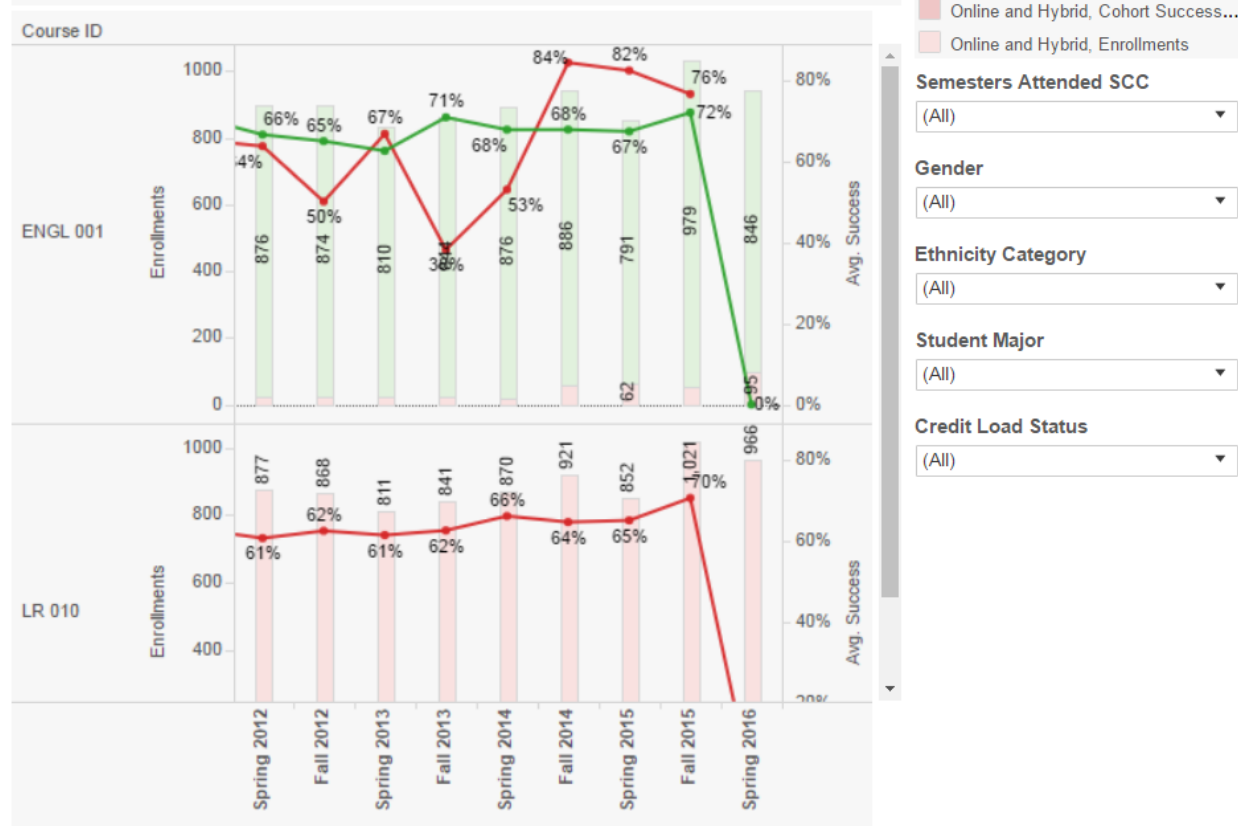
3.1 Student Success. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Student Equity & Success

3.1 Course Completion and Retention

2.15 Online Education Comparison

This chart shows data for all course that have been offered at least once online. The colors differentiate the schedule type of the course offering. The bar displays the enrollments (LH Axis) of the selected cohort. The line shows the success rate (RH Axis) of the selected cohort.



The red line in English 001 is online English only. The red line for LR 010 shows a steady increase in success since Spring 2015. This trend has continued for Fall 2016, with a success rate of 72% (not show on the chart above). If one compares the success rate in face-to-face English 001 (green line) with the LR 010 success rate, the chart shows that LR 010 success rates have caught up with English 001 face-to-face success rates, which exceed the college-wide online success average.

