

Golden West College

INSTRUCTIONAL PROGRAM REVIEW Fall 2012

Program Name: Library
Division Name: Learning Resources

Overview of Program:

The mission of the Golden West College (GWC) Library is to deliver a high quality, service-orientated, collaborative learning environment that promotes information literacy, educational achievement, life-long learning, and current information resources to students, faculty, and staff to meet their educational, vocational, social, and personal goals.

Librarians help students, faculty, and staff with research questions, including helping students find relevant books, reference materials, online articles, and appropriate websites for research. A librarian is always on duty to teach information competency concepts at the reference desk, during library orientation sessions, through social media, and during library classes that assist and instruct library users on the scope of information; how to locate and retrieve relevant information; how to organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.

The GWC Library acquires on-site and online resources that support the college curriculum. Currently, the GWC Library maintains an on-site collection of more than 45,000 books, a browsing magazine and newspaper collection, DVD collection, and the Student Textbook Access Reserve (STAR) collection of textbook titles and other relevant course materials. The library aims to provide 24/7 quick and easy access to timely materials through its online resources such as electronic books, online periodical databases that index citations and/or provide full-text periodical articles. In addition, the GWC Library has computers available for library research, use of Microsoft Office products, word processing, and Internet access for registered students, faculty, and staff. Other facilities include a copy center, group study rooms, resources for physically-challenged students, and a library classroom in which information literacy courses are taught.

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Current State of the Program

1. What noteworthy trends do you notice in your data tables?

For the last several years the campus has only funded two library courses a semester (fall and spring). According to the data cubes, the library classes are quite successful. For both classes, the average student retention rate is around 90%, with an average fill rate of 87%. However, if you look at the last 2 years these rates are often in the 100% range. The success rates vary by class and semester, but the overall comparison for the last 3 years shows a 68% success rate. Improvement is necessary and will hopefully improve with an increased look and department discussion of SLOs.

The library also collects data from many other sources, which all provide valuable information and feedback. These data sets look at library use and satisfaction of the library services, facilities and collections, and are collected both internally and from the various constituents who interact with the library program.

The library internal statistics show heavy use of the library services. In 2010-2011 there were 18,000 reference questions answered, approximately 29,000 items checked out (books, media, textbooks), 128 (serving 4,445 students) library orientation sessions in 10/11 and 98 (serving 2,999 students) orientation sessions in 11/12. The average use of the facility is over 240,000 visitors for the last several years.

Our Technology Support Services (TSS) Department, provided a summary of the library computer usage (for both our library classroom and open computers). The results indicate that for the last two years (while in our new facility) we have had an increase in computer usage with extremely high usage during 9am to 5pm and from 7 to 8pm. Decreased usage is generally in the afternoon; however, this is also when our classroom is closed due to lack of personnel staffing. Student printing is also tracked through the GoPrint system and shows heavy utilization of the library.

Another source of data is the campus survey that is performed and results compiled every couple of years (2005, 2009 and 2012). This survey is distributed to the entire campus faculty, a random mix of classes, all library orientation sessions and to library walk-in students to solicit feedback. The results indicated that, overall, the in-class group surveyed, felt the library services were adequate, and also showed good use of the library collections and services. The highest rates for percentage averages showed that this group majority used the library at least once a semester for research, database access, group study rooms, photocopiers, Internet searching, and daily use of the library computers. 88.45% found what they needed in the library and the same percentage found what they needed in our periodical databases. The library, according to the survey feedback, needs to work on awareness of email and phone reference as well as the availability and coverage of e-books.

Based on the 23 faculty that responded to the survey, 78% utilize the library and 87% recommend the library to their students. 50% require their students to do research related to some project/assignment in their courses. 70% use the reference librarians regularly through lectures, consultation, or to ask other questions. However, 41% were unaware of subject specialist librarians to help with the use of the library collections, help with research related assignments (curriculum), or to schedule a library information literacy lecture. These are areas in which the library will aim to improve upon for future program review cycles and SLO assessment. Additionally, 50% of faculty were interested in seeing the library pursue departmental training sessions that cover relevant Internet resources and 63% showed an interest in subject/discipline focus of the library resources.

