

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Library	ALSS	Warren, Inzerilla, Hui, Amaya

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program’s findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Las Positas College Library’s mission is to support the college’s educational programs,

curriculum and instructional philosophy. LPC Library has developed a program that provides reference and public services, research skills classes, and access to a collection of print and electronic resources. The Library collaborates with faculty and appropriate college groups to ensure that the Library program supports the learning needs and styles of a diverse student population.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

LPC Library supports the mission of Las Positas College by providing information services and resources that are college wide and developed for a diverse student population.

LPC Library advances Las Positas College's mission by:

- Supporting students and faculty throughout the educational process.
- Maintaining a collection of books, periodicals, media and electronic materials that supports the curriculum.
- Teaching research skills.
- Providing access to current information technology.
- Maintaining public services and an environment that promotes teaching and learning.
- Staffing the service areas with Library faculty and trained staff to help users interface with the resources.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
1	5	3

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Courses are assessed every semester they are offered. Some courses are offered periodically.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

All of the full-time librarians discussed the assessment results at the end of each semester. The evidence is in a meeting agenda.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

The distance education version of Library 8, was discontinued due to lack of participation in completing homework by students and low student success rates. Fall 2011 was the first semester the face to face version of the class was offered. Both Fall and Spring 2012 need to be assessed before discussion with library faculty was done.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

The course assessment results are not related to the resource requests because the Library is not like the disciplines.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (i.e. additional assessments or reassessment)?

There will be a meeting between full-time and 6 part-time librarians to discuss the

current SLOs and assessments. The plan will be to create new SLOs and SAOs for the library.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Library staff meets monthly to discuss concerns and daily operations. The meeting agendas have been informal in the past but notes and dialogue documentation are now part of the meetings. Much of the library dialogue occurs on a needs basis with discussion and a plan of action between the librarians as necessary for library function. It is not generally recorded. Also email is another method for discussing data. Library faculty primarily discuss the annual student survey, library guides usage, database statistics, library website usage and year end circulation/instruction statistics. Survey results and various statistics reports are kept in the library staff shared drive along with the meeting notes and agendas. Shared drive allows everyone on the staff access to the data content for reflection and in-put.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Database statistics:

Results are used to discontinue databases not being sufficiently used. Because of the high cost of databases, unused databases can be replaced with a different choice that might better suit LPC student needs or help maintain more needed items as the budget shrinks. Statistics are also used for marketing purposes. A database that is especially pertinent to a department but not getting enough use is targeted for marketing to that department to increase use. Usage statistics also drive the development of instructional tools to ensure efficient use of the database content by students. Example of continued increase in the database usage can be seen in the EBSCO (a particular vendor that we purchase from) Total searches statistics: for 2011 = 272,191 versus 2012 = 424,091.

Circulation statistics:

Analyzed for trends that would be useful for collection development. Example is the trend that the cd collection is not being checked out but the online streaming cd collection is getting more use. Therefore the library will not purchase cd's on a regular basis but continue to fund the Music Online database.

Circulation statistics on e-book materials:

Currently these are hard to analyze at this time due to the shared nature of the catalog with Chabot. There is an increase in e-book use reflected in the statistics but from which campus is the question. Based on this and other factors, the Library staff has decided to separate the online catalogs.

Orientation/Instructional Sessions:

Statistics are tracked to determine scheduling of adjunct librarians. Classes that cannot be accommodated are also noted. Results have shown that classes wanting an orientation overlap during certain times of the day. This pattern shows that the library needs more than one orientation area to meet student research needs. This has been requested when the Library faculty have presented a need for a remodel. Although the library uses the term "orientation", it is important to point out that these sessions are assignment specific often resulting in creation of tip sheets, library guides or other tools that the student can use and the faculty instructor can incorporate into Blackboard. Averaged 178 classes reaching 5887 students in 2011-12.

Reference Desk Statistics:

Used to determine scheduling at the desk. End of Fall 2011 the Library purchased Reference Desk Tracker software that more correctly keeps statistics for us than the previous estimated method. Starting Spring 2012, the reference desk statistics more accurately reflect the number of questions, the peak question times, and the length of a reference question. Averaged 255 questions per week for 2011-12.

Annual Student survey:

Results are used to analyze services, collection, equipment, etc. In 2011-12, there were complaints about library evening hours. Complaints about lack of computers and the noise were also noted. Librarians have actively advocated for a remodel that would address these issues. Results of surveys available on Library K drive.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Databases:

Costs of databases are approximately 2/3 of the current Library Budget. Usage statistics are used by Library to support requests to keep the current databases during budget cuts or to advocate for more databases that can meet assignment needs such as JStor, Project Muse or LexisNexis.

