

2025-2026 Instructional Program Review - Library Instruction and Resources Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Instructional Program Review Overview

Section 1. Instructional Program Overview

A. Mission Alignment : Version by Lopez, Monica on 01/29/2026 22:58

1. *Explain how your program supports the College's Mission and Students First Framework* (<https://www.cerritos.edu/students-first-framework/default.htm>).

Alignment with the College Mission

The Cerritos College mission focuses on providing "high-quality, comprehensive instructional programs and support services" to help students achieve their goals. The Library's instructional program meets the college's ISLO for information literacy.

Alignment with the Students First Framework Levers

The Library serves as a critical resource that supports the gears of the SFF levers, particularly in the following areas:

Lever B: Completion (More Students Complete in Less Time) To "increase timely student completion rates" and support students in "gateway general education courses", students require strong academic support. The Library's "credit-bearing instructional program" and focus on "information competency" equip students with the research skills necessary to pass courses and persist from fall to spring.

Lever C: Career and Transfer Success (Increase Economic Mobility) The SFF focuses on preparing talent to "meet the needs of the local economy" and streamlining transfer to four-year institutions. By basing its instruction on The Association of College & Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education," the Library ensures students develop the high-level critical thinking and research skills required for both university transfer and success in the modern workforce.

Core Values: Excellence and Student Success. The SFF values "Excellence" in teaching and learning. The Library upholds this value by adhering to national standards (ACRL) to ensure the "acquisition of information competency," which is fundamental to the college's value of supporting "academic, professional, and personal development."

B. Degrees and Certificates : Version by Lopez, Monica on 01/29/2026 22:53

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
n/a	undefined	undefined

Section 2. Instructional Program Trends

A. Program Data : Version by Rosenblatt, Stephanie on 01/30/2026 18:15

1. *Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:*

- *How do the demographics of your program and its related courses compare with the college as a whole?*
- *Have they changed over time?*

Program Demographics Analysis (2019–2025)

The library offers one credit-bearing class, **LIBR 100 (Introduction to Library Research)**. It is an elective course that receives CSU and UC credit. The demographics reflect the profile of **Cerritos College** as a whole, which is a state-recognized **Hispanic-Serving Institution (HSI)**. The program is successful in serving the college's core population, ensuring that students who need information literacy skills receive them.

In summary, the program's students are a faithful microcosm of the college, being primarily Latinx, a majority female, and featuring a high percentage of non-traditional, economically challenged learners.

Trends and Changes Over Time (Last Six Years: 2019–2025)

The primary demographic changes are not in the *makeup* of the student body, which has remained heavily Latinx and high-need, but in **how that population accesses the instruction and resources:**

- **Growing Latinx Success:** Cerritos College has seen positive institutional changes, including being ranked among the top schools for awarding associate degrees to Hispanic students (ranked 19th in the U.S. in 2023). This suggests the LIBR 100 program, as a core transfer/research skill course, is serving a student population that is achieving greater overall success and completion.
- **Shift to Online and Flexible Delivery:** The COVID-19 pandemic (2020–2022) accelerated the shift of LIBR 100 classes to an entirely **online** format.. The department is considering opening up in-person sections in the future to compare the success rates of each modality.
- **Increased Reliance on Digital Resources:** The instructional program's primary interaction with students is online.

These changes highlight that the student **demographics** have remained stable (high-need, high-Latinx concentration) and the **methods** used to teach them Library 100 have not changed since COVID although the methods used across the campus have changed.

2. *Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:*

- *Identify enrollment trends.*
- *Have there been an increase or decrease in enrollment in the last year?*
- *Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?*
- *How will enrollment trends affect staffing decisions?*

Enrollment Trends (2019–2025)

1. Overall Trend: Decreased enrollment

The overall enrollment trend for LIBR 100 decreased steadily since 2019. There was a high of 77 students annually in 2019-2020 and the low was in 2024-2025 at 47. This is likely due to a number of factors such as that the course isn't part of any degree pathways and issues with financial aid paying for students taking an elective course that does not meet GE requirements.

2. Enrollment Change in the Last Year

Enrollment has further decreased in the last year (Academic Year 2024–2025).

Effect on Staffing Decisions

Enrollment trends directly dictate the staffing needs and resource allocation for the Library's instructional program.

Enrollment Trend	Staffing Implication
Shift to Digital-Only	Requires staffing decisions to prioritize faculty who are experts in online pedagogy, instructional design, and asynchronous communication..
Declining Enrollment in LIBR 100	Class needs to be revised and then a concerted effort needs to be made to resolve the financial aid issue and to promote the class as part of degree programs and pathways.
Consider opening in-person sections	In-person sections should be offered.

3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

1. Change in Success and Retention Rates Over Time

General Trend: Correlation with Modality Shift The success rate trend for LIBR 100 (which is Pass/No Pass and transferable) is lower than that of the college. It dipped to its lowest in 2022-2023 but is on an upswing now. It went from a high of 61% in 2019 (college was 61%) to a low of 49% in 2022-2023 (college at 62%) and is now 57% (college at 60%)

Retention rates have followed a similar trend. They were at a high of 82% in 2019-202. Dipped to 64% in 2022-2023, and is at 79% in the most recent year.

- **During/Post-Pandemic (Online Dominant):** Library 100 was already **online/asynchronous instruction** before the pandemic started. Success rates started declining when that modality became the sole modality used. The trends for success rates closely follow those of the college as a whole.

Retention vs. Success: LIBR 100 is a elective, one-unit course offered in an asynchronous format. Retention (students staying enrolled until the end) is high, perhaps because librarians are typically very kind and helpful. Success (achieving a 'Pass' grade) is the more sensitive measure for performance gaps.

2. Performance Gaps for Disproportionately Impacted (DI) Students

Due to the small sample size, it is impossible to determine if any groups are being disproportionately impacted.

3. Courses that May Prove a Barrier to Completion

Since the instructional program consists solely of **LIBR 100**, the focus shifts from identifying **other courses** to identifying **specific section modalities** within LIBR 100 that act as barriers. **Course Barrier:** LIBR 100 fulfills the college's information competency requirement, however it is an elective course and the competency can be met via other courses as well.

Modality Barrier: The greatest barrier potential lies in Asynchronous Online Sections. While flexible, these sections require high levels of self-motivation, time management, and underlying digital literacy skills. Students lacking these skills may struggle to complete the course, particularly students without a dedicated home learning environment.

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Program Review Response: Success, Retention, and Equity

1. Analysis of Performance Gaps & Delivery Methods Data regarding success rates across delivery methods typically indicates a disparity where students in **online sections** often face lower retention and success rates compared to their face-to-face counterparts. This gap is frequently exacerbated by the "digital distance" that separates online students from critical support services, such as the reference desk. While face-to-face students have immediate, point-of-need access to research help, online students often struggle to navigate complex databases independently, leading to frustration and lower persistence in research-intensive gateway courses.

2. Planned Interventions to Close Equity Gaps. To close these performance gaps and address student equity, the Library is implementing the following targeted strategies aligned with the *Students First Framework*:

- **Equalizing Support by Closing the Online Gap: Make sure online students know they have equitable access to a librarian.** Students need to know how to contact their instructor and how to get help from the rest of the library staff even when online. This strategy targets the "Completion" lever explicitly by ensuring that the mode of delivery does not determine a student's access to academic help.
- **Removing Economic Barriers with ZTC/OER (Economic Equity):** Library 100 will continue to use ZTC/OER materials. (Goal #1).
- **Scaffolding Skills for Transfer Readiness (Academic Equity):** Our assessment data suggests a gap in "information capital"—some students arrive with research experience, while others do not. To level the playing field, we need to make sure we know what research experiences our students have when we start the course. (Goal #4). This ensures that all students, particularly first-generation college students, are equipped with the high-level critical thinking skills required for success at four-year transfer institutions.

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

At this time Library 100 is looking at a sustained decline in enrollment, while success and retention rates are rebounding. Information competency is a state-mandated institutional learning outcome. This course teaches those skills.

The course is being redesigned to focus on 21st Century media and information literacy skills, but the main impediment to growth is the financial aid policy of not paying for electives.

Library faculty will reach out to financial aid to learn how students can be approved to take the class and receive financial aid for it. Once the course redesign has been approved, faculty will also start talking to colleagues to have the course added to a list of recommended elective for programs of study and LCPs.

