



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2012**  
*Teacher Librarian Program*

**Background**

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Librarianship Program at CSULB is designed to prepare fully-qualified, outstanding librarian professionals, and emphasizes meeting the information and reading needs of its diverse youth population. It offers a Teacher Librarian (TL) services credential and a Master of Arts in Education, Option in Librarianship degree. The state and NCATE-accredited program emphasizes the professional roles of Information Specialist, Educator and Program Administrator. The program values research, reading, teaching and services to the field; and it determines the role of library services in a diverse and changing society.

About fifty candidates are pursuing their TL credential, and half of those are working towards their MA degree. One full-time tenured professor and one part-time lecturer teach in the program (See Table 6); faculty in the ASEC and Teacher Education program teach three other courses that are required for the Librarianship program.

Since the last review, the librarianship and ETEC master’s programs melded their two programs into a stronger single program, Educational Technology and Media Leadership, with multiple areas of interest. The Teacher Librarian Services Credential program was significantly changed in response to the Commission on Teacher Credentialing (CTC) revised standards for Teacher Librarian Services Credential programs. As with the prior program, the merged master’s program encompasses the credential courses, plus research and capstone courses.

**CROSSSWALK BETWEEN PRIOR AND REVISED TEACHER LIBRARIAN COURSES**

EXISTING ELIB COURSES	ETEC COURSES
ELIB 510	ETEC 525, ETEC 530
ELIB 520	ETEC 510, ETEC 523
ELIB 530A	ETEC 545
ELIB 530B	ETEC 545
ELIB 540	ETEC 540
ELIB 550	ETEC 530
ELIB 570	ETEC 570
ELIB 580	ETEC 580
EDCI 625	ETEC551

In addition, a new two-course (ETEC 523 and 551) online program was developed: the Special Class Authorization (SCA) for Teacher Librarians to teach digital and information literacies; it was approved by the CTC in June, 2012. The two courses are required for the revised TL credential, so students can be eligible for the SCA.

**Table 1**

**Program Student Learning Outcomes and Relevant Standards**

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>	<b>Outcome 8</b>	<b>Outcome 9</b>	<b>Outcome 10</b>	<b>Outcome 11</b>	<b>Outcome 12</b>
<b>SLOs</b>	Model strategies to locate, evaluate & use information for specific purposes.	Analyze major trends in reading material for children & youth.	Support flexible and open access for library media center & its services.	Demonstrate ways to establish & maintain a positive educational climate in the library media center.	Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.	Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.	Employ strategies to integrate the information literacy curriculum with content curriculum.	Plan how to establish connections to other libraries & the larger library community.	Model, share, & promote ethical and legal principles of education & librarian-hip.	Articulate the relationship of the library media program with current educational trends & important issues.	Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.	Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.
<b>Signature Assignment(s)</b>	Reference grid	Reading analysis	Cataloging examples	Management plan	Lesson plan/delivery	Lesson plan/delivery	Lesson plan/delivery	Library Portal Design	Library Portal Design	Website Critique	Collection development plan	Management Plan
<b>State Standards</b>	Info Specialist	Literature and Literacy	Access	Mgt., Diversity, Human Relationships, Access	Diversity, Instructional Leader	Teacher, Communication, Human Relationships	Info Specialist, Instructional Leader	Communication, Human Relations, Professionalism	Communication, Admin., Mgt., Professionalism	Admin. Leadership	Info specialist, Diversity, Literature/Literacy	Info specialist, Administration, Management
<b>Conceptual Framework</b>	Scholarship	Scholarship	Advocacy	Innovation; Evidence-based practices	Effective pedagogy; Evidence-based practices	Evidence-based Practices; Effective Pedagogy; Collaboration	Evidence-Based Practices; Collaboration	Collaboration	Advocacy; Evidence-based Practices	Leadership; Innovation	Scholarship; Evidence-based Practices	Leadership; Evidence-based Practices
<b>CSULB Learning Outcomes</b>	Well-prepared	Well-prepared	Knowledge and respect for diversity	Knowledge and respect for diversity	Knowledge and respect for diversity	Collaborative problem solving	Integrating liberal education; Collaborative problem solving	Collaborative problem solving	Engaged in global and local issues	Engaged in global and local issues; Integrating liberal education	Well-prepared	Integrating liberal education
<b>NCATE Elements</b>	Knowledge and Skills-other	Knowledge and Skills-other	Professional Dispositions, Knowledge and Skills-other, Student Learning-Other	Professional Dispositions, Professional Knowledge and Skills	Knowledge and Skills-other	Knowledge and Skills-other	Knowledge and Skills-other	Knowledge and Skills-other	Professional Dispositions, Knowledge and Skills-other	Knowledge and Skills-other	Knowledge and Skills-other, Student Learning-Other	Knowledge and Skills-other

Tables 2-5 present data on student applications, enrollment and completion.

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	8	8	6

**Table 3**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Comps<sup>1</sup></b>	11

**Table 4**

*Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)*

	<b>Number</b>
<b>Passed</b>	9
<b>Failed</b>	0
<b>Total<sup>2</sup></b>	9

**Table 5**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Degree</b>	9
<b>Credential<sup>3</sup></b>	12

<sup>1</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011. The data include students who may not have taken or passed the examination(s).

<sup>2</sup> The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

<sup>3</sup> Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2011, Fall 2011, and Spring 2012.

**Table 6**

*Faculty Profile 2011-12<sup>4</sup>*

Status	Number
Full-time TT/Lect	1
Part-time Lecturer	1
<b>Total:</b>	<b>2</b>

2. What percentage of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting. All faculty reviewed and discussed the assessment/findings.

### **Data**

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 7 presents the program SLOs, courses in which the signature assignments are given (highlighted in bold) and a description of the signature assignments. Following Table 7, data on candidates' signature assignment performance are presented.

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<sup>4</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

**Table 7***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcomes</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>
SLO 1: Model strategies to locate, evaluate & use information for specific purposes.	<ul style="list-style-type: none"> <li>• <b>ELIB 520: Reference Grid</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	<p>A. Candidates create topical reference questions and locate appropriate answers using ten types of reference sources. Candidates develop a reference resource grid that compares questions and answers by reference type and title.</p> <p>B. Candidates develop an analytical guide sheet about one type of ready reference tool, and write a critique about one specific associated resource.</p>
SLO 2: Analyze major trends in reading material for children & youth	<ul style="list-style-type: none"> <li>• <b>ELIB 530B: Reading Analysis</b></li> <li>• ELIB 530A: Reading Analysis</li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates identify and critically analyze twenty young adult books that represent a wide range of genres.
SLO 3: Support flexible and open access for library media center & its services.	<ul style="list-style-type: none"> <li>• <b>ELIB 540: Cataloging Examples</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates catalog and classify 10 items representative of problems addressed in library professional technical services work. Each entry consists of a public access view and a basic MARC record.
SLO 4: Demonstrate ways to establish & maintain a positive educational climate in the library media center.	<ul style="list-style-type: none"> <li>• <b>ELIB 550: Management Plan</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates develop a library management plan aligned with the American Association of School Librarian's standards.
SLO 5: Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.	<ul style="list-style-type: none"> <li>• EDCI 625: Issue Case Study</li> <li>• <b>ELIB 530A: Lesson Plan/ Delivery</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.

