Program: Library

Division: ALSS

Date: 10/5/15

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SLO/SAO Point-Person: Tina Inzerilla

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.*

Time Frame: *This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.*

Topics: *The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.*

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 "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The library remodel was completed in April 2015. Since the library has reopened items have arisen that are needed by the library: 32 CD/DVD browsing shelves need to be added; 1 go print set up needs to be added for one of the library classrooms; 1 table and several chairs that will enable the library to have an additional study room with "smart technology"; and 2 portable whiteboards are needed. In addition, most of the tables that have power in the study carrel area need to be replaced because the students have difficulty in reaching the outlet for them to plug in without damaging their wrist.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

- **Library remodel**: [Achieved] Construction was substantially completed on Saturday April 4th and the library re-opened after spring break 2015, on Monday April 6th.

- **Re-class the position of Learning Resources Assistant to Library Technician** in order to achieve parity with Chabot: [Partially Achieved] –One more person still needs to be reclassified.

- **Extend Library evening hours:** [Partially Achieved] – The library was able to extend hours until 8 pm. (see obstacles in C).

- **Marketing and Outreach**: [Partially Achieved] The library classes have been advertised in multiple locations in order to increase enrollment. One of the librarians created the marketing material in lieu of collaborating with VCOM.

- **Implement Springshare's Chat/Text (LibAnswers)** [Achieved]. Testing and implementation was completed in Spring 2015 and librarians were trained and a chat schedule created in Fall 2015.

- **Implement LibCal**, a study room scheduling system. [Achieved] This has been implemented and students use LibCal when scheduling study rooms from the library home page.

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

- **Establish a stable Library budget** – This has not been done. There has not been any discussion as to how the library will receive a budget after the bond has ended.

- **Extend Library evening hours** –According to student feedback the library needs to be open until 9 pm Monday-Thursday. Additional money was not provided for the part-time librarian budget. Extending hours until 9 pm is still unknown because we have not yet received the '15-'16 budget as of 10/12/15. Additional funds are still needed to extend the library hours until 9 pm. The library's annual student survey results consistently show that students would like to have the library open later weekday evenings (M-Th). The library hours need to be later for students. Most students indicate a preference for the library to be open until 10 pm; staying open until 9 pm is a step in the right direction.

- **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. The status is unknown because we have not yet received the '15-'16 budget as of 10/12/15.

- **Increase program operating supplies budget** to $6,100. The status is unknown because we have not yet received the '15-'16 budget as of 10/12/15.

- **Increase the office supplies budget** to $2,500. The status is unknown because we have not yet received the '15-'16 budget as of 10/12/15.

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

- **Establish a stable Library budget**, the money from the bond will be running out after the 15-16 academic year. The stable budget will be used for the acquisition of print and online collections to support curricular programs.

- **Increase program operating supplies budget** to $6,100.

- **Increase the office supplies budget** to $2,500.

- **Re-design the Library website**: A redesigned library website is currently in beta testing and is

scheduled to launch in January 2016 (at start of Spring Semester).

- **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.
- **Add go-print** technology to Library classroom 2033. This will allow ease of access to students with disabilities. Currently the students have to go to the main room of the library to retrieve their print outs.
- **Purchase 2 mobile white boards** to assist in teaching library courses and library orientations. The addition of white boards will help with SLO assessments for 5 library classes.
- **Add 32 browsing boxes for CDs and DVDs** for students to have easier access to the media. Currently, approximately 50 percent of the CDs are in boxes and are not accessible to students, faculty, and staff.
- **Re-class the position of Learning Resources Assistant to Library Technician** to in order to achieve parity with Chabot – This has partially been completed. This should have been completed after the consultants evaluated all of the classified positions.
- **Extend Library evening hours** –According to student feedback the library needs to be open until 10 pm Monday-Thursday. The part-time librarian budget needs to be increased to accomplish this goal.
- **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, 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.
- **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.