B. Career Technical Education (CTE) Supplemental Questions : Version by Lopez, Monica on 01/29/2026 23:59

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

No Value

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

No Value

3. *What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.*

No Value

4. *List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.*

No Value

Section 3. Instructional Program Learning Outcomes Assessment

A. SLO Assessment Report : Version by Lopez, Monica on 01/29/2026 23:59

Course By SLO	Expected Performance	Performance
LIBR100 - Introduction to Library Research		
2 Students will find a periodical article on their topic using one of the library print indexes or databases. (Active from 2019 FA)	100.00%	64.52%
1 Students understand how information is organized in the library and on the library website. (Active from 2013 FA)	100.00%	84.33%
2 Students will find a periodical article on their topic using one of the library print indexes or databases. (Active from 2013 FA)	100.00%	0.00%
3 Students select and evaluate library resources appropriate for their research projects. (Active from 2013 FA)	100.00%	0.00%
4 Students use library resources to locate information efficiently and effectively. (Active from 2013 FA)	100.00%	0.00%
5 Students understand the responsible and ethical use of information and properly cite information sources. (Active from 2013 FA)	100.00%	0.00%
LIBR100 - Introduction to Library Research		
3 Students select and evaluate library resources appropriate for their research projects. (Active from 2019 FA)	100.00%	60.47%
4 Students use library resources to locate information efficiently and effectively. (Active from 2019 FA)	100.00%	64.03%
5 Students understand the responsible and ethical use of information and properly cite information sources. (Active from 2019 FA)	100.00%	59.84%

B. SLO Assessment Analysis : Version by Lopez, Monica on 01/30/2026 01:07

1. *Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.*

Frequency and Timeline of Assessment

- **Review Period:** The program review and assessment data cover a six-year cycle, including the academic years **2019-2020 through 2024-2025**.
- **Visitation Year:** The formal visitation for this review cycle is scheduled for **2025-2026**.
- **Continuous Activity:** The Student Learning Outcomes (SLOs) included in the report were activated at various times, with some tracked since **Fall 2013** and others from **Fall 2019**, indicating an ongoing assessment process over the last decade.

Content of the Assessment Process

The assessment content focuses primarily on **LIBR 100 (Introduction to Library Research)** and specialized workshops. The "content" includes data collection and results for five specific research competencies:

- **Organization:** Understanding how information is organized in the library and on its website.
- **Information Retrieval:** Finding periodical articles using library databases and print indexes.
- **Evaluation:** Selecting and evaluating library resources appropriate for specific research projects.
- **Efficiency:** Using resources to locate information efficiently and effectively.
- **Ethics and Citations:** Understanding the responsible use of information and proper citation of sources.

Process for Reviewing and Discussing Outcomes Data

Instructors teaching Library 100 meet with the course coordinator annually. Together they review the course's success and retention data and SLO data. They then identify SLOs that students are having trouble with and any disproportionately impacted groups.

2. *Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.*

The process for developing an improvement plan within the Library Instruction and Resources program is a data-driven, collaborative effort focused on student equity and alignment with institutional goals. The details of this process and the resulting planned changes are outlined throughout the 2025-2026 Instructional Program Review.

Process for Development of a Plan for Improvement

During the annual meeting, faculty teaching Library 100 and the course coordinator decide on interventions to try to remedy the problems identified during the review.

SLO Intervention

In the past, students were having the most trouble evaluating library resources appropriate for their research topics. The instructors teaching the course compared their assignments and how they taught this topic. They shared exercises. They discussed how they assessed the SLO. The next year this SLO showed an improvement.

Disproportionately-Impacted Group Intervention

In the past, first-generation students were a disproportionately-impacted group. The faculty teaching the course decided to retool their explanations and to strengthen the introduction to the course after realizing how large a proportion of their students were new to Cerritos College and higher ed. They made sure to include Cerritos-specific content. The instructors and the course coordinator also spent a year sharing articles about best-practices for working with this population. This improved success and retention rates for this population.

C. Curricular Course Review : Version by Lopez, Monica on 01/30/2026 01:07

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Curriculum Work (2019–2025)

The department believes that the last time the course was revised was over an decade ago when it moved away from from an open-entry/open-exit format. The program is proposing a revision to **LIBR 100 (Introduction to Library Research)** this year.

2. Explain any course additions to current course offerings.

There have been **no new course additions** to the program's credit-bearing offerings during this review period. The program offers one credit-bearing course, **LIBR 100 (Introduction to Library Research)**.

Planned and Implemented Curricular Enhancements

- **Artificial Intelligence (AI) Integration:** Faculty are incorporating lessons on the **ethical use of Artificial Intelligence** into LIBR 100
- **Misinformation and Disinformation:** New instructional content has been added to help students identify and evaluate misinformation and disinformation in the modern digital landscape

3. Explain any course deletions and inactivation's from current course offerings.

The program deleted Library 50 & Library 101. These classes were created to support specific Learning Communities cohorts that no longer exist.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

The library only offers one course. We do not offer a degree or a certificate. We offer this course every fall and spring semester.

Alignment with Transfer and Career Needs

The course is designed to meet the needs of students who are transferring to a four-year institution and provides essential workforce skills:

- **Transfer Readiness:** The program's single credit-bearing course, **LIBR 100 (Introduction to Library Research)**, is a transfer-level, elective education course that is **CSU/UC transferable**. It fulfills the "information competency" requirement.
- **Career Training:** The course teaches teaches "universal information competency". These skills—including critical thinking, information evaluation, and digital fluency—are in high demand across all occupational sectors and are fundamental to 21st-century employability.

5. Are any licensure/certification exams required for program completion or career entry?

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

n/a

Section 4. Instructional Program Reflection

A. Six-Year Program Reflection : Version by Rosenblatt, Stephanie on 01/30/2026 18:15

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Analysis of Program Trends (2019–2025)

The last six years of the Library's instructional program have been marked by a significant external disruption (the COVID-19 pandemic) and a strategic shift toward **digital equity and access**, mirroring the college's broader institutional focus on the **Students First Framework (SFF)**.

Student Demographics

The Library's instructional program serves a student population that is congruent with the college's status as a **Hispanic-Serving Institution (HSI)**:

- **Predominantly Latinx:** The student body is approximately **70% Latinx**. The Library's resources and instruction must, by necessity, be designed with high cultural and linguistic competence to serve this majority student group effectively

Enrollment and Instructional Trends

The six-year period shows a significant transformation in how library instruction is delivered and consumed: **Campus shift to digital first:** The pandemic (2020–2022) forced a rapid transition across the campus leading to the majority of courses being taught online. LIBR 100 was already being offered in that format.

Desired Changes for the Next Six Years (2025–2031)

Digital Competency and Curriculum Modernization (Career & Transfer Success Lever)

- **Goal:** Update the LIBR 100 curriculum (Goal #3) and all instructional workshops to integrate **emerging digital literacies**.
- **Impact:** The next six years must prepare students for a workforce increasingly reliant on data and technology. This includes instruction on **ethical use of Generative AI** in research and life and the ability to cultivate healthy skepticism about the information we find online and in our social media feeds.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

n/a

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Here are the primary unplanned events and their specific effects on the program:

1. Unplanned Event: The COVID-19 Pandemic (2020 – 2022)

This event increased students' desire for online classes but created unrealistic expectations for what is required to succeed in them. Many students who did high school online during COVID had a mistaken impression of the amount of work and self-direction required when taking an online college class. We all saw an increase in success rates after that cohort gained experience.

2. Unplanned Event: Loss of financial aid

Not all students can receive financial aid for taking an elective that isn't a GE. We think this has contributed to the decline in enrollment. It has reduced our department's the promotion of the class as we feel as if we cannot ethically encourage students to take a class for which they could be charged unexpectedly.

3. Unplanned event: LLMs

The increased used of LLMs such as ChatGPT is challenging when teaching an online/asynchronous class.

4. Unplanned event: Bots

During the pandemic an explosion of Bots registered for our classes. This blocked real students from enrolling and created extra work for our faculty who had to identify and report these bad actors. It had a detrimental effect on the morale of instructors teaching the course.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

No Value

5. Provide a status update on goals from the last program review cycle.

Our last program review included our entire program. This one is focused solely on our Library 100 credit-bearing course:

Curriculum and Institutional Alignment (Goals #7, #8, #10)

These goals address the critical need for curricular relevancy and institutional planning, reflecting faculty commitment to the program's long-term health.

Goal/Area of Focus

Status Update & Next Steps (Objective)

Goal #7: Review and revise curriculum

Status:In progress. Curriculum is currently being revised to address changes to the contemporary information ecosystem. **Objective:** Incorporate lessons about **Artificial Intelligence (AI)** and **misinformation/disinformation** into the credit-bearing LIBR 100 curriculum.

Goal #8: Research financial aid and credit for LIBR 100

Status: In progress. **Objective:** Research the best way to ensure students receive appropriate financial aid and academic credit for successfully completing the Library 100 course.

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

We did not request resources to support the goals for the instructional program.

Section 5. Instructional Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests