

at ESCC for several years despite regular announcement postings. Two years ago, one of the librarians teaching the course online coordinated an in-person workshop at the Owens Valley Career Development Center (OVCDC) to work with Native students taking the online class.

We intent to reach out again to OVCDC to develop a process and infrastructure for checking in with Native students taking the class, to provide a layer of support, including virtual workshops using Zoom or Cranium Café.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

No actions taken in the prior academic year. We assessed our SLOs spring 2017 and will report those results in next section.

Assessments completed in the prior academic year

LIBR C100 assessed in spring 2017

All 6 SLOs assessed in all sections taught in spring 2017.

Outcomes Assessment: Gaps to be Addressed

LIBR C100 SLO 5

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 5 (recognize and use correct documentation style in parenthetical and bibliographic citations) is an obvious gap, with only 1 section of students achieving the 80% target.

Type of Gap:

Need to alter/refine instructional techniques.

Analysis and Plan for Improvement:

The department discussed this discrepancy and have changed our teaching approach to more effectively stress citation format. Instead of touching on this concept in a single module, citation and formatting is touched on and practiced more frequently throughout the course.

Anticipated Semester for Implementing Planned Improvements:

fall 2017 and beyond

Anticipated Semester of Next Assessment:

spring 2019

LIBR C100 SLOs 2 and 4

Type:

SLO

Target Missed/Gap Detected:

Mastery of SLO 2 and 4 were not met in the section taught on-ground at KRV.

Type of Gap:

Limited capacity/infrastructure. Other (explain in Analysis).

Analysis and Plan for Improvement:

The department discussed this discrepancy and came up with the following conclusions: The KRV campus serves a higher number of disenfranchised students (physical and learning disabilities, low-income); The KRV campus is undergoing a renovation, so the class was taught in a makeshift classroom with limited technology

We have a new adjunct who will be teaching the course in spring 2018 and the classroom setup and technology will be addressed.

Anticipated Semester for Implementing Planned Improvements:

spring 2018

Anticipated Semester of Next Assessment:

spring 2019

Program Review: Actions Taken

Library

Year of Last Program Review:

2012

Actions Taken in the Prior Year to Address Strategies:

Goal 1: Increase Information Competency skills and readiness among Basic Skills students---while the department continues to tackle this goal, it is a challenge. The college is restructuring BS sequencing and we continue to expand to other sites without adequate librarian adjunct coverage. Last AY, the librarians networked with the Mammoth Dual Enrollment/Concurrent Enrollment principal and are offering workshops to these students at MHS. We hope to continue to do this, and are even considering revising LIBR C100 so that all DE/Concurrent students can take this course.

Goal 2: Increase library's instructional programming at sites and online--Last AY, we were able to increase our library instruction and support at Tehachapi and the Prisons. At our northern sites, there are challenges due to unavailability of adjunct librarians. We are trying an innovative approach this year.

In order to continue to increase IC skills and library instruction programming across all sites (including the summer), we will be increasing our request for adjunct librarian coverage:

8 hours per week at ESCC (4 at BESCC; 4 at MESCC) (x32 weeks)

6 hours per week at KRV (x32 weeks)

6 hours per week at Tehachapi (including prison reference) (x32 weeks)

8 hours per week (x 10 weeks) for summer adjunct coverage

Depending on where we are able to secure adjuncts, these hours might be moved around so that virtual reference can be provided