

Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
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INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program's catalog rubric and this format when naming your document:

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Library Classes (SLOs):

One SLO for LIBR 8 (search strategies) increased student success in Spring 2014 to 87.5 percent proficiency as compared to the other 3 semesters where the average was 67 percent success. The SLO related to citations has low assessment results because the students do not do the homework.

Library Hours (SAO):

The student survey indicates room for improvement in the area of availability, with 40% of students surveyed indicating that the library's hours are not meeting their needs; longer hours are suggested.

Circulation Staff (SAO):

The public service desks are found to be available, approachable, and knowledgeable to support student learning. The data from the student survey, circulation statistics, and reference statistics indicates that the library's public service points are supporting student learning through their service standards, collection maintenance, knowledge, and approachability.

Librarians' instructing students at the Reference Desk (SAO):

The number of reference desk questions is down from the last year, indicating a possible lack of student awareness of the service. This may be due to the lower number of orientations provided in the past year; more outreach is suggested.

Collections (SAO):

The library collections are selected and maintained to support curriculum and student learning. The faculty and student survey sections regarding the collections suggest an overall high level of satisfaction with the library's collections, indicating that the collections are adequately supporting student learning. However, the corresponding high number of no opinions indicates that improvement to student learning might be found in increasing awareness through outreach and marketing, to both faculty and students, regarding the multitude of resources available. Specific areas of concern were the DVD, eBook collections, and streaming videos.

Library Orientation (SAO):

Library orientations support student learning by enabling students to independently access and use the library collections to complete coursework through the library web site; including Library Guides and databases. The results from the student survey indicate that most students have attended a library orientation, felt that it helped prepare them to access information on their own, and that they feel they are able to find what they need through the library web site,

indicating that the confidence of the students in accessing information independently is high. Additionally, Library Guides' use is high and has been steadily increasing. However, over the past two years, data indicates that the number of library orientations and students reached is steadily decreasing. This could be due to the lower enrollment of students at the college over the last two years. The lower numbers also seems to be reflected in the decreasing number of web site visits and the high number of EBSCO database searches compared with full-text retrievals. This indicates that students who have attended orientations have a high level of confidence in their information retrieval skills, but that more orientations are needed to reach students in need of research skills. Improvement in library-to-student and -faculty outreach is recommended.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

N/A

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

[Click here to enter text.](#) The assessment for the search strategies SLO for LIBR 8 was changed from a homework assessment at the beginning of the semester to a section of the final exam focused on search strategies. The students scored much better later in the semester than they did in the beginning. This was shown in both semesters Fall 2013 and Spring 2014.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

Based on the assessment results from the student survey the library needs to increase its hours of operation and level of outreach to the campus. Increasing the library hours require additional funding for the part-time library faculty budget.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Meetings are held with the librarians who are teaching the sections.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Meetings are held with the librarians who are teaching the sections.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Informal conversations.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program’s data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

No noteworthy changes between Fall 2012 & Fall 2013. Spring 2014 showed an increase of 19 course enrollments and an increase of 11 student headcounts from Spring 2013, resulting in a fill rate of 197% for Spring 2014 versus 48% in Spring 2013. This was due to the library joining the Puente learning community.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwgfe	Yes
2013-14	http://tinyurl.com/q6dah55	Yes

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

Click here to enter text.
 N/A

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

n/a

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

One full-time librarian retired in Fall 2013. A new full-time librarian was hired for Fall 2014. During Spring 2014, the library was without one full-time librarian; a portion of the lost hours were made up by part-time librarians.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

With the loss of one full-time librarian for Spring 2014, the number of orientations that could be accommodated and outreach that could be done was impacted; this might account for drops in orientations provided, students reached, and outreach to campus community.

E. Other information pertinent to the program

Resource Use Summary

- Library Web Site Visits:
 - June 1 2012 – May 31, 2013
 - 198,761 sessions, 106,365 users, 53% new users, 47% returning users, with an average duration of 3 minutes and 46 seconds.