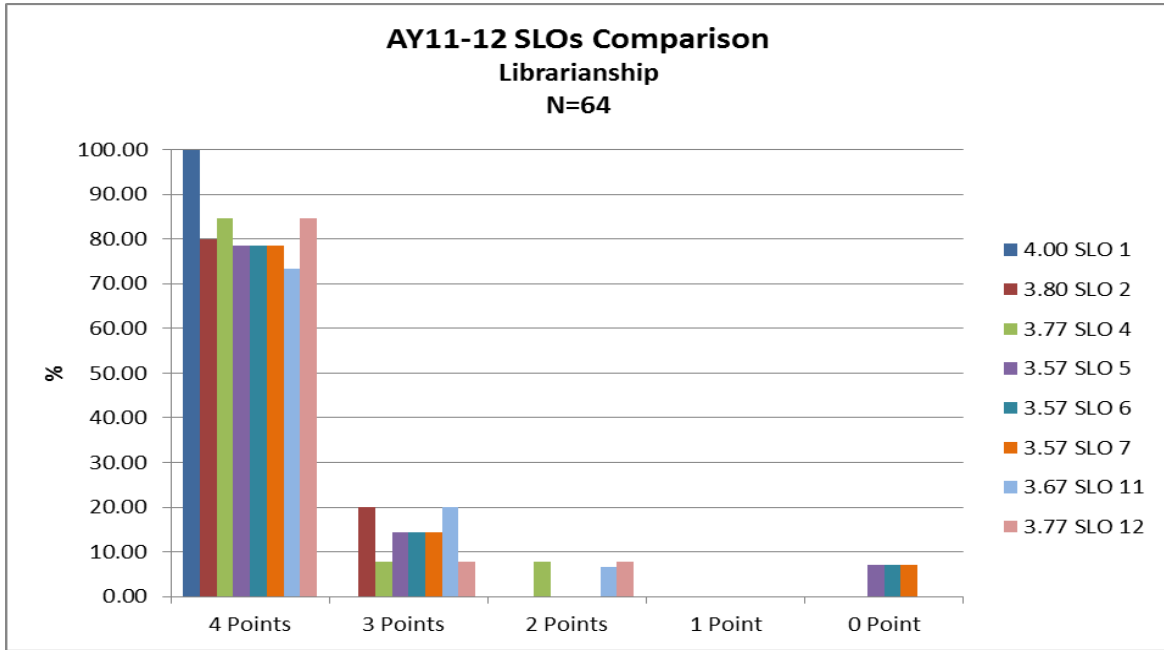
Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 6: Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.	<ul style="list-style-type: none"> <li>• EDCI 625: Issue Case Study</li> <li>• <b>ELIB 530A: Lesson Plan/ Delivery</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.
SLO 7: Employ strategies to integrate the information literacy curriculum with content curriculum.	<ul style="list-style-type: none"> <li>• <b>ELIB 530A: Lesson Plan/Delivery</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates develop a thematic lesson that addresses a science content standards and an information literacy standard. Candidates develop an associated annotated bibliography reflecting a variety of sources.
SLO 8: Plan how to establish connections to other libraries & the larger library community.	<ul style="list-style-type: none"> <li>• ELIB 540: Cataloging Examples</li> <li>• <b>ELIB570: Web Portal</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• ELIB 500: Information Case Study</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates design a library web portal.
SLO 9: Model, share, & promote ethical and legal principles of education & librarianship.	<ul style="list-style-type: none"> <li>• <b>ELIB570: Web Portal</b></li> <li>• <b>EDCI 625: Issue Case Study</b></li> <li>• ETEC 551: Web evaluation</li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• <b>ELIB 500: Information Case Study</b></li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	(625) Candidates analyze an under-served or at-risk student population. (See SLO 10). (570) Candidates design a library web portal. (MA) Candidates develop a case study on an information issue related to educational aspects of libraries, which addresses librarianship factors: A. Organization philosophy and issues, B. Storage and retrieval/ access issues, C. Ethical, policy and legal issues, D. Literacy issues, E. Equity issues. Candidates conduct a literature review on the issue, identify and analyze the critical elements, and present ways to deal with the issue.

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 10: Articulate the relationship of the library media program with current educational trends & important issues.	<ul style="list-style-type: none"> <li>• <b>EDCI 625: Issue Case Study</b></li> <li>• <b>ETEC 551: Web evaluation</b></li> <li>• ELIB570: Web Portal</li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• ELIB 500: Information Case Study</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	(625) Candidates analyze an under-served or at-risk student population. Candidates explain underlying educational issues, and offer feasible solutions based on their literature review. The solution incorporates collaboration between a teacher librarian and a classroom teacher or resource specialist. Starting spring 2011, the signature assignment for SLOs 9 and 10 is linked to ETEC 551, in which candidates evaluate an educational website.
SLO 11: Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.	<ul style="list-style-type: none"> <li>• <b>ELIB 510: Collection Development Plan</b></li> <li>• ETEC 551: Web evaluation</li> <li>• ELIB 570: Library Web Portal</li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates create a collection development plan. To this end, candidates analyze a community/ curriculum and a library collection/supporting technology, map a library collection, develop a collection plan, select materials, promote acquisitions, and evaluate the plan.
SLO 12: Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.	<ul style="list-style-type: none"> <li>• <b>ELIB 550: Management Plan</b></li> <li>• ELIB 580: Field Experience</li> <li>• ELIB 580: E-Portfolio</li> <li>• EDP 697: Comp Exam or Thesis</li> </ul>	Candidates develop a library management plan aligned with the American Association of School Librarians to improve the school library program.