The results from the walk-in students concluded that 55% use the library in some way every day. Primarily, they utilize the facility to study, check-out textbooks, and/or use computers. Overall, they were satisfied with the library services, collections as 92.7% found what they needed. Results indicate that students want more group study areas (see facilities request attached to this program review document) and only 75% were aware of telephone and/or email reference help. The library lecture group was also very satisfied with their

experience, with 100% stating they found what they needed when visiting the library 2-3 times a semester. 95.9% felt more confident in their use of the library resources after the lecture, and 80% felt that the library met their need (collection, services, and facility). Additionally the survey shows that the students who come to library orientation sessions are attaining the library program's current SLO goals and targeted percentages. As a result, the library will direct its resources, services and assessments in future cycles towards more outreach, including increased awareness of the email, chat, social networking and telephone reference services.

2. What are your analyses of the causes or reasons for those trends?

The classes show steady numbers due to few changes in the number of students in the classes, and number of sections offered.

For orientations, there was a drop in numbers. One possibility for this change is the loss of library full-time faculty and thus increased demands on remaining faculty for committee representation, assigned services areas, reference, collection development duties and other librarian duties. This thus limited scheduling availability for providing library information competency class sessions. The library full-time faculty numbers are low, with two retirements and only one replacement, in the last two years, this on top of past retirement positions that are still waiting for replacement. Also related to this issue is the clear need for outreach to both students and faculty in terms of the actual services the library offers (shown in the survey data). Lack of library faculty has limited the actual work and progress that can be done in this area. However, the hope is that with the newly hired, full-time library faculty member (start date fall 2012) and hopeful future tenure-track faculty member hires, the library can dedicate more time and attention to outreach, instruction and developing its services.

3. What does your program do well?

The library staff and faculty handle change well. The library constantly provides a high level and well-rounded program of services to students and faculty, despite cuts in staffing, movement of facilities, and budget cuts. Both librarians at the reference desk and staff at the public services desk are customer service orientated as they are helpful, friendly, and will go out of their way to assist people. The library has continued to utilize creative ways to maintain a minimum level of service to the GWC community, but clearly (according to survey results –listed above) the library needs to expand its outreach and education in the future.

The library moved to the new building, completed a reclassification and inventory of the entire collection, and finished a massive weeding project with minimal staffing and with no extra costs to the college. These library accomplishments were so impressive that the recent accreditation team gave the library a public commendation at the exit interview acknowledging this major accomplishment.

The library has increased its outreach to students in the past year (2012-2013). Library faculty and staff continue to make service convenient and we listen to what our library users ask for. Students indicated the need for more access to computers. To meet this demand, the library compensated for the loss of a highly trained 12 month classified employee and, instead utilized a transfer of a lower level 10 month classified employee to open the library instructional room to student research and computer use at those times when it was not used for library instructional sessions. We continue to be creative with budgets and seek out supplemental funding by applying for grants through the GWC Associated Students and the GWC Foundation to purchase and provide much used and asked for collections like the STAR textbook collection. We recently purchased a new scanner and photocopiers due to the high level of usage, age of the machines (1990's) and demand.

We also recognize that students are not always in the library when they needed help, or expressed reluctance to approach a librarian to ask for assistance. To address this issue, the library purchased a chat service, in which online reference started in October 2012. This service is enthusiastically utilized by students. Within the first

three months, without any advertising, there were 81 web chats and 46 text message chats. The usage and numbers continue to rise as more and more students are aware of this service. Additionally, a library Facebook page was created in October 2012 and it has increased student and faculty interest in the library program. The library's goal was to use the same social media technology that students are currently using in order for the library to reach students (versus students coming to us) and to make access to services easier on students to ask questions and get timely answers. These social media technologies have also been seamlessly integrated into the information literacy components of the library instructional program.

The library program decision making is data driven and based on ongoing assessment toward proactive and responsive improvement for its services and resources. The four part campus survey, SLO assessment in library classes and information competency sessions, and daily statistics offer valuable feedback about the libraries constituencies. The SLO assessments were part of what led us to start the STAR collection (due to demand and need), and to looking into additional technologies (like chat) to utilize current social media trends and technology to meet the needs of students. The library also assesses information literacy SLOs during library lectures and classes to reflect upon the effectiveness of our teaching and library program.

