

PROGRAM REVIEW Fall 2021

Program: Library

Division: BSSL

Date: 10/27/2021

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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.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Developed a draft masterplan on equity and inclusion to review existing policies, collections, and services and to seek new equity-minded efforts to encourage more students to use the library.	X	X	X
2 Updated loan policies to include equity minded language.	X	X	X
3 Designed new handouts to reflect new language of update policies.	X	X	X
4 Created a BELL (Basic/English Language Learner Book Kits	X	X	X
5 Created a Covid-19 lockdown library guide to bridge faculty to online learning. This guide included links to free textbook programs.	X	X	X
6 Developed a new library guide in celebration of Latinx/Hispanic Heritage Month.	X	X	X
7. Collaborated with ITS and the LPC Foundation to provide laptops and wifi hotspots to students.	X	X	X
8. Acquired books and resources on social justice and anti-racism	X	X	X
9. Collaborated with ESL faculty: in purchasing books and categorizing them to be the most efficient way for students to locate the BELL (Basic English Language Learner) books.	X	X	X
10. Created a new non-credit Certificate of Completion in Basic Research Skills consisting of four, three-hour, non-credit courses.	X	X	X
11. Updated all LIBR courses to include DE options to teach the courses fully online (FO), partially online (PO), or online with flexible in-person component (OFI). Also updated all LIBR courses for Title V compliance (updated textbooks, reviewed/updated course content, assignments. Current LIBR courses offered are: LIBR 1, 4, 6, 7, and 29.	X	X	X
12. Deactivated the following LIBR courses: LIBR 5 and LIBR 8.	X	X	X
13. Library Smart Shop workshops eight online workshops were offered each semester.	X	X	X

14. Implemented seat reservation system for individual study in the library; allows for social distancing, building occupancy tracking, and contact tracing.	X	X	X
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 The Library Technician responsible for acquisitions and public service resigned as of 8/1/19. A replacement library technician must be hired or the library hours will be cut once the library is reopened. Three library classified professionals are not enough to cover all of the open hours of the library. Before Covid19, the library was open 71 hours a week: 8 am to 10 pm, Monday through Thursday, 8 am to 4 pm, Fridays, and 11-6 pm on Saturdays. 22 hours will be cut from the current hours of the library if we are not able to replace the position. In other words, 30 percent of the current library hours will be reduced. The new hours in Spring or Fall, 2021(may be 9 am to 7 pm, Monday through Thursday, 9 am to 4 pm Fridays, and closed on Saturdays/Sundays. A reduction of this magnitude will have a huge impact on students, especially disproportionately impacted students. Students rely on the library for access to reference and research assistance, a safe place to study, facilities for group work, and reliable internet and computers. The library supports all disciplines across campus with services and resources designed to complement classroom instruction. In addition, a reduction in hours will impact the library's partnership with programs such as the RAW Center's tutoring sessions in the library. The tutoring sessions can be by appointment but the drop-in service has reached many students who seek writing help as they work on research projects. The library is the only place on campus where students can seek academic assistance on a Saturday. With the college's clearly stated motto of "Students First", all efforts should be made to maintain the library's hours by hiring a replacement for the necessary staff position.	X	X	X
2 Increase the line item for summer library hours to \$30,000 to account for the increase in the part-time and summer library salary schedule. The library budget was not adjusted commensurate with the new FA hourly rate. Therefore, in order to compensate for the shortage in the budget, the library	X	X	X

reduced library hours from its regular 8 hours a day to 7 hours a day last summer. In 2020-21, library budget for summer hours is \$23,100. With the LPC Tutorial Center closed during the summer session, the library is the only place on campus where students can seek academic assistance.			
3 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. To support the expanded hours of the library, an additional \$4,000 (totaling \$25,455) to the budget needs to be added. In 2020-21, the student assistant budget is currently \$9,967.	X	X	X
4 Increase program operating supplies budget to \$8,500. The current budget is \$1,400, which is a drastic decrease from the original \$6,100. In addition to restoring the budget, an additional amount of \$2,400 is needed to process books and DVDs purchased with Measure A funds. Without these funds, there will be a delay in making new research materials available to students.	X	X	X
5 Increase the office supplies budget to \$2,500. The 2020-21 budget of \$900, which was cut from \$2,500, is insufficient to maintain smooth library operations.	X	X	X
6 Increase the budget for the part-time librarians back to \$70,000. The budget has been reduced to \$64,000.	X	X	X

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1. The acquisition's Library Technician resigned as of 8/1/19. A replacement library technician must be hired or the library hours will be cut once the library is reopened. Three library classified professionals are not enough to cover all of the open hours of the library. Before Covid19, the library was open 71 hours a week: 8 am to 10 pm, Monday through Thursday, 8 am to 4 pm, Fridays, and 11-6 pm on Saturdays. 22 hours will be cut from the current hours of the library if we are not able to replace the position. In other words, 30 percent of the current library hours will be reduced.		X		
2. Effectively utilize and establish a plan to efficiently support Measure A funds. Continue to collect and encourage requests of library material from the		X		

disciplines. Continue working with the discipline faculty on determining the necessary collections to support their curriculum and course assignments. Need to ensure that we not only use the funds to purchase library materials on behalf of the campus, but also to support these purchases throughout the processing, training, outreach, and management of the requested resources.				
3. Increase part-time librarians budget to \$70,000	X			
4. Increase program operating supplies budget to \$8,500.		X		
5. Increase the office supplies budget to \$2,500.		X		
6. Increase the student assistant budget to \$25,455.		X		
7. Extend the Embedded Librarian Program to support students directly with a partnership between classroom faculty and librarians. This collaboration allows research skills to be seamlessly incorporated into the course content.		X		
8. The librarians will explore new ways to inform students and faculty about the collections and services that support academic research and study. By increasing marketing efforts, more students will utilize the library's resources and services.		X		
9. Outreach: Do more outreach and offer more training to faculty on collection development, assignment development, and use of library's online resources. Continue outreach and create more opportunities to provide training to faculty and use of library's online resources.		X		
10. Increase funds for summer library hours to \$30,000 to allow for raises in salary for the librarians.		X		
11. Increase DE student and faculty engagement of library services and usage of library resources through an increase in research support through online orientations, chat, and research help. This is becoming increasingly important for equitable access.		X		