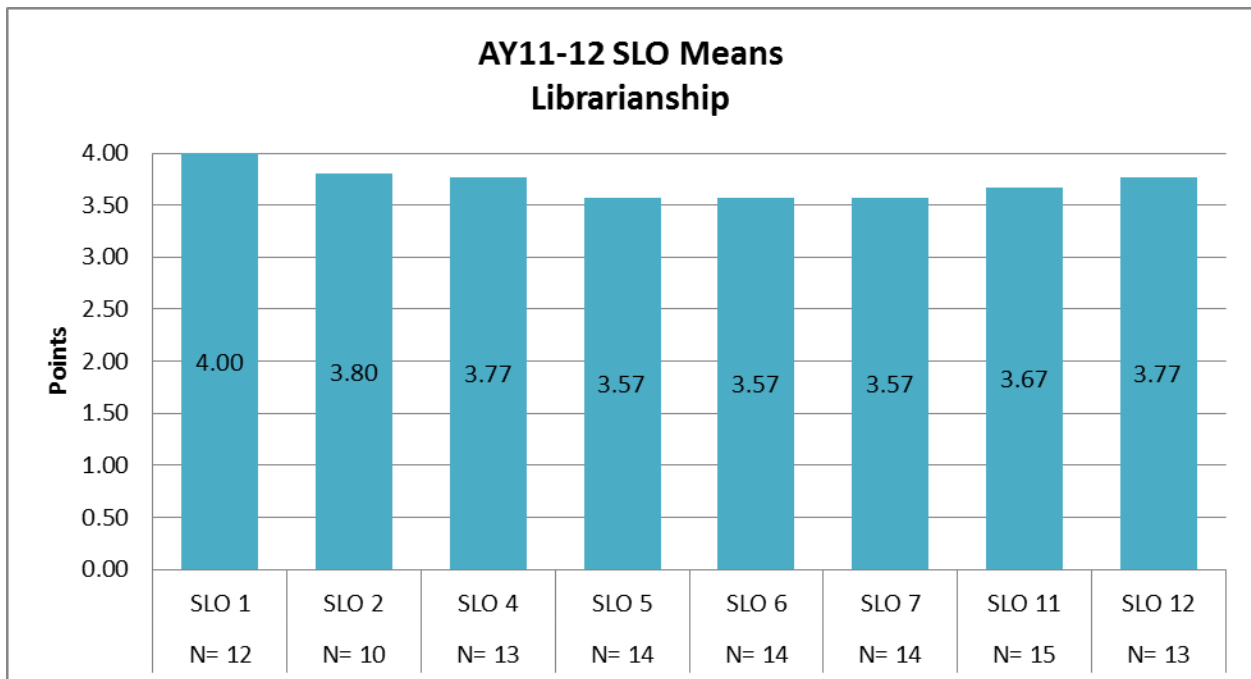
**Figure 1**

*AY11-12 SLO Comparison*



**Figure 2**

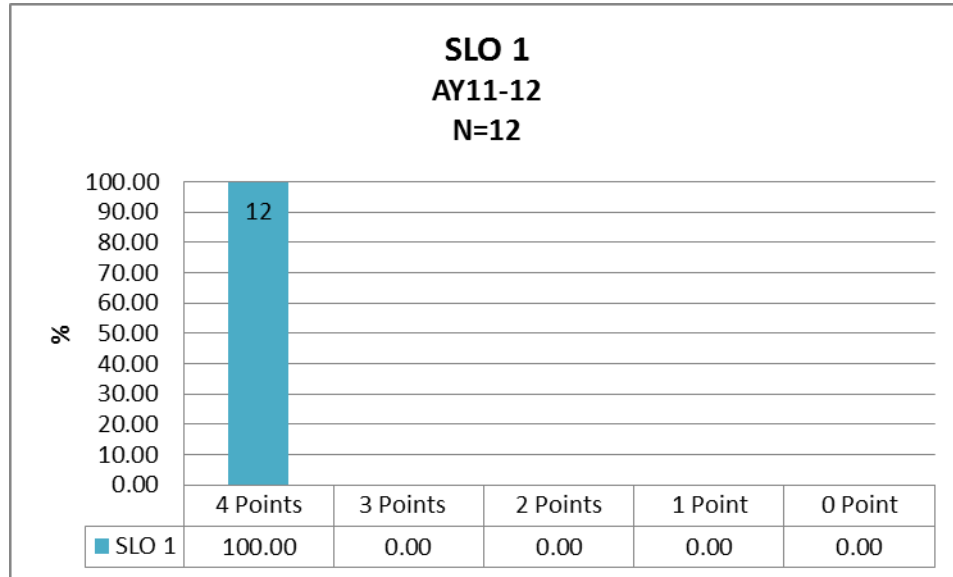
*AY11-12 SLO Means*



**Outcome 1:** Model strategies to locate, evaluate & use information for specific purposes.

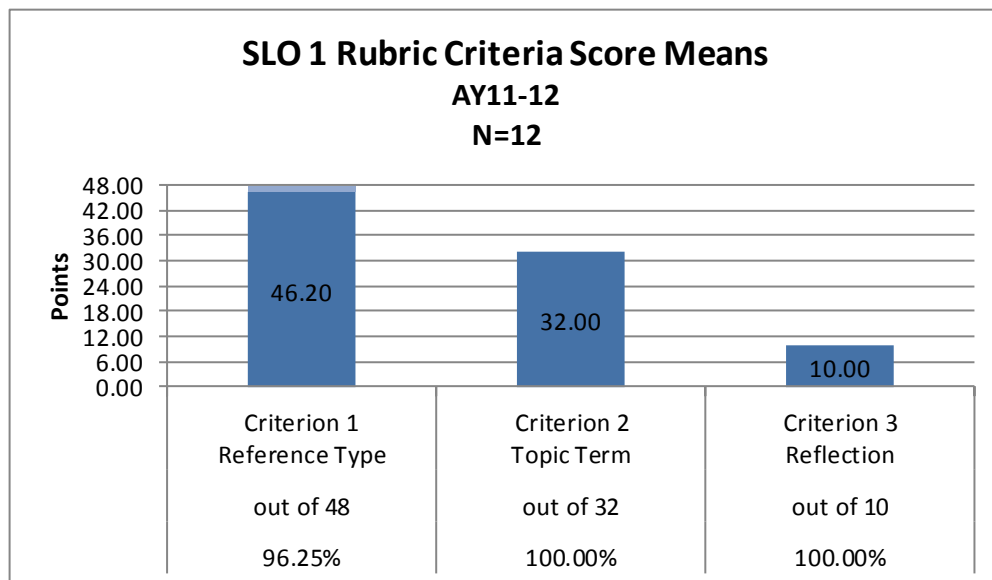
**Figure 3**

*AY11-12 Score Distribution-SLO 1*



**Figure 4**

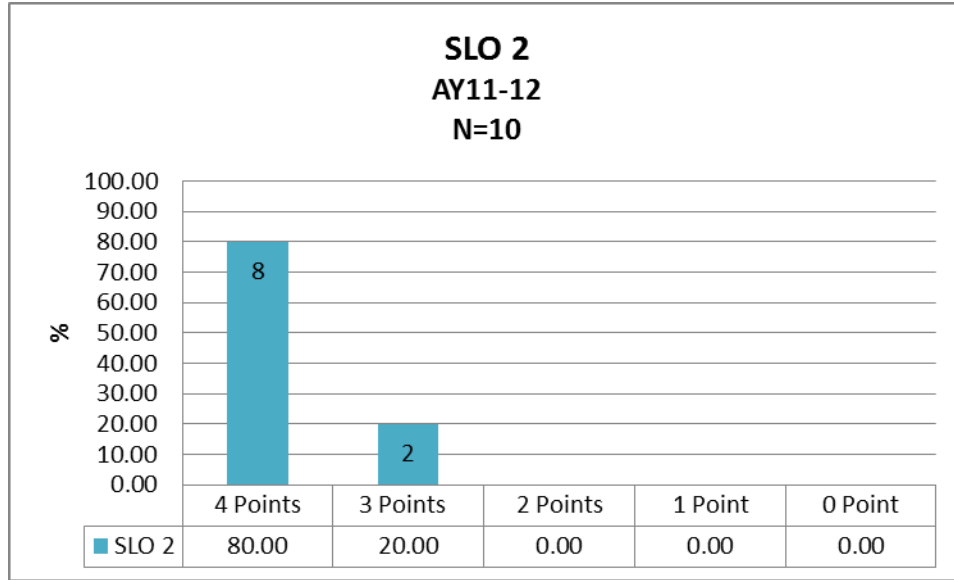
*AY11-12 Criteria Score Means-SLO 1*



**Outcome 2:** Analyze major trends in reading material for children & youth.

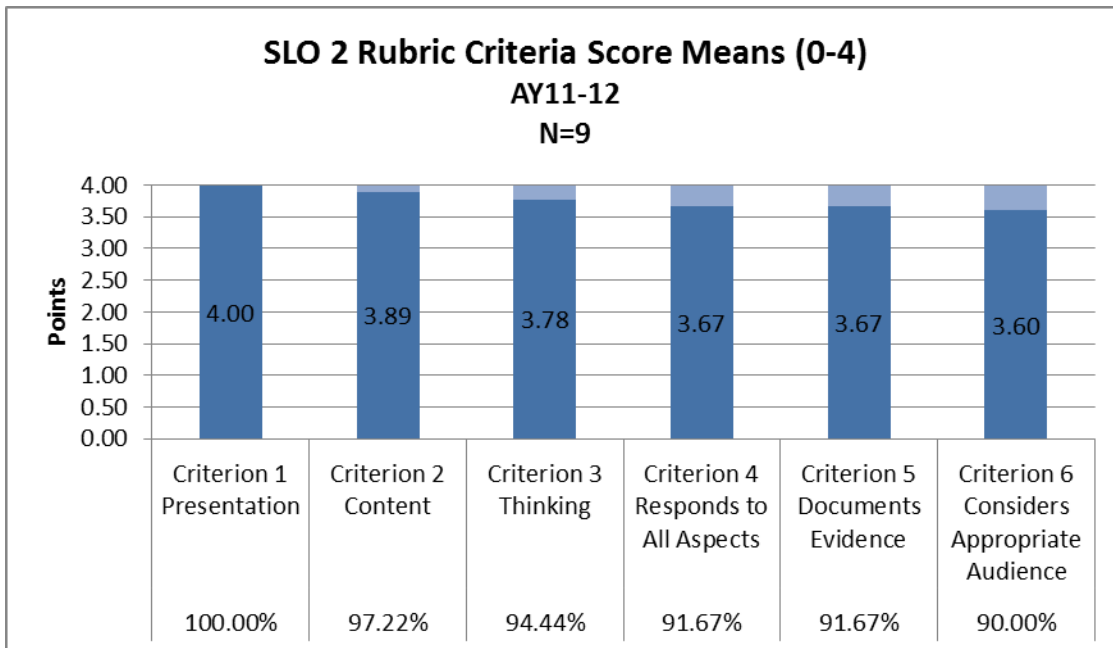