This increase on LR10 success is thanks to a concerted effort to manually manage rosters between the LR 010 and English instructors; at the final drop date (with a “W”), LR 010 and English instructors have a meeting to decide whom to drop, so that enrollment in both courses is consistent. In the past, English instructors would drop failing/non-attending students, without consulting with the LR instructors; those students would stay enrolled in LR 10 and receive failing grades at the end of the semester, which impacted success rates. While such meetings are useful and positive, the process of manually dropping students is not efficient. See Table 3, item 5 and Table 7 Goals, Technology: “Work with Banner/MySolano to construct more seamless Add/Drops.”

Between Fall 2011 through Fall 2015, overall success rates in LR 10 ranged from 60.5% - 80.7%. In comparison the success rates for the college during the same period were 68.5% - 78.3%. Females (62.8%-79.8%) experienced an average of 3-5% higher success rate compared to Males (56.6%-81.9%). In terms of ethnicity, success rates were highest among Asian or Pacific Islander (59.3%-83.1%) and White non-Hispanic students (59.4% - 80.6%), followed by Hispanic (57%-80.4%) and Black non-Hispanic students (47.5%-80%). American Indian or Alaskan Native students experienced the widest success rates (50%-100%). Success rates for the college were less extreme. Asian or Pacific Islander (69.85-84.1%) and White non-Hispanic (72-82%) students had the highest success rates followed by Black non-Hispanic (53.9%-65.9%) and Hispanic students (65.1%-80.4%).

Students ages 17-20 (58.8% - 85.1%) and 26-30 (47.6%-88.5%) experienced the highest success rates followed by students ages 21-25 (55.8% - 72.7%), 31-40 (60.4%-81.3%), and 41-50 (55.6%-83.9%). Students under age 17 and over 61 had the most extreme success rates (0-100%). Students in these age groups make up approximately 5% of the overall cohort. The department continually attempts to improve student success rates by providing office hours and encouraging students to visit any LR 10 instructor for help as needed. Students are encouraged to utilize the computer labs on all three campuses to complete course assignments.

It is significant to note success rates for LR 10 have risen steadily in the second half of the program review period (Spring 2014 – Fall 2015) compared to the first half (Fall 2011 – Fall 2013).

Fall 2011- Fall 2015 Average Cohort Success Rate			Fall 2011- Fall 2015 Average Cohort EOT Retention			Fall 2011- Fall 2015 Average Cohort Next Sem Persist		
College	69.97%		College	88.08%		College	55.50%	
English 1	70.65%	6.79% increase with LR 10 prerequisite	English 1	88.13%		English 1	70.33%	
LR 10	66.42%		LR 10	89.86%		LR 10	70.00%	
Pre LR 10 Average Cohort Success Rate*								
College	75.80%							
English 1	63.86%							
LR 10	NA							
*Data from R Clague Report								

COLLEGE Cohort Summary Table												
This table shows enrollment and success related metrics for selected cohort												
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
% Difference in Unique Sections fro..		-1.60%	-0.34%	8.15%	-77.16%	307.29%	4.60%	-74.74%	290.65%	0.17%	-73.29%	276.23%
% Difference in Enrollments from th..		-4.95%	-4.07%	-0.58%	-76.73%	310.43%	-0.13%	-74.20%	300.14%	-3.96%	-72.08%	270.97%
% Difference in Headcount from the..		-2.06%	-8.01%	1.97%	-57.68%	127.70%	1.14%	-53.44%	118.77%	-1.76%	-51.20%	112.13%
Cohort Success Rate	67.6%	67.6%	67.7%	67.5%	74.3%	67.8%	69.2%	78.3%	66.9%	69.3%	74.9%	68.5%
Cohort EOT Retention	89.0%	89.9%	88.2%	87.3%	86.4%	87.3%	88.1%	89.1%	87.5%	88.4%	88.0%	87.8%
Cohort Next Sem Persist	61%	50%	62%	48%	53%	61%	50%	52%	61%	51%	54%	63%
Avg. Term GPA	2.36	2.34	2.38	2.36	2.62	2.37	2.41	2.69	2.34	2.41	2.60	2.32

ENGLISH 001 Cohort Summary Table

This table shows enrollment and success related metrics for selected cohort

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
% Difference in Unique Sections fro..		-3.13%	0.00%	-6.45%	-75.86%	314.29%	3.45%	-73.33%	300.00%	-6.25%	-70.00%	277.78%
% Difference in Enrollments from th..		-1.75%	-0.22%	-6.92%	-81.53%	461.69%	3.24%	-80.18%	432.77%	-9.54%	-73.74%	359.82%
% Difference in Headcount from the..		-1.86%	-0.11%	-7.04%	-81.49%	461.69%	3.24%	-80.40%	438.86%	-9.54%	-73.74%	359.82%
Cohort Success Rate	70.3%	66.4%	64.5%	62.6%	76.0%	69.9%	67.4%	76.8%	68.7%	68.3%	84.8%	72.1%
Cohort EOT Retention	87.0%	88.1%	86.4%	85.9%	85.7%	90.4%	88.1%	84.7%	89.3%	88.0%	92.9%	91.0%
Cohort Next Sem Persist	74%	66%	75%	63%	67%	73%	69%	66%	73%	70%	71%	77%
Avg. Term GPA	2.41	2.28	2.42	2.30	2.58	2.37	2.40	2.78	2.34	2.33	2.88	2.39

LR 010 Cohort Summary Table

This table shows enrollment and success related metrics for selected cohort

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
% Difference in Unique Sections fro..		-3.13%	0.00%	-6.45%	-75.86%	314.29%	3.45%	-73.33%	300.00%	-9.38%	-68.97%	277.78%
% Difference in Enrollments from th..		-3.09%	-1.03%	-6.57%	-81.75%	468.24%	3.45%	-80.34%	438.60%	-7.49%	-73.83%	357.85%
% Difference in Headcount from the..		-2.99%	-1.03%	-6.57%	-81.75%	468.24%	3.45%	-80.34%	438.60%	-7.49%	-73.83%	357.85%
Cohort Success Rate	62.6%	60.5%	62.3%	61.3%	64.2%	62.4%	66.0%	77.2%	64.5%	64.9%	80.7%	70.4%
Cohort EOT Retention	89.7%	90.2%	88.7%	87.4%	87.2%	91.0%	89.8%	88.9%	90.6%	90.4%	93.7%	90.7%
Cohort Next Sem Persist	74%	66%	76%	62%	66%	73%	69%	65%	73%	69%	70%	77%
Avg. Term GPA	2.40	2.28	2.45	2.28	2.57	2.38	2.40	2.75	2.32	2.32	2.89	2.39

Fall 2011 - Fall 2015 Ethnicity Summary Average Cohort Success

Ethnicity	College	LR 10	English 1
Null	59.45%	90.00%	90.00%
Am Indian or Alaskan Native	70.30%	68.21%	74.21%
Asian or Pacific Islander	73.65%	71.09%	74.28%
Black Non-Hispanic	57.65%	58.85%	61.49%
Hispanic	69.02%	64.60%	70.25%
Other	74.03%	71.17%	70.40%
White Non-Hispanic	74.95%	67.00%	71.97%