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

> *Planning Priorities for 2015-16*
> - *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]*
- **Extending the library hours** maps to expand tutoring services. The library provides tutoring to students needing to do research for their 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.]*
- **Adding 2 portable white boards** focuses on providing institutional support for curriculum development and maintenance and developing processes to facilitate ongoing meaningful assessment of SLOs and SAOs. *[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]*
- **Add collaborative technology** and an additional table and chairs 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.]*
- **Add additional browsing bins for CDs and DVDs** for students to have easier access to the media. This also supports student success in Basic Skills, CTE, and Transfer course because students will be able to locate CDs that are currently being stored in boxes due to a lack of shelving. Currently, approximately 50 percent of the CDs are in boxes and are not accessible to students, faculty, and staff. [*Establish regular and ongoing processes to implement best practices to meet ACCJC standards]*
- **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]*
- **Re-design the Library website**: A redesigned library website is currently in beta testing and is scheduled to launch in January 2016 (at start of Spring Semester). [*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]*
- **Add go-print** technology to Library classroom 2033. This will allow ease of access to students with disabilities. Currently the students have to go to the main room of the library to retrieve their print outs. [*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]*

- **Re-class the position of Learning Resources Assistant to Library Technician** to in order to achieve parity with Chabot – This has partially been completed. This should have been completed after the consultants evaluated all of the classified positions. [*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*]

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

(This data can be found here: http://goo.gl/y9ZBmt)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Students have given extremely positive feedback about the remodeled library according to the student survey and feedback from students in the library. Areas that the students really like are more group study rooms, more computers, and more individual seating. Students especially enjoy how quiet the library is because this allows them a space for studying for their classes. Students can do group work by using our study rooms. The students love having technology in four of the study rooms and would like more of the study rooms to have the same technology. The library would like to add the technology for one more study room to bring the total of 5 study rooms that have technology for the students to practice their presentations, watch videos with classmates, and work on complex issues in a group setting.

We have impacted multiple disciplines by providing resources they need to make their students successful. Humanities/Philosophy, Administration of Justice, History, Women's Studies, Nutrition, Psychology-Counseling, EOPS, Business, English as a Second Language, Chemistry, Psychology, and Early Childhood Development will be including information about how the library has impacted their students in their program review update.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

Students in the LIBR 8 Fall 2014 and in Spring 2015 had high rates of success (all above 90%) with the developing search strategy SLO indicating that students are successfully able to create a search strategy to find needed information after completing LIBR 8.

B. Discuss assessment results that indicate a need for improvement.

Assessment results for the LIBR 8 2014 and 2015 APA and MLA citations SLO are overall successful, but do indicate that there is room for improvement. Specifically identified as areas of improvement are the teaching of Noodlebib's feedback tool (the citation management software) and more hands on citation deconstruction with the students. The library will be requesting two rolling/portable whiteboards that will encourage more hands on activities in the classroom with a specific focus on citations, which will help to improve student success of this SLO.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

 Once the rolling/portable whiteboards are an approved Instructional Equipment request the instructor will change their pedagogy to use the portable whiteboards while teaching citations to the students.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

n/a

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

n/a

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES XXX   NO ☐

If yes, please explain.

Two rolling/portable whiteboards are needed to improve student success for citation SLOs. They will enable for more hands on activities in the classroom with a specific focus on citations

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

    Examples might include (Your responses may vary.):
    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments
    - changing service hours
    - changing modes of service delivery

    Changing pedagogy to increase student success and equity.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES XX   NO ☐

    If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	**5**
Estimated number of SAOs that will be written or revised:	2

    a. What courses or SAOs will your program assess during this academic year (2015-16)?

    All library course level SLO's will be assessed. All SAOs will be assessed.

    b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

    Number of Part-Time faculty who will participate in the SLO

process (creating, assessing or discussing SLOs)	
Fall 2015	0
Spring 2016	6