**Figure 5**

*AY11-12 Score Distribution-SLO 2*



**Figure 6**

*AY11-12 Criteria Score Means-SLO 2*

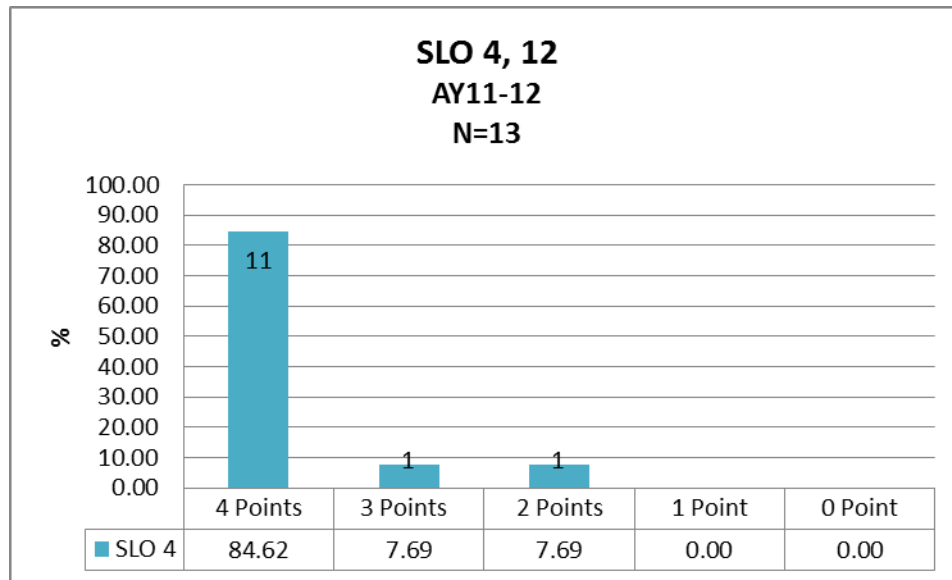


**Outcome 4:** Demonstrate ways to establish & maintain a positive educational climate in the library media center.

**Outcome 12:** Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.

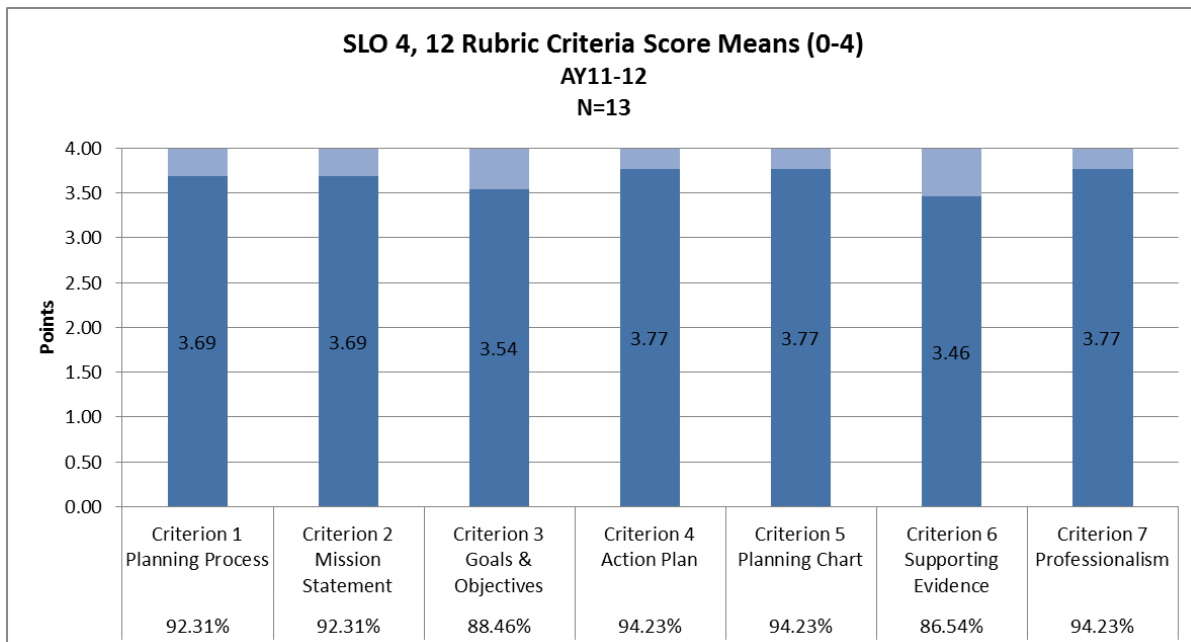
**Figure 7**

*AY11-12 Score Distribution-SLO 4, 12*



**Figure 8**

*AY11-12 Criteria Score Means-SLO 4, 12*



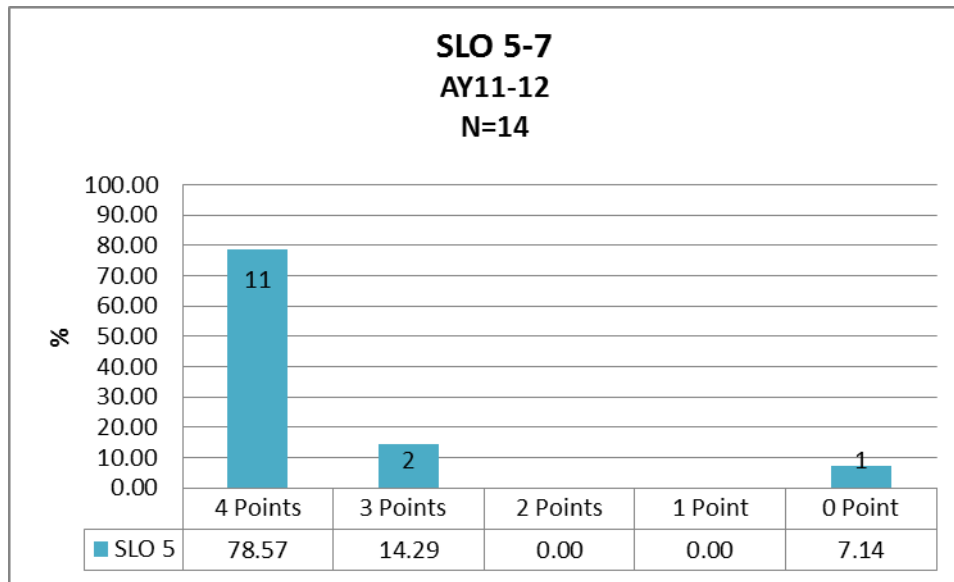
**Outcome 5:** Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.

**Outcome 6:** Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.

**Outcome 7:** Employ strategies to integrate the information literacy curriculum with content curriculum.

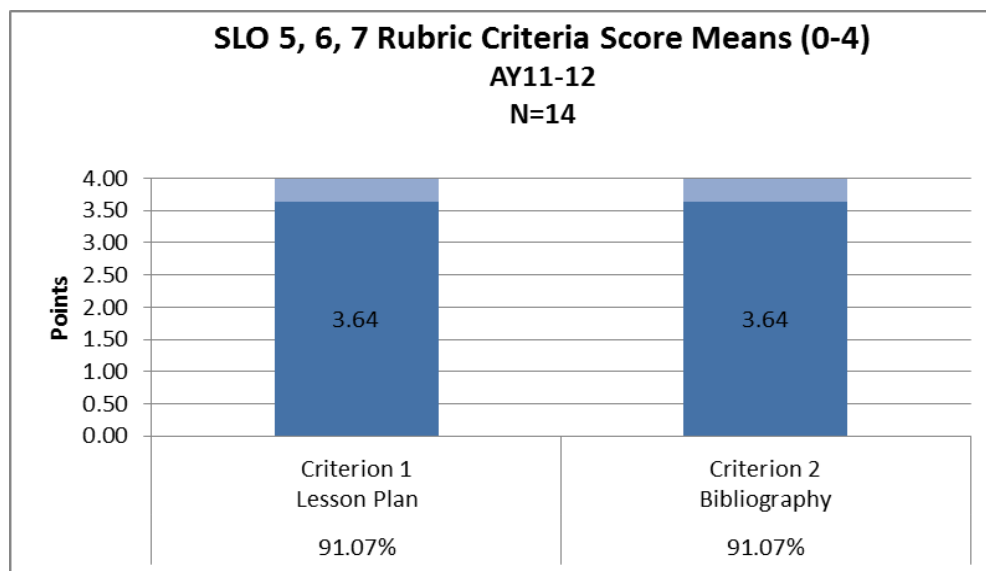
**Figure 9**

*AY11-12 Score Distribution-SLO 5-7*



**Figure 10**

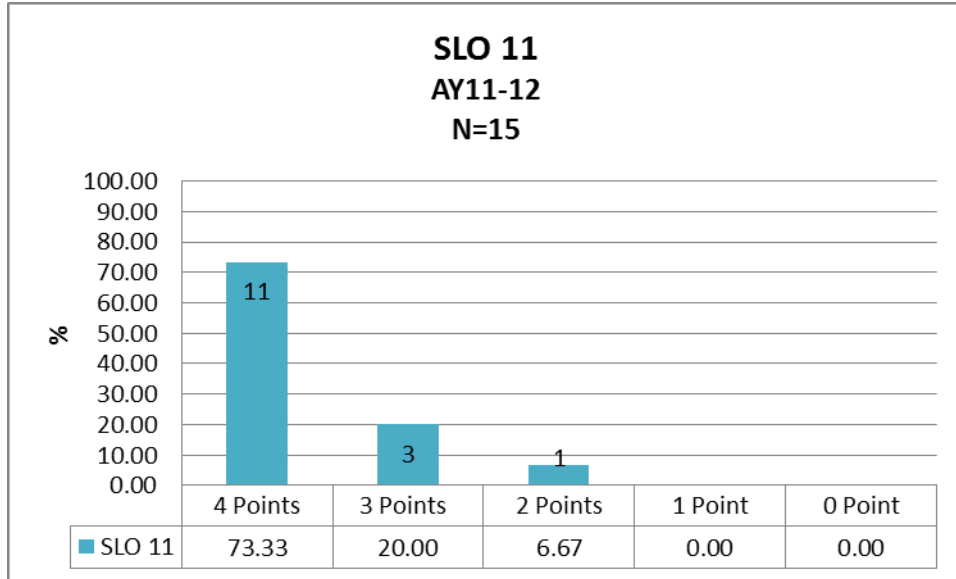
*AY11-12 Criteria Score Means-SLO 5-7*



**Outcome 11:** Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.

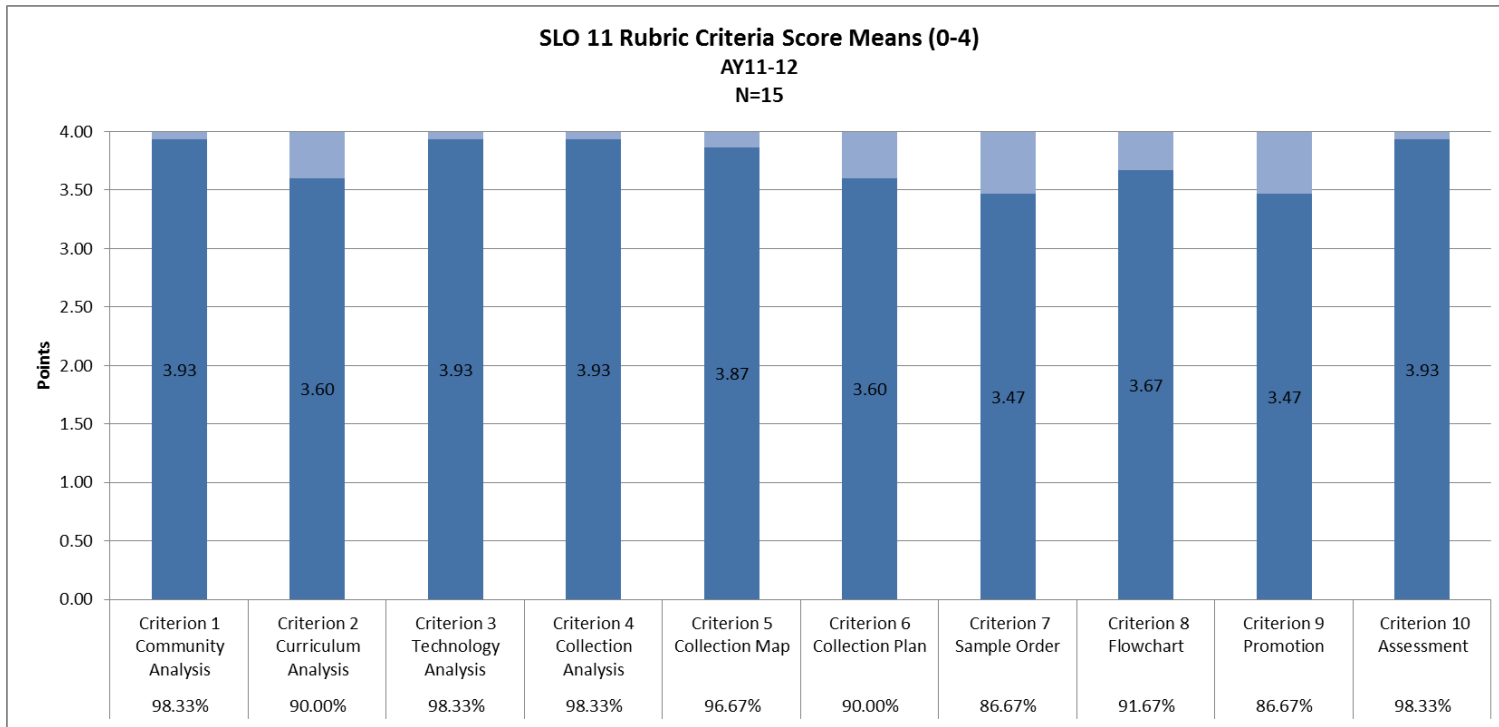
**Figure 11**

*AY11-12 Score Distribution-SLO 11*



**Figure 12**

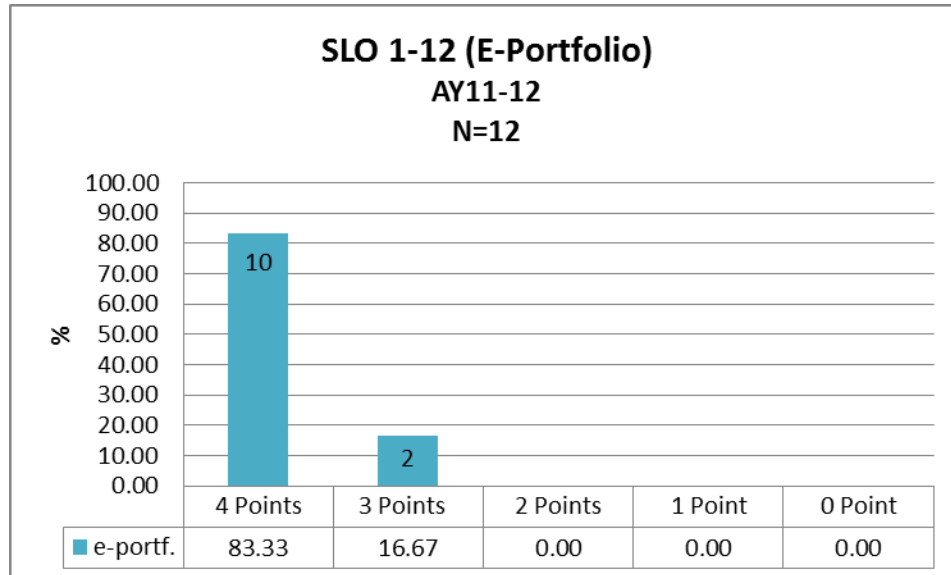
*AY11-12 Criteria Score Means-SLO 11*



- Outcome 1:** Model strategies to locate, evaluate & use information for specific purposes.
- Outcome 2:** Analyze major trends in reading material for children & youth.
- Outcome 3:** Support flexible and open access for library media center & its services.
- Outcome 4:** Demonstrate ways to establish & maintain a positive educational climate in the library media center.
- Outcome 5:** Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.
- Outcome 6:** Work with classroom teachers to co-plan, co-teach, & co-asses information skills instruction.
- Outcome 7:** Employ strategies to integrate the information literacy curriculum with content curriculum.
- Outcome 9:** Model, share, & promote ethical and legal principles of education & librarianship.
- Outcome 10:** Articulate the relationship of the library media program with current educational trends & important issues.
- Outcome 11:** Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.
- Outcome 12:** Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.

**Figure 13**

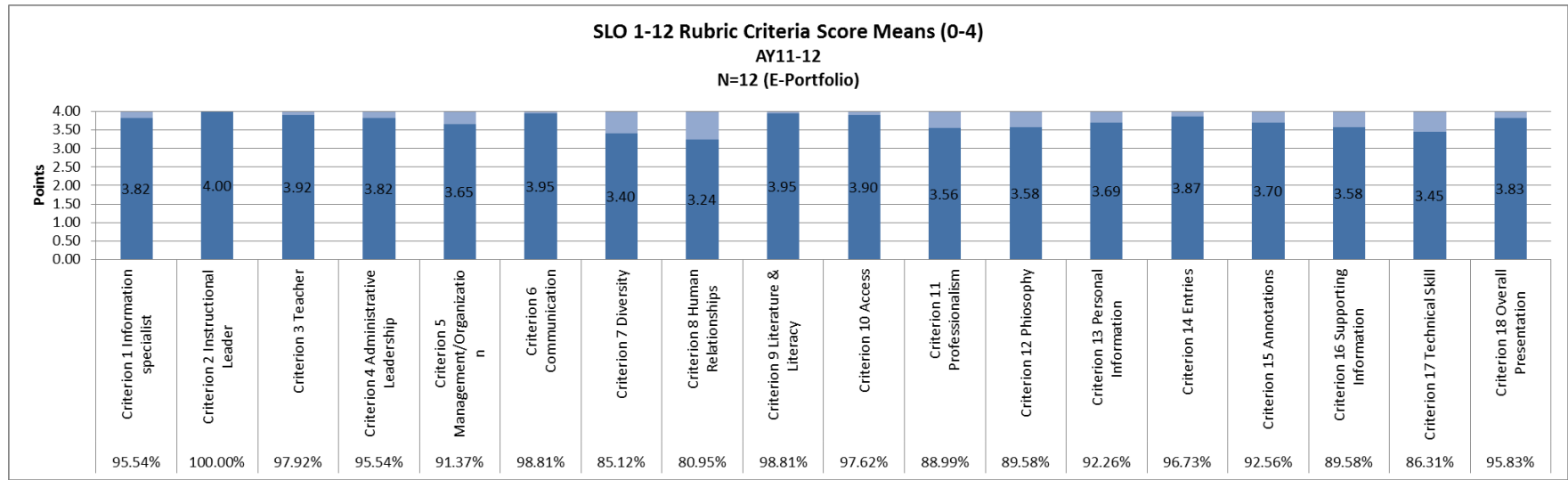
*AY11-12 Score Distribution-SLOs 1-12 (E-Portfolio)*





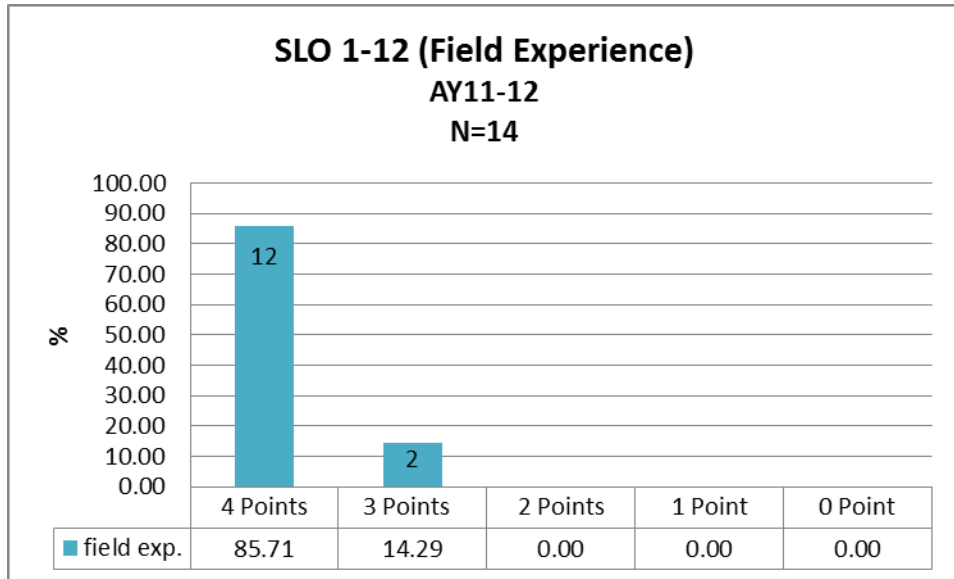
**Figure 14**

*AY11-12 Criteria Score Means-SLOs 1-12(E-Portfolio)*



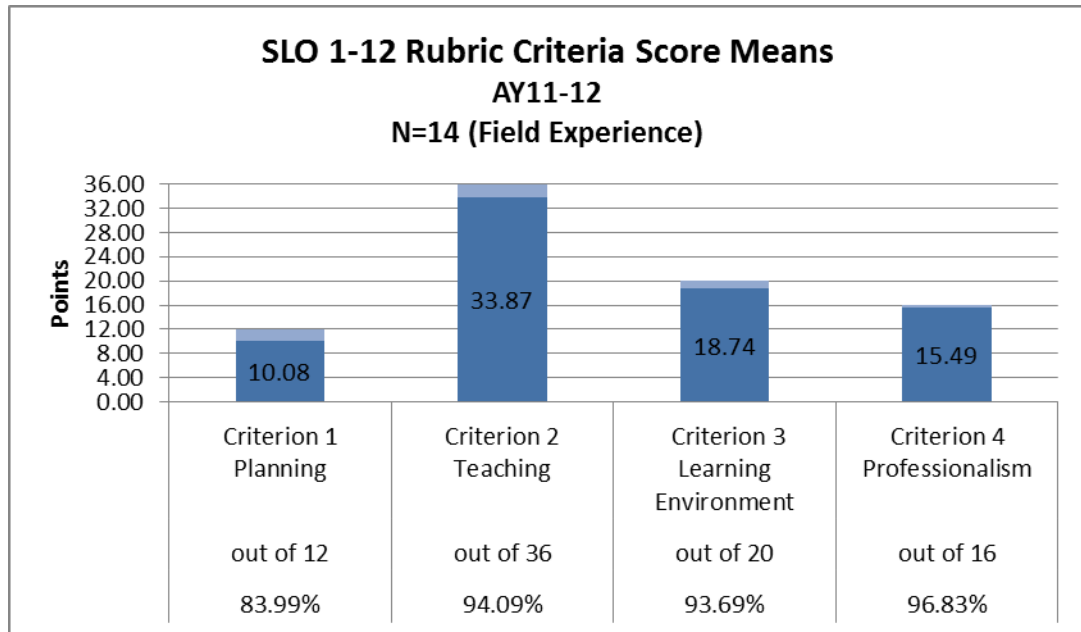
**Figure 15**

*AY11-12 Score Distribution-SLO 1-12 (Field Experience)*



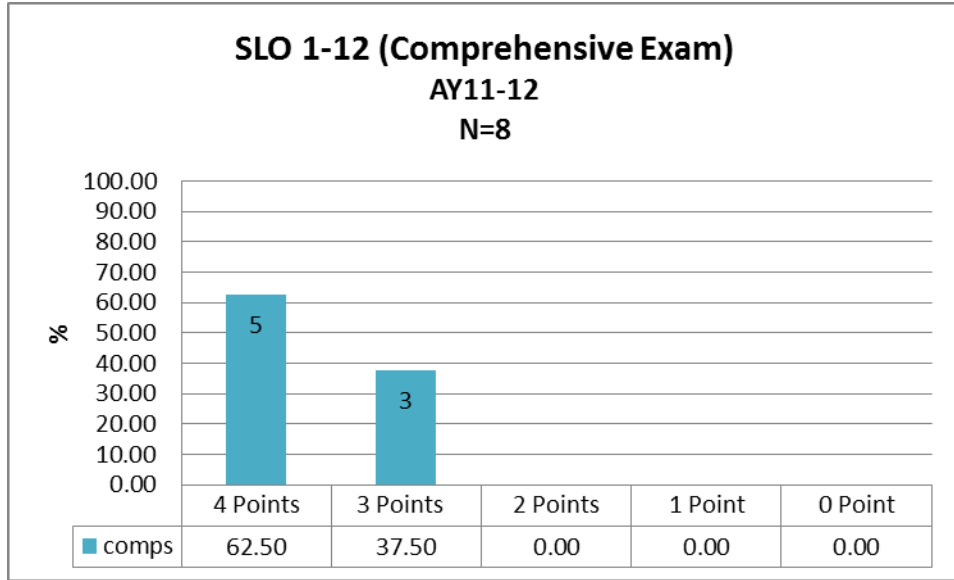
**Figure 16**

*AY11-12 Criteria Score Means SLO 1-12 (Field Experience)*



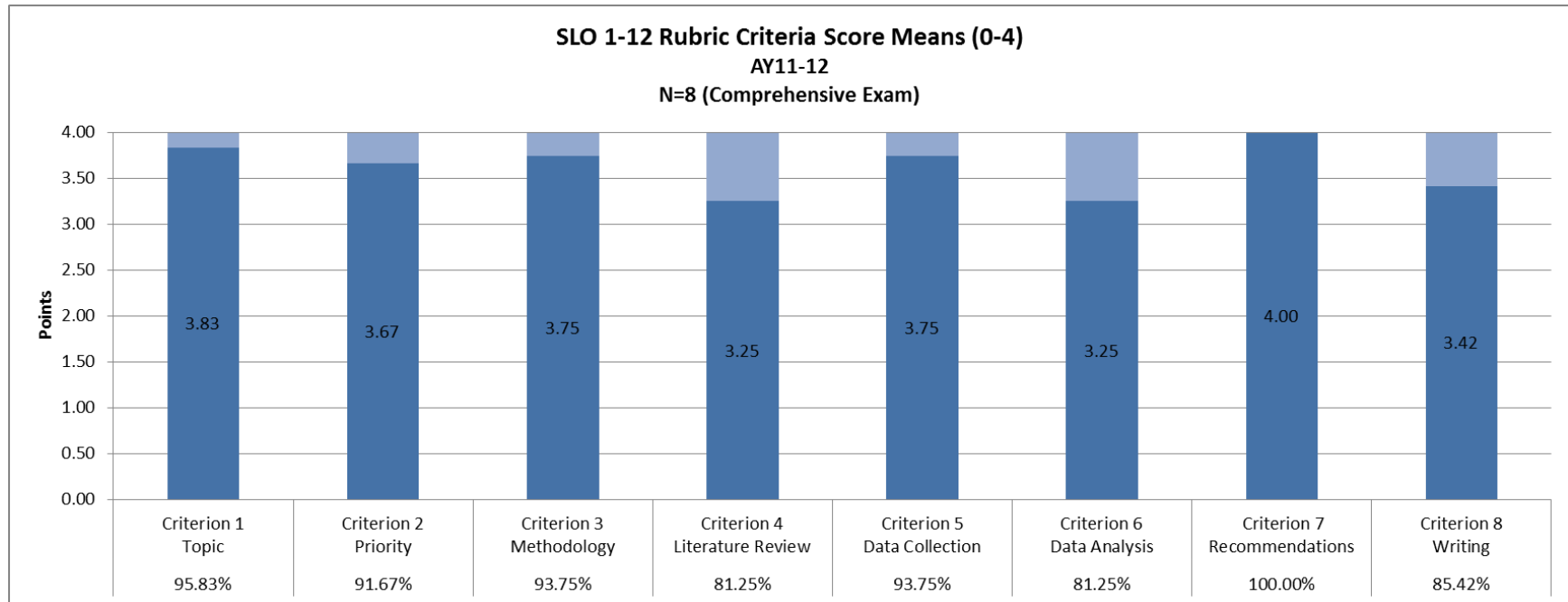
**Figure 17**

*AY11-12 Score Distribution-SLO 1-12(Comprehensive Exam)*



**Figure 18**

*AY11-12 Criteria Score Means-SLO 1-12 (Comprehensive Exam)*



- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

**Figure 18**

*Exit Survey-Question #4. Please share any comments you wish to about your experience in the Librarianship Program and/or the Library Media Teacher credential program.*

1	It's a fantastic program with very knowledgeable professors. The pacing is fantastic and the curriculum is applicable for any discipline not just the library.	Apr 18, 2012 12:45 PM
2	It's great! I absolutely feel prepared to do my job.	Apr 11, 2012 9:07 AM

**Figure 19**

*Exit Survey-Question #10. Please rate your level of general satisfaction with each of the following:*

	Very Satisfied	Satisfied	Dissatisfied Very	Dissatisfied	Rating Average	Response Count
My instructors frequently used technology and media to effectively promote learning.	<b>75.0% (6)</b>	25.0% (2)	0.0% (0)	0.0% (0)	1.25	8
My instructors expected us to use instructional technology and media in completing our assignments.	<b>87.5% (7)</b>	12.5% (1)	0.0% (0)	0.0% (0)	1.13	8
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	<b>87.5% (7)</b>	12.5% (1)	0.0% (0)	0.0% (0)	1.13	8
					<b>answered question</b>	8
					<b>skipped question</b>	1

**Figure 20**

*Exit Survey-Question #11. Comments: (regarding Question #10 statements)*

1	The opportunities to use and learn new technologies were tremendous.	Apr 18, 2012 12:48 PM
2	Library studies IS about information technology. Learning it, using it.	Apr 11, 2012 8:45 PM

**Figure 21**

*Exit Survey-Question #23. Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Rating Average</b>	<b>Response Count</b>
My program facilitated the development of my critical thinking skills.	<b>62.5% (5)</b>	37.5% (3)	0.0% (0)	0.0% (0)	1.38	8
My program facilitated the development of my problemsolving skills	<b>62.5% (5)</b>	37.5% (3)	0.0% (0)	0.0% (0)	1.38	8
My program prepared me for professional practice.	<b>75.0% (6)</b>	25.0% (2)	0.0% (0)	0.0% (0)	1.25	8
My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	<b>50.0% (4)</b>	<b>50.0% (4)</b>	0.0% (0)	0.0% (0)	1.50	8
My program helped me develop the ability to link my lesson content or treatment/intervention plan to students' experiences and cultures.	<b>62.5% (5)</b>	37.5% (3)	0.0% (0)	0.0% (0)	1.38	8
My program prepared me to teach and engage all students, including English language learners and those with special needs.	<b>62.5% (5)</b>	37.5% (3)	0.0% (0)	0.0% (0)	1.38	8
I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	37.5% (3)	<b>62.5% (5)</b>	0.0% (0)	0.0% (0)	1.63	8
					<b>answered question</b>	8
					<b>skipped question</b>	1

- OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

N/A

## Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness?  
Please note particular areas of strength or in need of improvement.

AND

6. How do these findings compare to past assessment findings?

Outcome #	Strengths	Need for Improvement	Change from 2010-2011
1	Knowledge of reference	Students need exemplar for in-depth reference study	Significant improvement in reflection
2	Critical analysis of youth literature		About the same overall (slight fluctuations)
3	NA		
4, 12	Planning	Students have a hard time collaborating in a short time (not under their control)	Significant improvement in all areas but mission statement
5, 6, 7	Lesson development and bibliography		No change
8, 9, 10	NA		
11	Analyses of community, collection, curriculum	Students should critique: 1) core collection lists to aid in purchase orders, 2) sample promotion efforts	Slightly lower in collection plan and order
Field experience	Teaching, learning environment, professionalism	Students have a hard time collaborating in a short time (not under their control)	Improved teaching
Eportfolio	Teaching, resource knowledge, presentation	Teacher can provide human relationship artifacts	Most about the same; improved presentations because of wiki use
Comprehensive Exam	Methodology, recommendations	Literature review quality depends on prior knowledge of the chosen topic	Improved methodology and recommendations

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

**Table 8**

*Action Plan*

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>	<b>CTC Standard (If Applicable)</b>
<b>SLO 1</b>	Provide exemplar for in-depth reference study	ETEC 545 Instructor	Jan., 2013	12 (Info specialist)
<b>SLO 11</b>	Provide core collection lists and sample promotion efforts for students to critique	ETEC 545 Instructor	Jan., 2013	12 (Info specialist)
<b>SLO 6</b>	Provide examples of human relationship artifacts	ETEC 580 Instructor	Jan., 2013	19 (Relationships)



## Appendix A

CSULB LIBRARIANSHIP PROGRAM ADVISORY BOARD MEETING MINUTES OCT 4, 2012

PRESENT: Lesley Farmer, Richard Moore, Sandy Patton Kathy Sheppard (via Skype)

The meeting was convened at 4:20 pm at Lakewood High School. Halloween snacks were provided by Sandy.

Kathy was welcomed to the group. She is representing Los Angeles USD (LAUSD) since Laura Graff retired. Esther Sinofsky heads the library-related services. A district TL is assigned for new libraries. Positions have been proportioned by student enrollment; middle school positions were hit. The teacher librarians (TL) are reviewing the position of library/textbook manager; Kathy will send Lesley the draft position description. TLs have been working with the Office of Civil Rights to ensure equitable library services and credentialed TLs. The status of that work, and its report, is uncertain at this point. TLs have been given training in teaching English learners.

Sandy Patton shared the status of Long Beach USD (LBUSD). TL positions are being stretched more, but no cuts will be made this year. TLs have developed a survey to capture data about library activities and impact.

Lesley will be speaking to Palomar Community College library tech students about CSULB's program. Richard reminded Lesley to keep in contact with Yolanda at Santa Ana CC's library tech program.

The group reviewed the CSULB librarianship program annual report, and approved it as read. Detailed discussion points follow:

- \* program changes: Dr. Farmer was very busy last year! The idea of merging the librarianship and ETEC program made sense in that it strengthens TLs' tech skills and attracts more ETEC students; the group liked the international aspects; the group was also impressed with the Special Class Authorization effort – Lesley noted that it is considered a separate program so that she will need to report that separately each year
- \* enrollment drop: caused by economic conditions (both in terms of the marketplace and tuition hikes); Lesley noted that she tells students about scholarships (which they win), but more students should be applying; she also noted the cutback on spring applicant eligibility
- \* lecturer: strong literature and management background, effective teacher, shadows Dr. Farmer's online course this semester and shares insights about courses' instructional design
- \* SLOs: reflect CTC wording; the group noticed that instruction is not mentioned strongly; the new SLOs emphasize that more (this year is a transitional year); it was suggested that instructors reiterate at the end of each course how assignments meet specific SLOs (and suggest that students name their files with the specific SLO number)
- \* Students' performance was high; the group knows that the program is rigorous and that the instructors provide valuable scaffolding (e.g., exemplars, field application)
- \* Human relationship artifacts: advocacy is a good way to demonstrate human relationships; other examples include joint planning documents, schedules, emails, cosponsored activities, PD; advocacy wasn't noted because the relevant course wasn't taught last year; one new SLO explicitly addresses advocacy; this activity needs to be done in the field all the time (e.g., attach library business card with each document provided to stakeholders – and note about process in developing the document)
- \* Lesley asked about how districts view CSULB grads. They tend to be leaders locally, regionally, and statewide.

Lesley mentioned that one of her students (working in LBUSD) will be creating a guide, including video tutorials, about class management issues relative to technology. TLs should be part of that development – or at least conduct PD on that issue for their site colleagues. TLs can also create videos on that topic to upload onto Teacher Tube; this effort would highlight TL expertise.

Lesley thanked the advisory board for their work. She suggested that a non-public school TL be added to the advisory board since that arena continues to support TL positions. Lydia Smith-Davis was suggested.

The meeting was adjourned at 6:15 pm.

Submitted by Lesley Farmer