- June 1 2013 – May 31, 2014
 - 127,482 sessions, 60,363 users, 47% new users, 53% returning users, with an average duration of 4 minutes and 41 seconds.
- Sample of Database Use:
 - EBSCO database searches
 - June 1, 2013 – May 31, 2014 = 476,375
 - June 1, 2012 – May 31, 2013 = 402,521
 - EBSCO database full-text retrievals
 - June 1, 2013 – May 31, 2014 = 75,924
 - June 1, 2012 – May 31, 2013 = 72,468
- Sample of eBook use:
 - EBSCOhost ebook collection searches
 - June 1, 2013 – May 31, 2014 = 8,043
 - June 1, 2012 – May 31, 2013 = 4,888
 - EBSCOhost ebook collection full-text retrievals
 - June 1, 2013 – May 31, 2014 = 387
 - June 1, 2012 – May 31, 2013 = 332
- Library Guide Visits:
 - June 1, 2013 – May 31, 2014
 - 96 guides, 29,862 views
 - July 1, 2012 – May 31, 2013 (data for June is not available)
 - 97 guides, 17, 797 views

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

- Library remodel (in-progress) – Remodel will address issues such as noise, classroom space, individual study rooms, and outdated and deficient technology infrastructure.
- WMS (an integrated library system) - a new library catalog and management system replaced SIRSI in Spring 2014. This required a new Ezproxy server and various updates/tweaks to the Library website, teaching tools and Library Guides.
- Hired a librarian to replace a retired librarian.
- Extended the Embedded Librarian Program by collaborating with the Puente program's faculty to become a part of the learning community. In addition, for PSYC 25, a librarian has become embedded in the course by developing and grading assessments and co-teaching

- with the psychology instructor for four classes because a new lab was added for PSYC 25.
- Establish a stable Library budget – This has not been done.
 - Extend Library evening hours – this is partially complete, starting in Spring 2015 the library will be open until 8 pm. To regain previous hours the library needs to be open until 9 pm.
 - Re-class the position of Learning Resources Assistant to Library Technician to in order to achieve parity with Chabot – This was not done.
 - Increase e-book collection – This was complete. Approximately 130,000 e-books were added to the collection.
 - EZProxy software and server – This was complete. LPC IT purchased and maintains the EZproxy server and software.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

Changing pedagogy to increase student success.

2. Have your assessment results shown a need for new SLOs? YES NO

If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
	Click here to enter text.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

100 percent of the courses being taught.

4. 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 and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
6	65 percent

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

5 courses will be updated for Title 5.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

No.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

1. Create a plan for increasing the library budget and moving it to general funds. An initial adjustment to the book and audiovisual budget of \$2,000 is needed to match the rate of inflation.
2. Extend library evening hours: to increase library service hours to students, an additional \$15,000 is needed to supplement part-time librarian budget and provide open hours to students until 9pm. Current release time allocated to the library

- coordinator to serve as SLO committee chair will be cut at the end of Spring 2015. Therefore, \$5,000 is needed to maintain the library open hours until 8 pm Monday-Thursday.
3. Re-class the classified position of Learning Resources Assistant to Library Technician to achieve parity with Chabot.
 4. Provide needed library and computer lab service by budgeting and hiring student assistants/computer lab tutors. Restore budget of \$21,455 for student assistants and computer lab tutors.
 5. Increase the program operating supplies budget to \$6,100.
 6. Increase the office supplies budget to \$2,500.
 7. Marketing & Outreach: Collaborate with VCOM to generate materials.
 8. Extend the Embedded Librarian Program.
 9. Implement LibAnswers, a chat/text service.
 10. Implement LibCal, a study room scheduling system.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

n/a

2. Rationale for request(s).

n/a

B. Human Resources

1. Request: New or replacement faculty position(s).

n/a

2. Rationale for faculty position request(s).

n/a

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

The two Learning Resources Assistants III should be re-classed as Library Technician I or II which is in line with the Chabot library classified staff structure and was the recommendation of the consultant in 2009.