4. What are the challenges to your program.

Some of the issues the GWC library will have to respond to are listed in "The Top Trends in Academic Library 2012 survey" published through ACRL. These include communication the value of the library, responding to demand of curriculum in higher education via various collections, information technology, mobile environments, e-books, staffing and, user behaviors and expectations. Some of these issues are within our control and some are beyond the program's control.

Within your program's control

As new technologies are utilized by both students and faculty within classrooms and in the campus' curriculum, the librarians and library staff need to make sure they are trained and able to appropriately answer student questions. It is essential that the library staff be aware of, respond appropriately, and get the appropriate professional development to provide students and faculty the expected information and in the manner that best suits the students and faculty.

Beyond your program's control

The changing fiscal realities have been difficult for the library to maintain its services and collections. We have tried to be creative with financing and seeking out funding to support the library program. However, the cost of information sources continue to rise and the library program budget has not been significantly augmented to keep up with this reality. One example is that the elimination of the state's TTIP funding, which paid for library technologies – including databases. The cancellation of this state funding allocation has made it nearly impossible for the GWC Library to fund our online databases. The campus has not established a line item for online periodical databases within the library budget and therefore, it is incredibly difficult for the library to keep shifting and scrambling to support these core collections. As a result, in the last 2 years, several databases have been cut and if continual funding is not secured, many additional core resources may be eliminated from the GWC Library collection, which will impact students' academic success.

Library staffing continues to be challenging, in the last several years, and continues to reach critically inadequate levels. The library has consolidated service operations and utilized staff more efficiently; however, the current services and resources only represent a minimal level of operation. The library continues to need an additional full-time, tenure-track faculty replacement and additional staff. In the last two years, there were several library faculty retirements, and library faculty replacements were not allocated to counteract the numbers of people who were lost. With the increased focus on distance education the areas the group can expand is greatly limited by our available staff. Classified staffing also pose a library staffing challenge. In

reaction to this difficulty, the library has streamlined jobs. However, this approach does little to alleviate the loss of library faculty and classified employees to retirements and reassignment due to campus reorganization. The library is increasingly facing difficulties in keeping adequate staffing levels to keep the doors open. Over the last year the minimum levels have been achieved due to librarians taking on more responsibilities, teaching, reference, and library departments, and staff creatively working together to cover the public desk, including utilizing student employees. The library is in desperate need of funding to employ student assistants, as well as, the allocation of a 160 day employee to cover absences. We have utilized work study students, but this funding has also been cut and this has directly affected the number of student hours allocated for us to utilize. In addition, the library is in critical need of a Division Office Coordinator. Since the reassignment of this position the library director has taken on these duties but again the library can only maintain minimal operation and many important notices and deadlines are missed due to the sheer volume of work. Without additional allocations the library could be facing the reality of reduced hours and services due to the lack of adequate staffing.

The library is in desperate need of functioning computers. The current computers are very old and lack the ability to keep up even with basic database/library catalog research, Internet, and Microsoft Office use. (funding request attached)

5. What are the opportunities for your program

Information technology and the use of information are changing rapidly in complex and exciting ways. The job of a librarian is quickly shifting and expanding to cover social media, alternative sources of information, and the structure of how this information is accessed and utilized. These all point to an intriguing shift in the nature of "being a librarian". It also allows for expansion and adjustment for how the library faculty define what they do and how they do their job.

The Student Success Taskforce recommendations also point to a role of librarians in the support of college readiness. Information competency is a core piece of this and library participation in the direction this takes for definition and services rendered is a key factor in terms of the student success both here at GWC and beyond (either in transferring to a four-year college or in obtaining their career goals).

In the past the library embedded program inserted librarians within a course through Blackboard and provided direct outreach to the designated faculty and his/her students. The pathways program is also an opportunity for the library program to continue to utilize service more effectively and in an expanded capability. The library would like to look into increased use of the embedded librarian program with this group, in order to provide increased contact, outreach and education of information competency skills focused on these first-year students.

A particular focus, as mentioned in the accreditation team visit, is an increased focus on distance and online students. The library has many technologies is utilized to their fullest extent could help online students to better succeed. Additionally, purchases and a focus on e-books and online information competency teaching sessions are exciting opportunities.

