

PROGRAM REVIEW Fall 2022

Program: Library

Division: Business, Social Science and Learning Resources

Date: 10/27/2022

Writer(s): Tina Inzerilla, Frances Hui, Angela Amaya, Collin Thormoto

SLO/SAO Point-Person: Kali Rippel

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Library Smart Shop workshops eight online workshops were offered each semester.
2 Worked with the construction team of Swinerton and Flint for the remodel and addition to the library.
3 Provided research instruction to the Women's Federal Correctional Institute (FCI) in Dublin. The library collaborated with English and Religious Studies faculty in providing access to Library resources for students that did not have access to the internet.
4 Provided Covid-safe services to re-open the library for all students, faculty, and classified professionals. The library building was open 1,957 for use, in addition to the contactless pick up of materials availability and 24/7 chat services.
5 Contactless pick up of library materials.
6 Amped up technology loans and facilitated campus-wide technology loans.
7 Introduced reference appointments
8 Ramped up 24/7 online chat.
9 The Library Services Platform (LSP) is continuously updated for new features that need to be implemented.
10 Implemented and continued to grow the LibGuide Canvas integration project
11 Added several new databases and online videos in response to curricular needs.
12 Supported more than 3500 individual interactions at our help desks.
13 Offered 67 instructional sessions, with over 1100 students participating.

14 Maintained the library homepage, which was visited over 100,000 times.
15 Maintained, created, and managed the library research guides which were visited over 56,000 times.
16 Maintained and managed over 90 databases/resources that were opened over 20,000 times.
17 Maintained collections searchable in OneSearch the library's search tool with over 27,000 physical books, 286,000 eitles, and more. Onesearch was searched over 26,000 times. Over 60,000 videos were streamed and over 50,000 eltems were requested.
18 Created new how-to videos on research strategies and library services.
19 Increased social media presence as a means to connect with students and community.
20 Engaged students outreach events to connect them to library resources.
21 Participated in learning community and discipline events to promote library services (i.e. Veteran's orientation, ECE resource fair, etc.)

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
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.

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 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.

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. It appears that the program operating supplies and office supplies budgets have been combined in Banner. 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. If that is the case the total amount needed \$13,400.

5. Increase the budget for the part-time librarians back to \$70,000 plus an additional \$7,000 to allow for the increase in the budget. The budget has been reduced to \$64,000. The total amount requested is \$77,000. If this is not increased there will be a cut in library hours.

6. Increase part-time librarian hours by \$4500 to support the second Puente cohort. Currently, the library supports one cohort which are a lot of extra hours due to the collaborative nature of the learning communities and the high levels of support required student success. The increase in part-time librarian hours would support the full-time librarians' ability to support the cohorts. In order to stay committed to the learning communities we need additional funds.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Technology Loan program and online and in-person appointments for students.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The library's mission statement based on the College Mission Statement.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
a) Hire a new library technician.		X		X
b) Increase budget for part-time librarians.		X		X
c) Participate in planning and implementation of library expansion and remodel		X	X	
d) Participate in second cohort of Puente				

Tab to add more lines as needed

F. 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?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Expand free printing	Fund printing from SEA
For the courses that do not have OER/ZTC textbooks, provide an alternative for the expensive books.	Fund textbooks that are not OER/ZTC

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>

- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

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 are 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?
____ 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.

The pandemic is a reason why the Library did not meet the program set standard because the classes were online.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

N/A

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-------------|--------------------|
| ● Gender | ● BOG Recipient |
| ● Age | ● First Generation |
| ● Ethnicity | ● DE |
| ● EOPS | ● Online |
| ● Veteran | |

- Hybrid

- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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

LIBR7 - The Open Web & Search Engines

- Upon completion of LIBR 7, 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 7, 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 7, the student should be able to formulate citations in the appropriate format and style

The courses were chosen because they have similar CSLOs.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____100____%
3. [Using the CSLO data and reflection questions](#), what are some conclusions?

Between the two courses, the SLO “Upon completion of LIBR 4/LIBR 7, the student should be able to formulate citations in the appropriate format and style.” was the

most difficult for students. Each course had the lowest levels of 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" had the highest levels of 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 too much).

4. 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).

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

n/a

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Unfortunately, at this time there is insufficient data and resources to assess the SAO's. We will plan to assess by the end of this AY to meet the 3-year cycle requirements.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

The library does not have any degrees or certificates.

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES ___X_____ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ___X_____ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ___X_____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

--

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ X _____ No

If yes, please provide details and the rationale

--

E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ X _____ No

Course Name & Number

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

--