

# Library and Information Sciences Curriculum Overview

## Mission

The primary mission of the Berkeley City College Library is to promote student success and equity by providing access to space and resources needed to complete studies and supporting the curriculum and information needs of the diverse Berkeley City College community. This mission is met by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, life-long learning, and academic success. They do so by making available to Berkeley City College students faculty and staff the resources needed to conduct research related to their curriculum and endeavors and by promoting the information competency skills needed to successfully retrieve information through instructional support.

## Objectives

The library's mission is accomplished through the following objectives:

- To support the missions and visions of Berkeley City College and the Peralta Community College District.
- To provide quality services, collections, and facilities to support the curriculum, information competency, and research needs of its constituents.
- To provide professionally qualified and skilled librarians and staff to support the use of library resources and to support the academic and collegial needs of the college
- To acquire materials in appropriate formats and in sufficient quantity, depth, and diversity to support teaching and basic research in the subject areas of the curriculum.
- To assure equitable, unbiased access for the Berkeley City College community to the library's collections and services.
- To offer formal and informal instruction to promote information competency.
- To provide and maintain an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
- To prepare students for life-long learning by teaching information competency skills necessary for self-education and independent scholarly pursuit.
- To provide the expertise necessary to support the development, preservation, and security of the library's collection.
- To respond to the changing state of knowledge and the curriculum by continually evaluating collections and services and implementing change as appropriate.
- To establish and maintain cooperative agreements for resource sharing with other district and California Community College libraries.
- To recruit, hire, and retain quality faculty and staff committed to delivering excellent services in response to the changing needs of the diverse user community.
- To motivate library staff to high levels of achievement, encouraging continuing development and skill enhancement.
- To apply appropriate technological innovations in order to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.

## History and Overview

The Library Department began offering our first course, LIS 85, in Fall of 2014 to provide an opportunity for students to improve their research skills and gain credit in the field of library science and information competency. We added additional sections of LIS 85 and LIS 80 as demand from learning communities (PACE, PERSIST, and FYE) expanded. Studies have shown that Library use has a positive impact on student persistence and retention (e.g. "Library Use and Undergraduate Student Outcomes: New Evidence for Students' Retention and Academic Success" *Libraries and the Academy*, Vol. 13, No. 2 (2013), pp. 147–164.) It is the department's goal to continue working with learning communities and integrate library classes, or at the very least, embed orientations into student curriculum.

LIS 80, a one-unit college research course, was developed as a support course for students taking other content-based courses with research projects. For three semesters (Fall 2015 to Fall 2016) it was paired with the First Year Experience (FYE) learning community. It is not currently being taught. LIS 85, a two-unit research course, is taught across the district and was developed to meet an information competency AA requirement.

### Enrollment Data

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Sections	1	2	6	3	2
Course Enrollment	29	41	143	75	59

The LIS course offerings are still new at BCC and thus enrollment is in flux as we determine how many sections are needed; thus the drastic changes in enrollment. Decrease in enrollment can be linked, somewhat, to the decrease in PACE students, who populated our LIS 85 course. In Fall 2015 we piloted LIS 80 as a linked support course with the First Year Experience Learning Community (FYE), which would explain a growth in enrollment that semester. Librarians are working diligently on how we can effectively manage partnerships with learning communities and other departments and the best method of providing the course (online, hybrid, face-to-face). Both LIS courses are CSU/UC transferable, but are not incorporated into any one program (they are considered stand alone courses). Thus, we rely on counselors, instructors, and students self-evaluation to determine if an LIS course is needed in their curriculum.

### Course Completion, Productivity, and Success

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Course Completion Rate	79%	80%	76%	76%	83%
Course Success Rate	52%	63%	48%	53%	63%
Retention	76%	80%	74%	74%	81%

<b>Productivity</b>	<b>14.5</b>	<b>10.25</b>	<b>11.37</b>	<b>13.37</b>	<b>14</b>
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Librarians teaching the LIS courses are often on campus and readily available to assist students with assignments and questions about the course and are effective in communicating the expectations of the courses to students through e-mail, syllabi, consultations, and Moodle. However, the LIS courses are late-start/hybrid and short-term, therefore, it is quite easy for a librarian to miss the census date (often as early as the second week of class) in Passport and no-show students, or students who would probably drop the class, end up erroneously in the census roster. More collaboration with A&R and administration is needed to help instructors for short-term courses meet the census deadlines and improve completion. This likely explains the drop in course success rate for Fall '15, during which time we had two brand new LIS instructors who were unfamiliar with the District's policies on census and attendance rosters.

During Fall 2015, we experienced the lowest course success rate. As mentioned above, the drop could be attributed to census and attendance dates, but it may also be correlated with students' confusion about the late-start date, face-to-face meeting dates, and expectations for a short-term course. As a result, in Fall 2016 we experimented with a face-to-face LIS 80 course in the FYE learning community. Following that semester, success rates and retention have improved.

