Los Angeles Southwest College
Non-Instruction Program Review
2012-2013

Department/Unit: Library Dept.

Initiator: Shelley Werts, Linda Brady

Reviewer 1: 

Reviewer 2: 

Date Program Review was completed: 10-12-12

Instructions:

- Please answer all relevant areas as thoroughly as possible.

- IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: “NA”

- The initiator should collaborate with as many department/unit members as possible while completing the review.

- Reviewers should give as much feedback as necessary.

NOTE:

1. A minimum of three (3) objectives should be developed.
2. Timelines for completion should be strictly followed.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

__________________________________________________________  __________________________
Program Department/Unit Manager/Supervisor              Date

__________________________________________________________  __________________________
Vice-President or Designee                              Date
Module Four: Student Learning Outcomes (SLOs)

4.1 Student Learning Outcomes (SLOs)

“Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.” (From the Council for Higher Education Accreditation (CHEA) September 2003). The 2002 Accreditation Standards were revised to focus on what students have learned as a result of attending college. These are referred to as Student Learning Outcomes or SLOs. The LASC Academic Senate has initiated a process to address this new focus on our campus. Please answer the following questions:

1. List the training for developing SLOs in which personnel in your area have participated, including names of those who attended.

On-campus series of SLO Committee Reports conducted by Yoshida attended by Werts and Brady

List Any SLOs That Have Been Developed For Your Program

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>SLOs</th>
<th>Assessment Strategy Used</th>
<th>Assessment Results</th>
<th>Use of Assessment Results for Program Modifications</th>
<th>Date Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1. Students will be able to retrieve relevant information resources through help from the librarian at least 70% of the time</td>
<td>1.1) Point of Service Survey</td>
<td>93.2% of students find the information they need at the LASC library;</td>
<td>Librarians will continue to give one on one assistance to students at the library</td>
<td>Fall 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>As a result of reference desk interactions and library session orientations, the student will be able to identify</td>
<td>2.2) Pretest/Posttest Library Instruction Orientation Pretest/Posttest Used Focus Group of 5 Classes 144 students</td>
<td>2.2) Pretests/Posttest Outcome not met: Only 2 of the 5 classes scored higher on the Post test than the Pretest; 2 classes scored lower on the Post test than on the Pretest; 1 class scored about the same on both tests</td>
<td>Pre/Post Tests will be Modified as follows: 1. The tests will be on separate pieces of paper to avoid confusion. 2. The tests will only include questions to which there are clear answers provided during instruction. 3. The tests will include our SLOs. 4. The multiple-choice assessment method will be used.</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>
The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the life of its diverse community.

| the online catalog | questions will have responses that are substantively distinct from one another. 5. The incorrect responses will be potentially correct, but clearly wrong. 6. True and False questions will be simply worded and unambiguous. 7. Any fill in the blank questions will be specific enough for the student to understand clearly the intent of the question. |
Objective for Module Four
Write an objective, if applicable, to address future plans to develop, to assess, and/or to improve Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Rewrite SLOs that apply to Library Instruction Orientation since we teach more than what we currently make assessments for.</th>
</tr>
</thead>
</table>
| Planned Activities | Meet with librarians and Dean for suggestions for SLOs and rubrics Spring 2013
Agree on the SLOs and rubrics
Apply SLOs and rubrics Fall 2013 |
| Individual Responsible | Chair, Teaching Librarians, Dean |
| Start Date | Spring 2012 |
| Method of Evaluation | Approval by SLO Committee Chair
Assessment shows students are having success based on rubrics measures. |