4. Rationale for classified staff position request(s).

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.*

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

- Library budget needs to be increased and moved to general funds. An initial adjustment to the book and audiovisual budget of \$2,000 is needed to match the rate of inflation. Library collection budget is primarily from the Measure B Funds. The Library was provided with \$100,000 and has 2 years left after the 13-14 academic year. The General Budget only covers items that are not eligible under Measure B funds such as: part-time librarian hourly wages and some program/operating supplies. However the library budget has not increased since 2005 while the costs of resources both print and electronic have been going up. An increase in the Library Budget is desperately needed. A plan needs to be created to increase and move the library budget to general funds.
- Add back a line item for student assistants/computer lab tutors to the library budget. Restore budget of \$21,455 for student assistants and computer lab tutors.
- Increase funding for part-time library faculty to extend library hours to be 8am – 9pm. To increase library service hours to students, an additional \$15,000 is needed to supplement part-time librarian budget and provide open hours to students until 9pm. Current release

time allocated to the library coordinator to serve as SLO committee chair will be cut at the end of Spring 2015. Therefore, \$5,000 is needed to maintain the library open hours until 8 pm Monday-Thursday.

- Increase the program operating supplies budget to \$6,100.
- Increase the office supplies budget to \$2,500.

2. Rationale for financial request(s).

Without an increase, resources will continue to be downsized or dropped. 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 \$6,000. 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 research skills 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. An initial adjustment to the book and audiovisual budget of \$2,000 is needed to match the rate of inflation.

Student assistants will be needed to assist classified staff at the circulation desk so the staff can have more time to work on more crucial duties. In addition, the students maintain the library collection and perform duties such as shelve materials, shift collections as necessary to make room for new materials, and shelf read to make sure materials are in the correct order so students, faculty and staff can locate materials successfully. They also maintain the appearance of the library by straightening up the library. The student assistants perform other duties such as previewing DVDS for closed-captioning and apply labels to books and DVDs. This is a huge benefit for the student assistants that work in the library. By working in the library the student assistants gain customer service, organizational, and problem solving skills. In the past, the library was able to employ student assistants, including those assigned to provide assistance at the circulation desk, shelving, and assisting in the computer lab. These student assistants are essential to library operations because they allow the classified staff and library faculty the opportunity to concentrate on providing public service, instruction, reference services, and maintenance of operations, outreach, and development and planning of future programs. To improve upon the maintenance of the computer labs in the library, it is necessary to have computer lab tutors. This would allow for the hiring of student computer lab tutors who would provide general technical assistance with computers, printers, and photocopiers. As well as troubleshoot computer and printer problems, clean equipment, verify

computer and software updates, and report major issues to the library faculty and ITS. After the move back to the remodeled Building 2000 the number of computers will double making it imperative to have the support of computer lab tutors. The library needs funding for student assistants and computer lab tutors, which is essential to providing flexibility in scheduling and services that support student learning. Request restored budget of \$21,455 for student assistants and computer lab tutors

40 percent of the students indicated the library is not open enough hours. The only way to increase the hours is to increase the part-time library faculty budget. To increase library service hours to students, an additional \$15,000 is needed to supplement part-time librarian budget and provide open hours to students until 9pm. Current release time allocated to the library coordinator to serve as SLO committee chair will be cut at the end of Spring 2015. Therefore, \$5,000 is needed to maintain the library open hours until 8 pm Monday-Thursday.

To ensure the newly remodeled library is fully functional, with all services and access to collections restored. Critical program operating supplies as well as general office supplies will be needed. Costly program operating supplies are critical to the preservation of books, DVDs, and CDs. Office supplies are used by staff and are also offered to students as a basic service. Increase the program operating supplies budget to \$6,100. Increase the office supplies budget to \$2,500.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

n/a

2. Rationale for technology request(s).

n/a

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

Library remodel is currently in progress and should be completed Spring 2015.

2. Rationale for facilities request(s).

n/a

3. Request: Upgrading of existing equipment or purchase of new equipment.

n/a

4. Rationale for equipment request(s).

n/a

5. Request: New supplies

Increase Program supplies budget to previous levels.

6. Rationale for supplies request(s).

During bad budget years, the program supplies budget for the library was decreased; this needs to be reversed as the library needs more supplies and the costs of supplies has increased.