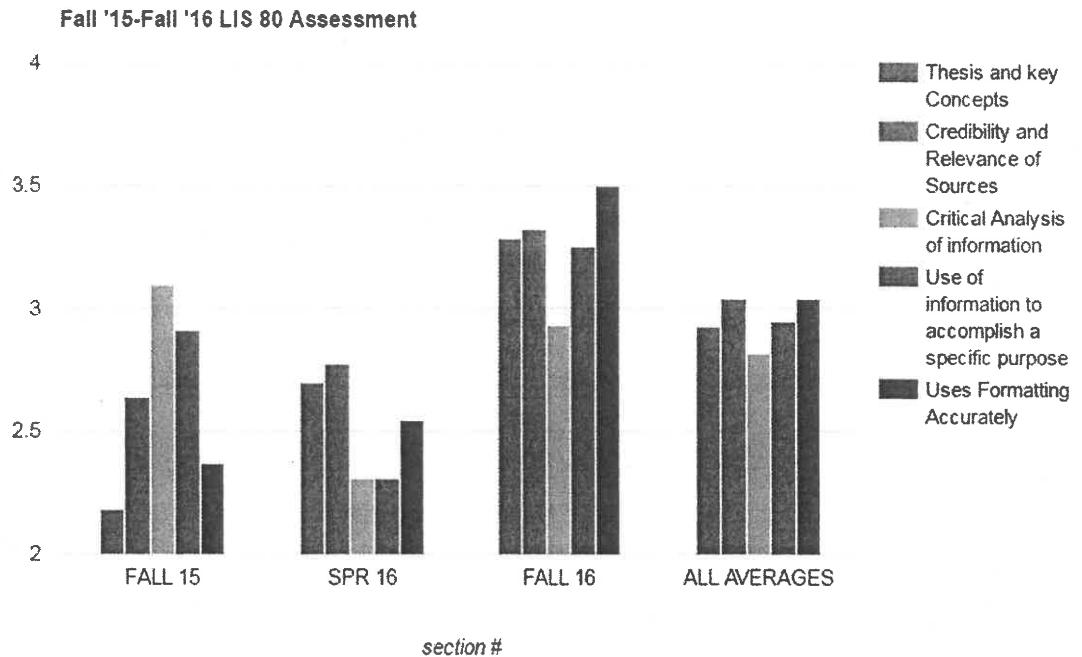
### Demographics of our Students

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
<b>GENDER</b>					
Female	15	25	81	43	32
Male	13	16	58	32	26
<b>RACE</b>					
African American	3	9	33	21	11
American Indian/Alaskan	0	0	0	1	0
Asian	5	8	33	15	9
Hispanic	3	9	52	16	18
Pacific Islander	0	0	0	0	1

White	8	10	12	11	10
Two or more Races	5	3	11	7	9
Unknown	5	2	2	4	1

At this juncture, the courses tend to be consistent in demographics with the rest of the campus and drastic changes are a reflection of rapid growth of the program. In order to accommodate a variety of demographics (working and non-working, traditional aged and non-traditional aged students) the LIS classes are hybrid and late-start.

### Assessment of LIS 80



### Analysis of findings

LIS 80, a one-unit college research course, was developed as a support course for students taking other content-based courses with research projects. Berkeley City College began offering the course in Fall of 2015. For three semesters it was paired with the first year experience learning community, targeting 18-22 year old students entering college for the first time directly out of high school. It is not currently being taught.

Based on our assessment tool, a rubric developed from the AACU rubric on information literacy, we discovered the following trends in students' final projects (which were a modified annotated bibliography based on the CRAAP test, a traditional annotated bibliography, or an action-oriented creative research project):

- Overall, students scored nearly 3 out of 4 in every category.
- Overall, students were weakest in their ability to critically analyze information.

#### Strengths

- The students in the Fall '15 course did especially well in critical analysis of information. students in this class were given a traditional annotated bibliography and the instructor provided multiple examples of outstanding annotations and a detailed framework for each sentence in the 100 word annotations that were part of the bibliography
- While students in the SPR 16 section scored lower, these students did do well in the category of credibility and relevance of sources. This is likely because they were working on a final project that was a modified CRAAP test, which emphasizes reliability of sources.
- Students in Fall 16 scored remarkably higher than students in the other two sections. This could be attributed to the structure of the assignment, which encouraged students to develop a position or argument that would convince an audience about a particular point of view. These were also creative projects: films, infographics, flyers, two-page fact sheets, posters, and powerpoint presentations. This class, unlike the previous terms, met once a week face-to-face over eight weeks instead of only three times over eight weeks.

Success rates for LIS 80 during Fall 2016 were over 25-30% higher when compared to Spring 2016 and Fall 2015. Retention was also 94% for Fall 2016 when compared to Spring 2016 (79%) and Fall 2015 (76%).

#### Action Plan

- Based on our findings, all final projects in the LIS courses should incorporate an element of critical analysis of information and this element should be scaffolded with specific examples, templates, and time for students to practice (low stakes) with reading and responding to scholarly and non-scholarly sources

**ACTION:** develop, as a department, several exercises that analyze sources

- Based on our findings, all final projects in the LIS courses should have a clear purpose or argument that the students develop individually. Initially, we tied their final projects to a research project in another course, but we found that students were more engaged if they created original projects for their LIS courses.

**ACTION:** in order to have effective projects across linked courses (such as the learning communities), we need to have more collaboration with instructors and more time to create assignments that align with one another. Alternatively, the LIS courses should develop projects that are not tied to other courses, but instead, work to develop cross-disciplinary information competency.