Annual Student Survey:

Complaints concerning the library facility has resulted in repeated requests for a remodel. This is in process. Because of student comments on the need for longer evening hours, the librarians have asked the college to extend evening hours as the evening classes begin to grow in number.

Total Circulation and Database statistics:

These statistics are used to advocate for a new integrated library system (ILS). The current system is not robust enough to search the entire collection including the databases or to provide the more modern interface that the students are accustomed to in their current electronic environment.

Orientation and Reference statistics:

These are used to request adjunct librarian budget. The library needs adjuncts during the day to provide reference service and help with the numerous orientation requests while the Library faculty do their various jobs, meet on committees and work with the information competency issue for accreditation.

2. Enrollment Management (Instructional programs only)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

NA

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

NA

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

NA

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
4	Library Faculty do not fit this calculation model	Click here to enter text.

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	3	Click here to enter text.	40	12
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	1	Click here to enter text.	40	10
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

A full time librarian is retiring end of Fall 2013. The position needs to be filled immediately for the Library Program to meet its responsibilities such as the college's Information Competency documentation for accreditation and maintenance of the Library website.

10 month classified staff position needs to become a 12 month position to maintain the Library technical processing in a timely manner. The two summer months that the technician is off results in a backlog of books and media that are not ready for the Fall semester. Faculty requests for the Fall semester are generally in this backlogged group. The data on the summer purchases and backlog can vary from year to year and therefore has not been kept formally.

The two Learning Resources Assistants III should be re-classed as Library Technician I which is in-keeping with the Chabot classified staff and the recommendation of the consultant in 2009. This recommendation is documented in their Employee Review findings. The level of work and the expertise required is above the job description of Learning Resource Assistant. LPC staff should have parity with the Chabot staff when performing the same jobs. Job descriptions are online and can be viewed. It is more than obvious that the Library personnel is doing technical work far beyond the job descriptions of an LRA. *This could be a classified union problem/complaint if they compare their jobs to their counterparts at Chabot.*

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Text-A-Librarian :

A hosted, web-based service that allows reference librarians to answer student question via their mobile phones, tablets or PC's. This feature accommodates the way students communicate now. The Library Program would use this product to better meet students' reference needs. Will be especially useful when meeting accreditation standards concerning access for the DE student. Web librarian has been keeping yearly statistics on the access use of the library website. There is a

clear indication that students are using mobile devices more and more.

AY 2010-11: (June 1, 2010 - May 31, 2011)

263,797 total visits to the website; of those,

- 261,547 were from desktop users (including access from LPC computers on campus)
- 2,250 mobile device users

AY 2011-12: (June 1, 2011 - May 31, 2012)

206,708 total visits to the website; of those,

- 201,335 were desktop users
- 4,336 were mobile users
- 1,037 were tablet users

AY 2012-13: (June 1, 2012 - May 31, 2013)

198,761 total visitors to website

- desktop users: 187,620
- mobile users: 6,993
- tablet users: 4,148

EZProxy Software and Server:

Needed to authenticate students and faculty into the LPC library databases and other proprietary resources from off campus. Without this, LPC faculty, students and staff off campus will not be able to access library materials after Jan 2014 when the new catalog and integrated library management system (ILS) is in place. Currently LPC is using the Chabot server

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

E-book funding :

Library statistics shows a steady increase in the use of e-books. Library funding is currently maxed out maintaining the existing required print, non-print and database costs. Purchase of sufficient e-books in the areas related to faculty assignments and curriculum cannot be provided for. E-books are very useful for the off-campus student and reflect more the trend in the way students read and access information. With better marketing and access training by the librarians, the expectation is that the use of e-books will rise dramatically. To meet accreditation standards for the DE student, the college will need to show that it has provided the DE student equal access to research materials to manage their assignments. The e-book collection will address this issue.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES

NO

If yes, please briefly describe amount and general uses.

Library budget is primarily from the Measure B Funds. The Library was provided with \$100,000 for 10 years. There is adjunct librarian funds and some minor supply amounts in the General Budget to provide for items that Bond funds cannot be used for. However the library budget has not increased since 2005 while resources both print and electronic have been going up. An increase in the Library Budget is desperately needed.

Without an increase, resources will continue to be downsized or dropped. Prior to the beginning of the 2011-12 academic year, *Nature*, the premier journal for the sciences had to be dropped due to the cost increase and lack of funding for the library magazine and periodical collection. Science faculty made numerous pleas not to drop this journal. Shortly after that *Wall Street Journal* had to be dropped for the same reason despite concerns from the business and economic faculty. The major database for American newspapers has also been dropped even though the content supported certain curriculum and student assignments. LitFinder was another database dropped due to budget restraints. Meanwhile faculty requests for JSTOR Arts & Sciences and LexisNexus, both databases with excellent content, cannot be accommodated in the current budget.

In 2004, the Library spent approximately \$22,000 on its magazine, journal and newspaper collection. By 2013, the budget had shrunk to approximately \$5000. Although databases are heavily relied on for access to magazines, journals and newspapers, they do not provide content to all titles needed or suitable for community college assignments. Students also learn valuable lessons from using the print format. Basic skills and ESL students, in particular, seem to prefer the print format to the online as noted by the librarians through their regular discussions on the type of reference questions being asked at the Reference Desk.

Dialogue needs to take place on finding a secure General Budget funding. A stable source for General Budget funds is essential to continue the Library Program

smoothly and efficiently without further disruption in resources and services when the Measure B funds run out. Other identified sources for Library funding include Lottery monies and State IELM funds when available. Library faculty have never seen any of these monies added to the general library budget.

Measure B funds will be coming to an end. Meetings or discussions about monies that might be left over from the Bond that can be used for the Library budget have not taken place. Library faculty do not know how much is left from the funds originally dedicated to library resources. (Spending exactly \$100,000 a year is impossible. There should be funds left over from each year's allocation). No one has provide us with an exact accounting of the Library Measure B funds, including what was not spent nor how we can access that portion of the money originally designated to the library only. Currently our understanding is that there are Measure B funds available to be divided among various projects. The library budget should be a priority before the funds are allocated to other projects.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES

NO

If yes, briefly describe. Provide any data which support these needs.

Library hours should be increased in the evenings now that more classes are being taught in the evening. An increase in adjunct budget would allow for longer evening hours. Library Annual Student Survey reveals that students do request longer evening hours. Evening faculty have also asked for access or research orientations for their classes.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

The Library Program uses the following types of data to analyze trends, needs and current services: Annual Student Library Survey, database statistics, reference desk statistics, circulation statistics, orientation statistics, outcomes from research skills classes and information & feedback from the Embedded Librarian Program. Library budget is neither sufficient nor stable as the General Budget does not exist and the Measure B monies are coming to an end. The Library has existed since approximately 2005 on the same budget amount despite increases in costs of the various print, non-print and electronic materials.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

In Progress:

- Library Remodel: opening Spring 2015. Remodel will address issues such as noise, classroom space, individual study rooms and deficient technology problems. New opening will require an update to policies and procedures that are currently in place and available to faculty and students online as well as a review of the library services.
- Library Classroom : two classrooms are being developed in the remodel to specifically meet the needs of the library faculty. This will allow two orientations to be given at the same time. Currently library faculty either go to the instructor's classroom or the request must be denied.
- WMS(an integrated library system) : a new library catalog and management system will replace SIRSI Spring 2014. This will require a new Ezproxy server and various updates/tweaks to the Library website, teaching tools and Library Guides for faculty.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

Not enough funding or support from Administration:

- Establish a stable budget
- Increase 10 month classified to 12 months
- Re-class Learning Resources Assistants to Technician
- Implement Text-a-Librarian

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

- Hire a librarian to replace a retired librarian
- Extend the Embedded Librarian Program
- Establish a stable Library budget
- Extend Library evening hours
- Increase 10 month classified to 12 months
- Re-class Learning Resources Assistant to Technician to achieve parity with Chabot

- Implement Text-a-Librarian
- Increase e-book collection
- EZProxy software and server

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

A robust Library Program that meets the needs of student and faculty across the disciplines requires an increased budget, extended evening hours, adequate staffing and new student oriented products. E-books and Text-a-Librarian are current services that fit today's students' learning style and will also meet accreditation standards for access for DE students. EZProxy software and server must be in place by Jan 2014 for access off campus to library proprietary materials. Staffing issues include the replacement of a full time tenured faculty librarian which is necessary for the Library Program's workload and continue the Information Competency program for accreditation. The reclassification of Library Learning Resource Assistants to Technicians is necessary to meet the current job responsibilities as stated in the job classification description and to ensure equity with Chabot classified staff with the same responsibilities.

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Hire a Faculty Librarian to replace retired librarian	Click here to enter text.		# of policies update /# of orientations	Human	Budget	Faculty Hiring Committee
2	2	Text-a-Librarian	Click here to enter text.		Reference Statistics	Technology	Budget	Click here to enter text.
3	2	E-book Collection	Click here to enter text.		Circulation/Use Statistics	Facilities / supplies	Budget	IE Funds
4	2	Classified staff 10 mo to 12 mo	Click here to enter text.		Eliminate backlog from summer of books, av, and other items needing processing. Faculty requests processed	Human	Budget	RAC

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					before the beginning of the Falls semester			
5	2	Reclassification of LRA to Tech	Click here to enter text.		Adherence to the job description currently in place	Human	Budget	RAC

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.