12. Continue teaching Smart Shops on the research process and the other aspects of information competency. Maintain the process of assessing the current series of workshops and develop new sessions , as needed, to address any new resources or advanced skills.		X		
13. 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. This can only continue with an increase of part-time librarian funds		X		
14. Library Services Platform (LSP): Continue to modify Alma and Primo software to keep enabling student success. Create an in-service program to ensure all library faculty and staff are trained as new functions are added to the system.		X		
15. Participate in the planning and implementation of library expansion and building 2100. There will be meetings, architecture selection, and blueprint review for the library and 2100 building (ongoing).		X		
16. Begin offering courses in our “Basic Research Skills Certificate of Completion” program in Fall 2021.		X		
17. The library faculty will provide research instruction for the Spring 2022 English 1A (CRN 33214) offered to the Women's Federal Correctional Institute (FCI) in Dublin. In order to support this class, the library will collaborate with the English Faculty to develop and facilitate a physical paper packet-reliant research process that does not require student internet access or access to LPC Library's physical resources.	X			
18. The library will collaborate and coordinate internal librarian efforts to support the research process of the FCI students in the Spring 2022 English 1A (CRN 33214) class. The paper packet-reliant research process will come in the form of developing research packets for each student and answering follow-up research questions with individually researched secondary packets. This process will require extra time and	X			

therefore extra funding for part-time librarians will be necessary.				
19. Continue to provide virtual academic instruction and support to students, faculty, and staff through library orientation research workshops in synchronous and asynchronous (video recording) formats, appointments with librarians, and 24x7 chat with a librarian service.		X		

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.
 ____N/A

Campus system or Committee	How has it benefitted your students?
Campus system and Committees	Brought more focus to the library services and programs.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

___X___N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

N/A

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
__X__yes ____no
- 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

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

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(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

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(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

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C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

Fall 2020 LIBR6 - Research in Special Subjects

- Upon completion of LIBR 6, the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 6, the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 6, the student should be able to formulate citations in the appropriate format and style

Spring 2021 LIBR4 - College Research Techniques

- Upon completion of LIBR 4, the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 4, the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 4, the student should be able to formulate citations in the appropriate format and style.

These two courses are .5 unit courses that have a different focus, but have the same SLO's. Assessing all of the SLO's in each of these courses allows us to compare the impacts of the different course focuses and levels on the student learning outcomes.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____100____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Between the two courses, the SLO “Upon completion of LIBR 4, the student should be able to formulate citations in the appropriate format and style.” was the most difficult for students. Each course had about a 65% mastery of this SLO. From this we can conclude that citations continue to be difficult for students across our courses. The first SLO “Upon completion of LIBR 4, the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness” was extremely successful in each class with a 100% mastery. Between the results for each of these two SLO's we can generally conclude that some of the focus from search statements can be shifted to citations (but not to much).

(4) Describe the pertinent findings. What, if any, equity issues emerged?

In looking at the data from the Office of Research, Planning, and Institutional Effectiveness Las Positas College we can see the the majority of our students in Spring 2021 were female, 19 or younger, and White, Asian, or Latino. The majority of our students in the Fall 2020 were also majority female and 19 or younger, but were majority African American and Latino.

The students in Spring 2021 were mostly Concurrent Enrollment students, while the students in the Fall 2020 were mostly 1st time college students.

The success rates for both semesters were above 80%, but slightly lower in the Fall (83% compared to 86%).

The overall success rates were consistent with previous years.

The DE success rate in Fall 2020 greatly improved when comparing with Fall 2019.

As is a broader trend, we are seeing more females enrolling in our classes than males. This may be a equity of access issue.

The information provided great insight as to who is taking our courses overall, but we were unable to drill down into the success rates and therefore, we were unable to identify any further specific equity issues.

(5) List changes that you plan on making to improve student learning.

Between the results for the two SLO's discussed in #3, we plan to continue to monitor across the courses and perhaps shift some of the focus from search statements to citations (but not too much).

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

Focus on improving teaching pedagogies that will promote success for 1st time college students; African American, Asian, and Latino students; and female students.

Be aware of and look for ways that we may be excluding Male enrollment.

Between the results for the two SLO's discussed in #3, we plan to continue to monitor across the courses and perhaps shift some of the focus from search statements to citations (but not too much).

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

Need more funding and outreach support.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES __X____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

The SAO that was up for review last year was, "LPC Library services and resources will demonstrate a measurable positive impact on student success rates." We have three SAO's and this is the first listed and often the most important. Therefore we wanted it to be first in the 3 year planning cycle.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). __0__%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

n/a

(4) Describe the pertinent findings. What, if any, equity issues emerged?

n/a

(5) List changes that you plan on making to improve student learning.

n/a

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

n/a

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

n/a

(8) Are you planning on revising on your 3-year planning template? If so, describe.

__X__ YES _____No

Yes. Unfortunately, due to the building closure that affected the library, at this time there is insufficient data to assess this SAO. We will plan to assess for next year.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

____YES __X____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES __X____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ____X____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES ____X____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?