LR 1010 Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Null	Cohort Success Rate	100.0%		100.0%						50.0%	100.0%		100.0%
	Enrollments	1.0		1.0						2.0	1.0		2.0
	Headcount	1.0		1.0						2.0	1.0		2.0
	% of Headcount	0.11%		0.12%						0.22%	0.12%		0.20%
Am. Indian or Alaskan Native	Cohort Success Rate	72.7%	62.5%	57.9%	57.1%	100.0%	50.0%	66.7%	66.7%	53.8%	70.0%	100.0%	61.1%
	Enrollments	11.0	8.0	19.0	7.0	2.0	12.0	9.0	3.0	13.0	10.0	3.0	18.0
	Headcount	11.0	8.0	19.0	7.0	2.0	12.0	9.0	3.0	13.0	10.0	3.0	18.0
	% of Headcount	1.22%	0.91%	2.19%	0.86%	1.35%	1.43%	1.03%	1.75%	1.41%	1.17%	1.35%	1.76%
Asian or Pacific Islander	Cohort Success Rate	67.4%	67.0%	70.1%	59.3%	71.4%	64.7%	71.2%	82.6%	76.4%	67.3%	83.1%	72.6%
	Enrollments	181.0	188.0	197.0	182.0	35.0	184.0	177.0	46.0	216.0	199.0	65.0	208.0
	Headcount	181.0	188.0	197.0	182.0	35.0	184.0	177.0	46.0	216.0	199.0	65.0	208.0
	% of Headcount	20.02%	21.44%	22.70%	22.44%	23.65%	21.88%	20.34%	26.90%	23.45%	23.36%	29.15%	20.37%
Black Non-Hispanic	Cohort Success Rate	55.6%	54.3%	47.5%	61.0%	67.7%	48.2%	57.2%	80.0%	51.9%	56.1%	74.2%	62.6%
	Enrollments	110.0	117.0	120.0	141.0	31.0	114.0	166.0	25.0	135.0	132.0	31.0	147.0
	Headcount	110.0	117.0	120.0	141.0	31.0	114.0	166.0	25.0	135.0	132.0	31.0	147.0
	% of Headcount	12.17%	13.34%	13.82%	17.39%	20.95%	13.56%	19.08%	14.62%	14.66%	15.49%	13.90%	14.40%
Hispanic	Cohort Success Rate	57.0%	58.6%	58.2%	64.2%	57.6%	61.7%	62.8%	73.2%	63.7%	68.9%	80.4%	68.9%
	Enrollments	200.0	221.0	189.0	212.0	33.0	230.0	250.0	41.0	259.0	244.0	51.0	305.0
	Headcount	200.0	221.0	189.0	212.0	33.0	230.0	250.0	41.0	259.0	244.0	51.0	305.0
	% of Headcount	22.12%	25.20%	21.77%	26.14%	22.30%	27.35%	28.74%	23.98%	28.12%	28.64%	22.87%	29.87%
Other	Cohort Success Rate	65.4%	62.1%	50.0%	70.0%	50.0%	92.9%	82.4%	66.7%	61.1%	76.9%	100.0%	76.5%
	Enrollments	105.0	58.0	40.0	30.0	4.0	14.0	17.0	3.0	18.0	13.0	1.0	17.0
	Headcount	105.0	58.0	40.0	30.0	4.0	14.0	17.0	3.0	18.0	13.0	1.0	17.0
	% of Headcount	11.62%	6.61%	4.61%	3.70%	2.70%	1.66%	1.95%	1.75%	1.95%	1.53%	0.45%	1.67%
White Non-Hispanic	Cohort Success Rate	64.5%	59.9%	67.5%	59.4%	60.5%	66.2%	70.1%	75.5%	62.9%	62.8%	80.6%	74.1%
	Enrollments	297.0	285.0	302.0	239.0	43.0	287.0	251.0	53.0	278.0	253.0	72.0	324.0
	Headcount	296.0	285.0	302.0	239.0	43.0	287.0	251.0	53.0	278.0	253.0	72.0	324.0
	% of Headcount	32.74%	32.50%	34.79%	29.47%	29.05%	34.13%	28.85%	30.99%	30.18%	29.69%	32.29%	31.73%

Fall 2011 - Fall 2015 Gender Summary Average Cohort Success			
Gender	College	LR 10	English 1
Null	55.00%	100.00%	100.00%
Female	70.76%	68.70%	72.18%
Male	68.96%	63.44%	68.71%
Not Reported	69.36%	57.50%	63.23%

COLLEGE

Gender Summary

Table below shows success rate and enrollment data by gender for selected cohort.

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Null	Cohort Success Rate					0.0%		50.0%			75.0%	50.0%	100.0%
	Enrollments					1		2			8	2	3
	Headcount					1		1			3	2	1
	% of Headcount					0.02%		0.01%			0.03%	0.04%	0.01%
Female	Cohort Success Rate	68.8%	68.3%	69.3%	68.5%	73.5%	69.2%	70.3%	77.8%	68.1%	69.9%	75.8%	69.6%
	Enrollments	17,901	16,800	16,158	15,896	3,971	15,419	15,564	4,263	16,074	15,391	4,420	15,720
	Headcount	6,415	6,169	5,744	5,790	2,596	5,648	5,703	2,802	5,848	5,616	2,844	5,811
	% of Headcount	57.97%	56.91%	57.61%	56.95%	60.33%	57.64%	57.55%	60.73%	57.94%	56.64%	58.77%	56.61%
Male	Cohort Success Rate	66.0%	66.7%	65.7%	66.3%	75.6%	66.0%	67.7%	78.8%	65.2%	68.6%	74.0%	66.9%
	Enrollments	13,102	12,653	12,032	12,154	2,550	11,417	11,254	2,592	11,420	10,980	2,899	11,525
	Headcount	4,486	4,511	4,071	4,215	1,641	4,000	4,065	1,701	4,044	4,066	1,854	4,209
	% of Headcount	40.53%	41.62%	40.83%	41.46%	38.14%	40.82%	41.02%	36.87%	40.06%	41.00%	38.31%	41.00%
Not Reported	Cohort Success Rate	71.0%	71.0%	66.1%	65.0%	72.8%	66.2%	65.4%	82.8%	66.7%	66.3%	68.2%	70.8%
	Enrollments	406	401	448	423	103	355	335	151	540	545	196	638
	Headcount	166	159	156	162	65	150	141	111	202	231	139	244
	% of Headcount	1.50%	1.47%	1.56%	1.59%	1.51%	1.53%	1.42%	2.41%	2.00%	2.33%	2.87%	2.38%

ENGLISH 001 Gender Summary

Table below shows success rate and enrollment data by gender for selected cohort.

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Null	Cohort Success Rate												100.0%
	Enrollments												1.0
	Headcount												1.0
	% of Headcount												0.10%
Female	Cohort Success Rate	72.7%	66.7%	64.3%	62.4%	76.9%	74.3%	71.0%	80.8%	71.4%	69.2%	81.6%	74.8%
	Enrollments	487.0	499.0	513.0	468.0	91.0	452.0	517.0	104.0	525.0	494.0	125.0	560.0
	Headcount	487.0	497.0	513.0	467.0	91.0	452.0	517.0	103.0	525.0	494.0	125.0	560.0
	% of Headcount	53.34%	55.47%	57.32%	56.13%	59.09%	52.25%	57.89%	58.86%	55.67%	57.91%	55.80%	54.37%
Male	Cohort Success Rate	68.0%	66.3%	64.2%	63.3%	75.0%	65.3%	63.4%	69.7%	65.7%	67.1%	88.2%	68.3%
	Enrollments	416.0	388.0	366.0	360.0	60.0	400.0	366.0	66.0	397.0	343.0	93.0	445.0
	Headcount	415.0	388.0	365.0	359.0	60.0	400.0	366.0	65.0	397.0	343.0	93.0	445.0
	% of Headcount	45.45%	43.30%	40.78%	43.15%	38.96%	46.24%	40.99%	37.14%	42.10%	40.21%	41.52%	43.20%
Not Reported	Cohort Success Rate	45.5%	54.5%	76.5%	33.3%	66.7%	61.5%	30.0%	85.7%	57.1%	68.8%	100.0%	79.2%
	Enrollments	11.0	11.0	17.0	6.0	3.0	13.0	10.0	7.0	21.0	16.0	6.0	24.0
	Headcount	11.0	11.0	17.0	6.0	3.0	13.0	10.0	7.0	21.0	16.0	6.0	24.0
	% of Headcount	1.20%	1.23%	1.90%	0.72%	1.95%	1.50%	1.12%	4.00%	2.23%	1.88%	2.68%	2.33%

LR 010

Gender Summary

Table below shows success rate and enrollment data by gender for selected cohort.

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Null												
Cohort Success Rate												100.0%
Enrollments												1.0
Headcount												1.0
% of Headcount												0.10%
Female												
Cohort Success Rate	68.4%	63.1%	63.5%	62.8%	66.3%	66.6%	67.4%	79.8%	68.9%	67.1%	79.0%	71.5%
Enrollments	484.0	484.0	496.0	457.0	86.0	437.0	500.0	104.0	514.0	489.0	124.0	555.0
Headcount	483.0	484.0	496.0	457.0	86.0	437.0	500.0	104.0	514.0	489.0	124.0	555.0
% of Headcount	53.43%	55.19%	57.14%	56.35%	58.11%	51.96%	57.47%	60.82%	55.81%	57.39%	55.61%	54.36%
Male												
Cohort Success Rate	56.6%	58.0%	61.1%	59.8%	61.0%	58.3%	65.3%	70.0%	59.3%	61.7%	81.9%	68.3%
Enrollments	411.0	381.0	355.0	348.0	59.0	391.0	360.0	60.0	386.0	347.0	94.0	441.0
Headcount	411.0	381.0	355.0	348.0	59.0	391.0	360.0	60.0	386.0	347.0	94.0	441.0
% of Headcount	45.46%	43.44%	40.90%	42.91%	39.86%	46.49%	41.38%	35.09%	41.91%	40.73%	42.15%	43.19%
Not Reported												
Cohort Success Rate	30.0%	36.4%	52.9%	33.3%	66.7%	46.2%	20.0%	100.0%	52.4%	68.8%	100.0%	83.3%
Enrollments	10.0	12.0	17.0	6.0	3.0	13.0	10.0	7.0	21.0	16.0	5.0	24.0
Headcount	10.0	12.0	17.0	6.0	3.0	13.0	10.0	7.0	21.0	16.0	5.0	24.0
% of Headcount	1.11%	1.37%	1.96%	0.74%	2.03%	1.55%	1.15%	4.09%	2.28%	1.88%	2.24%	2.35%

3.1c - Success by Modality

Table shows success rate of students by course delivery mode

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total	63%	61%	62%	61%	64%	62%	66%	77%	64%	65%	81%	70%	67%
Online	63%	61%	62%	61%	64%	62%	66%	77%	64%	65%	81%	70%	67%

LR 10 teaches with UMOJA and PUENTE to support diverse student populations. The library acts as a bridge in the digital divide; though online courses demand technological access, the library provides students with the tools to access technology. For example, a student who lived in a women's shelter was able to complete an LR 10 online course, with the support of instructors and library staff. Instructors have worked with DSP to ensure that sight-impaired and hearing-impaired students have equitable access.

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

N/A

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met).

Include how your program helps students become aware of transfer opportunities (*limit to one or two paragraphs*).

N/A

3.4 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

N/A

PROGRAM RESOURCES

4.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

Table shows sum of FTEF by different classifications of faculty contract type

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total FTEF	1.72	2.05	2.05	1.91	0.56	1.91	1.98	0.53	2.11	1.91	0.59	2.24	2.31	0.53
FTEF Full Time							0.40		0.40	0.20		0.40	0.40	
FTEF PT Hourly	1.19	1.45	1.19	0.99	0.56	1.25	1.25	0.53	1.32	1.12	0.59	1.25	1.25	0.53
FTEF Overload	0.53	0.59	0.86	0.92		0.66	0.33		0.40	0.59		0.59	0.66	
FTEF FT 50%														
FTEF Contract Ed														
FTEF Unknown														

Two new full-time librarian positions have been filled. These new hires will alleviate some of the workload issues experienced in recent years. LR 010 courses are served by a dedicated and stable group of Part-Time instructors, some of whom have taught LR 10 since the course was first introduced. .

4.2 Current Staffing. Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.

Adjunct and full-time faculty both contribute to the revising of the LR 10 course, and take an active role in the program's ongoing success. Full-time faculty members serve on numerous committees for Solano College, including Curriculum Committee, Academic Senate, Distance Education, Program Review, and the Faculty Association. The program would not be successful

without the support of dedicated staff, including the library and School of Liberal Arts administrative assistants.

4.3 Equipment. Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

As an online class, LR 10 demands the use of both online and in-person equipment. Lecture-capture software such as Camtasia is used to produce online content. To support face-to-face English 001 classes, LR faculty do orientations and workshops in the classroom, in the 100 building and 700 building. The computer labs in the library are adequate for student and instructor use; however, the classrooms in the 700 building are not properly lit, have inadequate smart classroom equipment, and are not conducive to student learning.

4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

The current library building presents numerous health and safety hazards. A new building will provide the infrastructure for the technology updates needed by the students of SCC. We now have only 12 plugs in the entire library for students. This limits the use of laptops, cell phones and tablets which students use daily for research and study. A new building will give students a nicer, more welcoming place to study, where they might choose to stay on campus longer or wait for afternoon classes. A new building will provide groups and individuals a great study space to come together to build the feeling of community. There is a reason the Library is at the center of the campus: the message that a welcoming, modern library (which has resources adequate enough to respond to its community's needs) will send a powerful message and would contribute to a culture of scholarship and appreciation of learning that college students deserve to experience.

4.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

No additional funds are needed to maintain the LR 10 offerings. Camtasia, Adobe Pro, and other software licenses are maintained and up-to-date.

PROGRAMMATIC GOALS & PLANNING

This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.

5.1 Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

LR10 supports "just-in-time" learning and research. Students are able to apply learned skills to topics they are working on in English 001. LR10 is also beneficial for students to take as first-time online class, as it orients students to Canvas in a supportive environment. Students are

exposed to the library environment, which keeps the library relevant to their ongoing success and lifelong learning. Students continue to express satisfaction with the course via surveys.

Increase in LR10 success is thanks to a concerted effort to manually manage rosters between the LR 010 and English instructors; at the final drop date (with a “W”), LR 010 and English instructors have a meeting to decide whom to drop, so that enrollment in both courses is consistent. In the past, English instructors would drop failing/non-attending students, without consulting with the LR instructors; those students would stay enrolled in LR 10 and receive failing grades at the end of the semester, which impacted success rates. While such meetings are useful and positive, the process of manually dropping students is not efficient. See Table 3, item 5 and Table 7 Goals, Technology: “Work with Banner/MySolano to construct more seamless Add/Drops.”

The facilities remain the largest obstacle to student success, not just for LR 10 students, but for all students seeking one-on-one assistance from librarians. The 100 building itself is in an advanced state of disrepair, and is a health and safety hazard. Students will feel more comfortable coming to the library for help when the building is welcoming and fully functioning as a modern learning space.

5.2 Based on the self-study analysis, prioritize the program’s short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.

Table 7. Goals

ASSESSMENT

This portion of the table should inform assessment and curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Revise PLOs and SLOs	Update PLO, including assessment tools; Update SLOs assessment criteria	Librarians	

CURRICULUM

This portion of the table should inform curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Investigate LR 011 options	Possibly delete LR 011	Librarians	

CAMPUS & COMMUNITY INTEGRATION

This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Scaffold student experience with library/research	Unify orientation (bridge to college), LR10 (intro to college level), and discipline-specific research (transfer-level) experience	Librarians	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
No goals at this time			

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (to inform hiring decisions)	Planned Action	Person(s) Responsible	Priority ranking
No goals at this time			
Technology & Equipment Goals (to inform Technology Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
Work with Banner/MySolano to construct more seamless Add/Drops	Continue working with Student Services and IT	Librarians	
Facilities Goals (to inform Facilities Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
Remodel library or build new library	Work with architects, once hired, to ensure modern building	Librarians	
Library Resource Goals	Planned Action	Person(s) Responsible	Priority ranking
No goals at this time			
Other Resource Goals	Planned Action	Person(s) Responsible	Priority ranking
No other goals at this time			

PROFESSIONAL DEVELOPMENT (All sections)

List any professional development needs that would improve program functioning

Goals	Planned Action	Person(s) Responsible	Priority ranking
Attend conferences about	CCLC (Community College League	Librarians	

Information Literacy in the Community Colleges	of California) CCL (Counsel of Chief Librarians) ACRL (Association of College and Research Libraries		
Online instruction training from OEI as needed	Online certification for at least one of fulltime LR10 instructors	Ruth Fuller	

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

Signature page

6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

The undersigned faculty in the Learning Resources program, have read and concur with the finding and recommendations in the attached program review self-study, dated

_____.

Ruth Fuller

Faculty Name