6. Identified areas in need of improvement

Due to lack of full-time faculty many of the items here are detailed in section #4, beyond our control. Services to students on demand have been reliable and efficient; however any growth or innovations have been tempered by this lack of staff. One example is that the library needs to establish more outreach and interaction with both students and faculty as to the resources and services it provides. This includes both a marketing campaign that promotes what we do currently and a continued information gathering from students and faculty to shape possible future priorities. A particular focus should be on online and distance education students through increases in e-book acquisition and online information competency teaching sessions.

Additional areas of improvement that are mentioned elsewhere and have funding requests attached are:

- Library computers
- Library staffing (ft tenure track faculty, student assistants, classified)
- Database funding

Summary of Program SLO Assessment (pSLO) Results

Program Name: Library – orientation sessions Semester Fall Spring Year
 Program Type: Transfer Major : 2012
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address? Information Competency (#4)

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	iSLO #4: determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.
Step 2	What method did you use to assess the SLO?	Students had a library orientation session and then were asked to complete a brief one page information competency assignment. Each The assessed classes were: 9 English (219 students), 1 Learning Skills (21 students), and 2 College 100 (61 students).
Step 3	Describe the results of your assessment.	For SLO 1 – looking at search term development - the overall success rate was 96.33%. For SLO 2 – doing a proper search – the overall success rate was 91.69%. For SLO 3 – identifying the elements of a found resource – the success rate was 89.37%
Step 4	Describe your analysis of the data.	All the percentages represent a successful orientation session and students gaining mastery of information competency SLOs. However, the difference between 1 /2 and 3 was an interesting change. The librarians felt that maybe the assignment was not clear or, there was a lack of understanding from the search portion to the use of what the students found.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Based on the final assessment several changes were recommended. One was to revise how the assignment is graded. A possibility was to have only 3 questions with specific topic and questions. Also to insert boxes to make the assignment clearer. The librarians met at a division meeting and decided to alter the assignment a bit. The topic box will be inserted to make it clearer for students completing the assignment. Additionally, the assignment itself was altered to include multiple choice questions and clearer assessments of searching and entering findings. One difficulty is the impending move to the EBSCO discovery service. So this new form will be implemented during spring 2013 and then possibly be altered again to reflect changes in summer and/or fall 2013. Finally, the librarians discussed what occurs during an orientation session. This is to clarify and make a bit more universal the information competency portion of the orientation sessions (there is still some variance based on the assignment of the instructor).
Name/Title of Person Completing this		Treisa Cassens
		Date: 3-2013

Summary of Program SLO Assessment (pSLO) Results

Program Name: Library - classes Semester Fall Spring Year
 Program Type: Transfer Major : 2012
 Certificate of Achievement Winter Summer
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address? #4 – Information Competency

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	iSLO #4: determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.
Step 2	What method did you use to assess the SLO?	In the Library 110 class students were assessed two SLOs on a multiple choice final exam. In the Library 120 class students were assessed a SLO question on a multiple choice format final exam.
Step 3	Describe the results of your assessment.	In the Library 110 class, 22 students were asked multiple choice questions on a final exam. Four questions focused on students being able to identify and locate library resources. For two questions students attained a 93.75% competency level. For the final two questions students attained a 100% competency level. In the Library 110 class the questions focused on interpreting bibliographic citations, on two of the questions the students answered with a 87.5% competency level, one question was a 93.75% competency, and the final question (fill in the black) was 100% competency. In the Library 120 class, out of 32 students were asked to identify and locate library resources and 99% of the students answered the questions correctly.
Step 4	Describe your analysis of the data.	Overall the students seem successful and are able to accomplish the state SLOs for both of the Library classes currently being offered.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The library will continue to assess these SLOs in the current format. However, for the future the librarians will look into either changing the questions or look at changing the assessment method (pre/post-tests). Additionally, there is a chance that the actual SLOs for the courses may be altered a bit due to the iSLO rubric being examined.
Name/Title of Person Completing this Form:		Treisa Cassens
		Date: 3-2013

Summary of Program SLO Assessment (pSLO) Results

Program Name: Library Semester Fall Spring Year 2012
 Program Type: Transfer Major : Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address? Information Competency

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Formulate search strategies in the online environment				
Step 2	What method did you use to assess the SLO?	Students were given a handout at the end of the orientation session where they were asked to formulate a search.				
Step 3	Describe the results of your assessment.	For the English classes (total of 319 students) - 12 orientation sessions – the overall score was 89%. For the Communication and Sociology orientation sessions (total of 64 students)– the overall score was 92%.				
Step 4	Describe your analysis of the data.	Scores for each class were entered into a spreadsheet where the total percentage for this question was weighted by number of students in the classroom. The English classes were the first grouping. This resulted in the result of 89% being able to formulate a search strategy that is reflective of the teachings of the orientation session (Boolean, grouping, etc). For the second grouping, all classes not in the English department were clustered together. This resulted in an overall score (again weighted by number of students) of 92%. Overall students were successful in developing a search strategy that would be effective in defining their topic and resulting in resources that are reflective of their research topic.				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The library will go through another cycle for this SLO, testing it in the same fashion in the fall 2012 semester. At that time the two p5SMs will be compared to see if change is necessary.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Name/Title of Person Completing this</td> <td style="width: 40%;">Treisa Cassens</td> <td style="width: 10%;">Date:</td> <td style="width: 20%;">5-24-2012</td> </tr> </table>			Name/Title of Person Completing this	Treisa Cassens	Date:	5-24-2012
Name/Title of Person Completing this	Treisa Cassens	Date:	5-24-2012			

Summary of Program SLO Assessment (pSLO) Results

Program Name: Library Semester Fall Spring Year 2011
 Program Type: Transfer Major : Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address? Information Competency

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and interpret bibliographic citations from a variety of print and electronic resources and formats
Step 2	What method did you use to assess the SLO?	Students were given a handout at the end of the orientation session where they were asked to evaluate the results of their search – look at the resulting citation and evaluate the pieces of it. There were two questions – one was to look at a citation from the GWC library catalog for books/media and the other was to examine a result from one of the online periodical databases.
Step 3	Describe the results of your assessment.	For the English classes (total of 319 students) - 12 orientation sessions – the overall score for question 2 (GWC catalog) was 89.95%, and question 3 (periodical database) was 86.57%. For the Communication and Sociology orientation sessions (total of 64 students) – the overall score for question 2 was 87.51% and question 3 94.2%.
Step 4	Describe your analysis of the data.	Scores for each class were entered into a spreadsheet where the total percentage for this question was weighted by number of students in the classroom. The English classes were the first grouping. The overall results were favorable, and students were able to evaluate a citation in the search results to find the appropriate pieces. For the second grouping, all classes not in the English department were clustered together (for this assessment cycle these were specifically in the communication studies and sociology departments). This resulted in overall scores (again weighted by number of students) that again were satisfactory and reflective of student learning in evaluating a citation.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The library will go through another cycle for this SLO, testing it in the same fashion in the fall 2012 semester. At that time the two p5SMs will be compared to see if change is necessary.
Name/Title of Person Completing this		Treisa Cassens
		Date: 5-24-2012

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years. Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Library – Orientation Sessions Semester to be Assessed: Fall Spring Winter Summer Year: 2013-2014

Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and interpret bibliographic citations from a variety of print and electronic resources and formats
Step 2	What method did you plan to use to assess the SLO?	Post-test via a class handout will be given to each orientation session looking for competence in the above SLO.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will occur at each orientation session and will be conducted by a librarian.

Program Name: Library – Library Courses Semester to be Assessed: Fall Spring Winter Summer Year: 2013-2014

Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and interpret bibliographic citations from a variety of print and electronic resources and formats
Step 2	What method did you plan to use to assess the SLO?	A series of questions will be created that will be implemented via quizzes, or final exams and will be included in all offered sections of Library 110, Library 120 and Library 125 that are offered.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will occur during the appropriate points in the course where the SLO skills are taught and evaluated. The assessment will be conducted by the instructor of record.

Program Name: Library – Orientation Sessions **Semester to** Fall Spring **Year:** 2013-2014
Program Type: Transfer Major **be Assessed:** Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	iSLO #4: determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.
Step 2	What method did you plan to use to assess the SLO?	A rubric will be developed for iSLO 4, and information competency as it relates specifically to the library orientation sessions will be assessed. Questions will most likely be on a short quiz at the end of a class orientation session. Questions for this first round will be multiple choice to allow for ease of assessment. More advanced assessment will occur in Spring 2014 and beyond.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will occur at each orientation session and will be conducted by a librarian.

Program Name: Library - Courses **Semester to** Fall Spring **Year:** 2013-2014
Program Type: Transfer Major **be Assessed:** Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	iSLO #4: determine the scope of information needs; locate and retrieve relevant information; organize, analyze, and evaluate information; and understand the ethical and legal issues surrounding information and information technology.
Step 2	What method did you plan to use to assess the SLO?	A rubric will be developed for iSLO 4, and information competency as it relates specifically to the library orientation sessions will be assessed. Questions will most likely be on a short quiz at the end of a class orientation session. Questions for this first round will be multiple choice to allow for ease of assessment. More advanced assessment will occur in Spring 2014 and beyond.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will occur during the appropriate points in the course where the SLO skills are taught and evaluated. The assessment will be conducted by the instructor of record.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty: The library needs 5 full-time tenure track faculty to run effectively, in addition to the use of adjunct faculty. Therefore, the library will be requesting one additional full-time tenure track librarian faculty in this program review cycle.

Management: The library needs an academic dean to advocate for the program as well as manage staff.

Classified: The library needs more classified assistance. Currently, the library staffs 4 full-time classified employees, and there are issues with coverage and keeping the library open. Therefore, the library will request, in program review, additional classified to replace staff who retired or were transferred to another campus department due to campus reorganization. In addition, they library is in lack of a full-time Division Office Coordinator (DOC) to effectively handle its operations. Therefore, the library will be requesting one full-time Division Office Coordinator (DOC) for Learning Resources in this program review cycle.

Hourly: The library depends upon its hourly student employees to maintain services and operations at all open hours. Therefore, the library will be requesting funds for supporting student staffing of the library facility in this program review cycle.

Considering your current employees, what staff development/training does your program need?

The library is constantly facing innovations and technology changes. It would be helpful to staff (and faculty) to attend OCLC workshops to maintain current knowledge of the cataloging and library service standards. Additionally, with the changing of Microsoft Office, it would also be helpful for all staff (classified, full time and part time librarians) to have an update session on utilizing the Microsoft Office products (especially Word, Excel and Outlook) and the various functions efficiently. Faculty should also seek out sessions informing them about MOOCs, Copyright and other innovations/changes in the Library Science and educational fields.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment): The library moved their old computers when they took residence in the new LRC building. These computers are without warranty, face high usage and are rapidly failing. Therefore, the library will be requesting new computers for this program review cycle.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling): None

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation): None

Health, Safety and Security (e.g.): None

Other What changes or other additions need to be made to your program to function adequately?

The students are increasingly requesting group study tables. The library would like to shift and remove shelving (already labeled on the 2nd floor), and purchase additional tables and chairs in order to facilitate the students' needs.

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- (0) () a. Significant declines in enrollment and/or FTES over multiple years
- (1) () b. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) () c. Scarcity of qualified faculty
- (0) () d. Incongruence of program with college mission and goals, state mandates, etc
- (0) () e. Significant decline in labor market
- (0) () f. Continued inability to make load for full-time faculty in the program
- (0) () g. An over-saturation of similar programs in the district and/or region
- (0) () h. Other _____

Program Review Check-list

- (x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
Confirmed
- (x) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary
changes to the Director of Personnel
Significant changes need to be made – personnel has been notified.
- (x) Curriculum Inventory complete (See data table spreadsheet under Curriculum Inventory tab)
All Library Science curriculum (C.O.R.s) have been reviewed, updated in Curricunet and
approved by CCI during the 2012-2013 academic year.
- (x) Both the Dean and IUA has completed the Dean and IUA Review section.
Confirmed

Signatures, Individual Comments

Department Chair: Treisa Cassens Date:
Comments:

Division Dean: Jorge Ascencio Date:
Comments:

(x) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- () Treisa Cassens
- () Julie Davis
- () Gonzalo Garcia
- () Cathy Le

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- () Treisa Cassens
- () Julie Davis
- () Gonzalo Garcia
- () Cathy Le

Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory