

PROGRAM REVIEW UPDATE 2016-2017

Program: Library

Division: CATSS

Date: 10/10/16

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

One of the Library's Classified Professionals retired on July 28, 2016. We have a temporary on-call classified professional for Fall 2016 and are currently in the hiring process for a new classified professional.
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ACCJC made recommendations for improvement for the library. Recommendation 6 and 7. They are:

Recommendation 6. In order to improve, the team recommends the Library develop and implement a collection development plan to ensure print, media and electronic resources to provide the quantity, currency, depth and variety of resources to meet the needs of the College curriculum. (II.C1)

Recommendation 7. In order to improve, the team recommends the staffing and space needs as well as the hours of operation of the Library, Tutorial Center and the Reading and Writing Center are evaluated and the results of the evaluation be applied to ensure that equitable access to all services is provided for all students. (II.C1.c)

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

- **Extend Library hours** – (Achieved). The library was able to restore evening hours from 8 pm to 9 pm after many years of budget reductions. The college increased the part-time librarian budget. The summer hours were extended from 4 hours/day to 9 hours/day with Student Equity funds. Also, the weeks during the summer the library is open went from 8 to 10 weeks, a college decision. The Spring student survey showed approximately 84 percent of students were satisfied with the library hours.
- **Re-design the Library website:** (Achieved). The librarians implemented the redesigned Library website in Spring 2016. They collaborated with the new webmaster and received feedback from faculty and students and incorporated it into the redesigned Library website.
- **Increase program operating supplies budget to \$6,100:** (Partially Achieved) The budget increased from \$1,289 to \$2,600. The college's administrative services increased the budget.
- **Increase the office supplies budget to \$2,500.** (Partially Achieved) The budget increased from \$288 to \$1,500. The college's administrative services increased the budget.
- **Provide needed library and computer lab service by budgeting and hiring student assistants/computer lab tutors** (Partially Achieved). The college's administrative services added the line item back to the budget.
- **Add collaboration technology to an additional study room.** (Partially Achieved). One component was missed from the instructional equipment request. Instructional equipment funds provided all of the components except for one that controls the TV.
- **Add go-print technology to Library classroom 2033.** (Achieved). Instructional equipment funds and funds from the IT department were used to purchase the equipment and the IT department installed the technology.
- **Purchase 2 mobile white boards to assist in teaching library courses and library orientations.** (Achieved). Purchased with instructional equipment funds.
- **Add 32 browsing boxes for CDs and DVDs.** (Achieved). Purchased with instructional equipment funds.
- **Re-class the position of Learning Resources Assistant to Library Technician.** (Achieved) Board approval 10/15 of reclassification of Classified employees.
- **Add 84 pop-up outlets to the study carrels.** (Achieved)
- **Marketing: (Achieved and Ongoing)** Began using free online tool (Canva) to create more polished marketing and instructional materials to promote library classes, workshops and instruction as well as library services and events.
- **Extend the Embedded Librarian Program: (Achieved and Ongoing)** Continue to collaborate with discipline faculty to provide instructional sessions and resources for their students' research papers and projects.

- **Outreach: (Achieved and Ongoing)** In Spring 2016, the librarians also hosted a first-time gathering of LPC librarians, public librarians, and area high school librarians to discuss and explore future ways to serve our students.
- **Library workshops: (Achieved and Ongoing)** In Fall 2015 and Spring 2016, the library provided drop-in research and citing workshops for students. These workshops were carefully timed to correspond with due dates for student research papers and projects. The librarians held a flex day workshop for faculty on designing assignments in Spring 2016.
- **Increase access to course textbooks** in support of the student equity plan, SSSP, and basic skills initiatives. (Achieved) Received SSSP funds to purchase iPads with eTextbook access for basic skills math courses.
- **Annual library retreats: (Achieved and Ongoing)** – In January, before Spring semester, the full-time and part-time librarians met to go over library issues.
- **Updated course curriculum: (Achieved)** - LIBR 4, 5, 6, 7, and 8 have been updated.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

With the extended library hours, the number of students using the library has increased by an average of **50 percent** during Fall and Spring semesters. The usage by students during the summer session increased by an average of **44 percent** per month.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

- **Establish a stable Library budget (a minimum of \$300,000 per year from Measure A)** – This has not been done. There have been a few discussions as to how the library will receive a budget after the bond has ended. Nothing has been decided by the college.
- **Increase the general funds book budget.** \$10,000 was added to the book budget. The library needs this amount increased to \$60,000
- **Provide needed library and computer lab service by budgeting and hiring student assistants/computer lab tutors.** Restore budget of \$21,455 for student assistants and computer lab tutors. \$5,000 has been added to the student assistant budget.
- **Increase program operating supplies budget** to \$6,100. The 2016-17 budget is \$2,600 and still needs to be restored to \$6,100.
- **Increase the office supplies budget** to \$2,500. The 2016-17 budget is \$1,500 and still needs to be restored to \$2,500
- **Hire a Library Technician to replace retired classified professional.** This position is necessary for the success of the library.

E. What are your most important plans (either new or continuing) for next year?

- **Establish a stable Library budget (a minimum of \$300,000 per year from Measure A)**, the money from the bond will be running out after the 16-17 academic year. The stable budget will be used for the acquisition of print and online collections to support curricular programs and to address ACCJC Recommendation 6.
- **Increase the general funds book budget.** \$10,000 was added to the book budget. The library needs this amount increased to \$60,000.
- **Utilize instructional equipment funds to purchase books, databases, and other Library Material.** Definition of instructional equipment: #5, Library Material: databases, on-line

subscriptions, books, periodicals, videos, etc.

- **Increase program operating supplies budget** to \$6,100.
- **Increase the office supplies budget** to \$2,500.
- **Hire a Library Technician to replace retired classified professional.**
- **Add collaboration technology to an additional study room.** This will enable students to do group work with a technology enabled study room. Students will have the ability to connect their laptops to the 50 TV screen provided by the IT department. Purchase missing parts.
- **Extended the Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes.
- **Marketing:** The librarians will explore new ways to market: the streaming videos, music, eBooks, DVDs, and CDs to students, faculty, and staff; and online services with emphasis on chat service, study room reservations, and research guides.
- **Outreach:** Do more outreach and offer more training to faculty on collection development, assignment development, and use of library's online resources.
- **Increase access to course textbooks** in support of the student equity plan, SSSP, and basic skills initiatives.
- **Increase part-time librarian hours** to work on initiatives that enhance student learning and equitable access and/or to provide coverage in order for the full-time librarians to focus on collaborative projects such as Basic Skills, Puente, etc.
- **Increase DE student and faculty engagement** of library services and usage of library resources.
- **Library workshops:** Pilot offering of library workshops covering focused aspects of information competency and the research process. Two citing workshops specifically targeting the Health 1 students working on a behavior change project have been scheduled for Fall 2015.
- **Annual library retreats** for all librarian faculty in order to discuss SLOs/SAOs and other important library issues that need to be communicated to all of the librarians.
- **Establish a reliable proxy server:** provide a stable secure login process for accessing the library's online resources from off-campus. Work with ITS and vendor to implement hosted EZProxy. Need funding to pay annual maintenance costs.
- **Facility: Assist in the development of an integrated academic support center:** students are in need of a centralized academic support center housed in one convenient location to provide crucial services. Many students approach the library reference desk in need of tutoring, writing assistance, math skills, basic skills remediation, proctoring, etc.
- **Update course SLOs:** Add new SLOs for LIBR 4, 5, 6, 7, and 8.
- **Update curriculum:** the one-unit library skills class (LIBR 1) course curriculum needs to be updated.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- **Establish regular and ongoing processes to implement best practices to meet ACCJC standards**
- **Provide necessary institutional support for curriculum development and maintenance**
- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes**
- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

Yes!

- **Establishing a stable Library budget** connects to the first planning priority: The ACCJC requires every community college to have a library that meets the needs of its students. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Provide necessary institutional support for curriculum development and maintenance*]
- **Increase the general funds book budget.** [Establish regular and ongoing processes to implement best practices to meet ACCJC standards].
- **Hire replacement Library Technician position.** [Establish regular and ongoing processes to implement best practices to meet ACCJC standards.]
- **Add collaborative technology** and an additional device to add a technology supported study room. This supports student success in Basic Skills, CTE, and Transfer courses. This provides students an additional opportunity for practicing presentations and continuing group work that has been assigned by their instructor. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*]
- **Annual library retreats** support the planning priority: develop processes to facilitate ongoing meaningful assessment of SLOs. Time at the library retreats will be dedicated to discussing the library's SLOs and SAOs. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*]
- **More marketing** of Springshare's chat/text supports the planning priority: expand tutoring services to meet demand and support student success. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards*]
- **Increase program operating supplies budget** to \$6,100. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards*]
- **Increase the office supplies budget** to \$2,500. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards*]
- **Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses*]
- **Marketing:** The librarians will explore new ways to market: the streaming videos, music, eBooks, DVDs, and CDs to students, faculty, and staff; and online services with emphasis on chat, study room reservations, and research guides. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses*]
- **Outreach:** Do more outreach and offer more training to faculty on collection development, assignment development, and use of library's online resources.

[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]

- **Increase access to course textbooks** in support of the student equity plan, SSSP, and basic skills initiatives. ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Provide necessary institutional support for curriculum development and maintenance, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]***
- **Increase part-time librarian hours** to work on initiatives that enhance student learning and equitable access. ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]***
- **Increase DE student and faculty engagement** of library services and usage of library resources. ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]***
- **Library workshops:** Pilot offering of library workshops covering focused aspects of information competency and the research process. Two citing workshops specifically targeting the Health 1 students working on a behavior change project have been scheduled for Fall 2015. ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]***
- **Establish a reliable proxy server:** provide a stable secure login process for accessing the library's online resources from off-campus. Work with ITS and vendor to implement hosted EZProxy. Need funding to pay annual maintenance costs. . ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards]***
- **Assist in the development of an integrated academic support center:** students are in need of a centralized academic support center housed in one convenient location to provide crucial services. Many students approach the library reference desk in need of tutoring, writing assistance, math skills, basic skills remediation, proctoring, etc. . ***[Establish regular and ongoing processes to implement best practices to meet ACCJC standards, Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses]***
- **Update SLOs:** [Develop processes to facilitate ongoing meaningful assessment of SLOs into college processes]
- **Update curriculum:** [Establish regular and ongoing processes to implement best practices to meet ACCJC standards].

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes ____

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

n/a

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIZ>

SAO: The library hours meet student academic needs.

Describe the quantitative or qualitative results: The percentage of students satisfied with the library hours increased according to the student survey.

Discuss any actions taken so far (and results, if known): The library increased its hours due to an increase in part-time library funds from the general budget.

Discuss your action plan for the future:
Monitor student survey results for satisfaction with library hours.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: LIBR 7
Course SLO: Students will develop and refine search strategies to locate eight appropriate information sources using the Internet for an approved topic.
Describe the quantitative or qualitative results: The qualitative results showed students were more engaged due to the ability to visually represent the research process including developing search strategies based on a topic.
Discuss any actions taken so far (and results, if known): White boards were purchased with instructional equipment funds. For the first time 100 percent of the students were successful.
Discuss your action plan for the future: Expand white board use to expand it from the classroom to the library orientations.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: N/A
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

N/A for the Library.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?