

PROGRAM REVIEW Fall 2020

Program: Library

Division: BSSL

Date: 11/2/20

Writer(s): Tina Inzerilla, Frances Hui, Angela Amaya, Kali Rippel, 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 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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

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 as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

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

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

- **Extended the Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes.
- **Increased 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.
- **Collaborate with ESL faculty:** in developing the BELL (Basic English Language Learner) Collection, which includes purchasing and categorizing books by reading levels to provide students a clear way to locate materials suited to their course standards.
- **Implement Library Services Platform:** The Library Services Platform migration from OCLC WMS to Ex Libris: Alma and Primo has been completed. The Librarian Project Manager trained the library faculty and staff in the new procedures necessary for the new Library Services Platform.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
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	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

- 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 8 pm, Monday through Thursday, 9 am to 2 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.
- **Increase funds for summer library hours to \$30,000** to allow for raises in salary for the librarians. The increased salaries for full and part-time librarians caused a reduction from 8 hours a day to 7 hours a day last summer. In 2020-21, the summer library hours budget is \$23,100. The library is the only place on campus where students can seek academic assistance during the summer. College tutoring services are not available.
- **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 \$9,967.
- **Increase program operating supplies budget to \$8,500.** The 2020-21 budget is \$1,400 and in addition to the budget being restored to \$6,100 an additional amount of \$2,400 is needed for the increased supplies that are needed to process an increase in orders of books and DVDs with the increase of Measure A funds.
- **Increase the office supplies budget to \$2,500.** The 2020-21 budget is \$900 and still needs to be restored to \$2,500

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	Student Equity
	External Factors	X	Learning Support		Professional Development	X Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from 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 generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Due to Covid19, a request to Institutional Research was not done.						
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

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.**

- **Effectively utilize and establish a plan to efficiently support Measure A funds.** Continue to collect and encourage requests of library material from the 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.

- **Increase program operating supplies budget** to \$8,500.
- **Increase the office supplies budget** to \$2,500.
- **Increase the student assistant budget** to \$25,455.
- **Extended the Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes.
- **Marketing:** The librarians will explore new ways to market: the streaming videos, music, eBooks, DVDs, and CDs to students, faculty, and staff; and online services with emphasis on chat service, study room reservations, and research guides.
- **Outreach:** Do more outreach and offer more training to faculty on collection development, assignment development, and use of library’s online resources.
- **Increase funds for summer library hours to \$30,000** to allow for raises in salary for the librarians.
- **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.
- **Library workshops:** Continue to offer SmartShop workshops teaching aspects of information competency and the research process to students.
- **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.
- **Collaborate 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.
- **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.
- **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).
- **Begin offering courses in our “Basic Research Skills Certificate of Completion” program in Fall 2021.**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

The library provides equitable access to students for all library materials and services. While there are more opportunities to seek out, the library works towards this goal intentionally. Library programs and projects that promote equity includes:

- Partnership with learning communities (Umoja, Puente, HSI Gateway to Success)
- Collection development emphasis on ebooks about and by disproportionately impacted groups.
- Increasing the availability of equipment for loan (laptops, wifi hotspots, scientific calculators) and reviewing and adapting the loan period policies.
- Modifying the loan policy to eliminate the overdue fines for print materials and waiving past accrued fines. This would remove any potential barriers to that may impede students from using the library or enrolling in future semesters due to holds or blocks on their student accounts.
- Develop multiple modes of access to a reference librarian for assistance in learning to use library resources and research skills (office hours by appointment, 24/7 online chat).
- Promote the achievements and cultural and historical significance and influence of our diverse campus community through exhibits and displays.
- Maintaining partnerships with campus departments to host satellite locations for their outreach programs (Financial Aid, Smart Shops, RAW Tutors)
- Participate in campus committees and initiatives that focus on the promotion of providing equitable academic pathways to students such as Teaching Institute, Basic Skills Committee, Student Equity and Achievement Committee, UndocuAlly Taskforce, Distance Education, Curriculum, Technology, Guided Pathways.
- Advocate for a library budget at a rate necessary to sustain student success such as extensive library hours including evenings, Saturdays and summer session, diversify electronic and print collections, librarian embedded in learning communities.

B. SLOs/SAOs [SLO Committee]:

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

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip 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.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

Not applicable

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
n/a			

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

n/a

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

This is not a degree-granting program.

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

We will analyze the following CSLO from LIBR 1.

Upon completion of LIBR 1, 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;

This CSLO is selected because we have selected the other two the past two years, so this is the last one to do for this class.

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B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
<i>Upon completion of LIBR 1, 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;</i>	X		

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

By the end of Spring 2021.	
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B3: Non-Instructional Programs

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

n/a

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositacollege.edu and ahight@laspositacollege.edu)

n/a

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

n/a

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<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).

LIBR 1, LIBR 4, LIBR 6, LIBR 7, LIBR 29 were submitted to the Curriculum Committee in Fall 2020 for Title V updates. LIBR 5 and LIBR 8 were submitted to the Curriculum Committee in Fall 2020 for deactivation due to consistently low enrollments.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

The library created a new 12 hour non-credit "Basic Research Skills Certificate of Completion" consisting of four 3-hour non-credit library skills courses. The courses and certificate were submitted to the Curriculum Committee in Spring 2020 and have been approved to be offered starting in Fall 2021.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

DE requests were submitted to the Curriculum Committee in Fall 2020 for the following LIBR courses: LIBR 1, LIBR 4, LIBR 6, LIBR 7, LIBR 29. Offering these courses in DE format will allow students more flexible scheduling options.