Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Library Services Program Review Handbook

Fall 2015
Version 4.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Library Services Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of library services. These questions direct faculty to examine the curriculum, pedagogy, assessment results, library collection and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Library Services Program Review process include:

- The Library Services Program Review Team

- Core data elements

- Completion of a Library Services Program Review Narrative Report every three years

- Validation of the Library Services Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The *Library Services Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Library Services Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Library Services Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

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Thus, the recommendations and priorities from the Library Services Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Library Services Program Review Team

The Library Services Program Review Team at the College that is comprised of the following members:

- Head Librarian or discipline designee.

- Division Dean

- Two additional faculty members.

- All faculty members within a department are encouraged to participate in the Library Services comprehensive Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The Library Services Program Review Team will analyze the core data elements, course outlines, SLO and Service Area Outcomes assessment results, and complete the Library Services Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Library Services Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Library Services Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to the Head Libararian.

- A list of active courses in library services and the date they were last updated/approved.

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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to the Head Librarian.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

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C. The *Office of Instruction* at the College will provide the following to the Head Librarian.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

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D. The *Head Librarian* will provide the following:

- Data about the collection and circulation transactions based upon the annual California Community Colleges Library/Learning Resources Data Survey.
- Data about the number of orientation and reference sessions and the number of students served.
- Library open hours per week and the number of library visits (gate count)

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The Library Services Program Review Report

1. **College:** College of Alameda

   Date: Fall 2015

   Members of the Library Services Program Review Team:
   Head Librarian: Jane McKenna
   Library Faculty: Steven Gerstle and Ann Buchalter
   Administrator: Tim Karas, VP of Instruction
   Library Staff: Lili Tavassoli, Caitlin Gilbert, Glenda Gardner and Nikki Lee

   Members of the Validation Team:

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2. **Narrative Description:**

Please provide a mission statement or a brief general statement of the primary goals and objectives of the library services. Include any unique characteristics or trends affecting the discipline, and a description of how the library services align with the college mission statement.

> **Mission:** The College of Alameda Library strives to be a teaching and learning-centered library for a diverse community by providing physical and online access to quality print, electronic, and multi-media resources, services, and instruction. The library faculty and staff strive to promote academic excellence and student success by emphasizing skills in library research, information literacy, and critical thinking.
>
> ### Goals and Objectives:
>
> ■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs
> ■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs
> ■ To provide timely, appropriate, current, and knowledgeable responses to student and faculty requests for information in print, electronic and web-based formats
> ■ To provide a comfortable, safe, clean and quiet learning environment for all students
> ■ To administer fair and objective service policies that respect an individual's right to privacy
>
> ### Library Service Outcomes:
> 1. Library provides sufficient resources to meet the information needs of the curriculum.
>   - Maps to ILO #1 and #2 (from outcomes listed in the 2015-2016 catalog)
>   - Lead Personnel: Cataloging/Systems Librarian
> 2. Library provides sufficient access to Library resources.
>   - Maps to ILO #1 and #5 (from outcomes listed in the 2015-2016 catalog)
>   - Lead Personnel: Access Services Librarian
> 3. Students will be able to effectively, efficiently, and ethically access and use needed information.

- Maps to ILO#1, #4 and #5 (from outcomes listed in the 2015-2016 catalog)
- Lead Personnel: Instruction Librarian

Library Course Outcomes – LIS85:
1. Articulate a problem, issue or search question. (Maps to ILO #2 listed in 2015-2016 catalog)
2. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)
3. Develop successful search strategies appropriate for specific tools. (Maps to ILO #1)
4. Locate, evaluate, synthesize, organize and present credible information that fulfills the identified information need. (Maps to ILO #2)
5. Identify ethical and legal issues that affect information and documentation. (Maps to ILO #5)
6. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

  All courses have been updated within the last year.
  The LIS area completed Curriculum Review in Fall 2015 and presented their checklist to the Curriculum Committee on Oct. 9, 2015 (see attached Curriculum Review Checklist)

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  The program has deactivated LIS200 because it was not offered in the last 2 years. The LIS area is working with the articulation officer to research the possibility of having LIS85 meet GE requirements in area E. They are also considering adding a second section of LIS85 in Fall 2016.

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline ensure that students are aware of the learning outcomes of the library courses and library programs in which they are enrolled? Where are the library services course, program or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  Learning outcomes for the courses are included in the college catalog, the syllabus and posted on the COA Library website. Learning outcomes for the Library Services are listed in the catalog and posted on the COA Library Website at http://alameda.peralta.edu/library/library-handouts/library-planning-documents/

- Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to library course and program assessment results. Please state the course number or program outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. **In response to a COA Library survey and instructional session requests from faculty, the Library expanded evening hours to stay open 1 hour later on Mon. – Thurs. (See attached Taskstream Status Report 2013-2014).**

  Improvement 2. **In response to low usage statistics for print periodals, the COA Library expanded access to the periodical collection by revising policies and procedures so that the last 6 months of periodicals may now circulate. (See attached Taskstream Status Report 2014-2015).**

- Briefly describe two of the **most significant examples** of plans for library course, program or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program or service area outcome and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. **The Library is pursuing an upgrade for our PCCD Millennium Library System to Sierra in order to improve bibliographic utility and student access via online catalog. The new system allows for better access via mobile devices which was identified as a need via student surveys and online resource usage data. (See Library Service Outcomes Taskstream Action Plan 2015-2016)**

  Plan 2. **The Library will offer a test pilot program in 2015-2016 of an embedded librarian. The librarian is embedded in courses and brings library instruction into the classroom (See Library**

Service Outcomes in Taskstream- Action Plan 2015-2016).   The plan for an embedded librarian was the result of librarian/faculty consultation sessions and research indicating the benefits to student retention (Napp, Jeffrey A., Nicholas J. Rowland, and Eric P. Charles. "Retaining Students By Embedding Librarians Into Undergraduate Research Experiences." Reference Services Review 42.1 (2014): 129-147).

- Describe how assessment results for Distance Education library courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

  There is no difference since the COA Library does not offer any corresponding face-to-face sections of its only course, LIS85, which is taught only online.

- Describe assessment results for library courses or service area sessions with multiple sections or sessions. Are there similar results in each section or session?

  The COA Library only offers one online section of LIS85 each semester so there is no comparison possible across sections.   Assessment data for LIS85 is compared to data for the same semester in the previous year to identify trends and areas for improvement. As per Taskstream, 70% or more of students are at the meets or exceeds level for all student learning outcomes in the course. This is true for the past two years and is documented within Taskstream.

- Describe your library's participation in assessment of institutional level outcomes (ILOs).

The COA Library contributes to the assessment of ILOs via Taskstream. For every outcome the Library assesses in Taskstream, that outcome is mapped to an ILO.

The Library supports the ILOs by acquiring and maintaining resources that meet the educational needs of its multicultural and diverse community by emphasizing: the teaching of library research and information literacy through both informal and formal course lectures, group work, and unique library assignments; by acquiring and maintaining a current, authoritative, and appropriate collection of resources in order to provide the resources necessary for "programs of distinction," including our collections for specialized "learning communities," that advance and support the college's mission.

[ILOs 1, 3, 5] The library strives to provide excellent, comprehensive and flexible services, resources, and programs that embrace a range from introductory and basic research skills to more advanced information literacy skills. During the last several years the library has acquired new reading and research materials for Basic Skills and ESL learners. In this way the library can help prepare and empower all students to attain future educational and occupational goals.

[ILOs 1 - 5] By insisting on a vision of a teaching-centered library, librarians support the college's goals in using traditional individual and in-class as well as newer team, or group oriented teaching methodologies to train student seekers of knowledge. Through the processes of learning how to access library services, in one-on-one reference interviews, or in classroom instruction, library faculty helps the college achieve its goals by teaching students how to seek, evaluate information, as well as communicate effectively and efficiently for both their classroom assignments and life-long learning.

[ILOs 1 - 5] Library programs and instruction also aid the college in other goals such as helping to improving student persistence, retention and completion rates and increasing student success. Ability to use public spaces such as the library and critical thinking in information seeking are especially relevant for at-risk students.

- How are library course, program or service area outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  Library Service Outcomes:
  4. Library provides sufficient resources to meet the information needs of the curriculum.
     - Maps to ILO #1 and #2 (from outcomes listed in the 2015-2016 catalog)
     - Lead Personnel: Cataloging/Systems Librarian
  5. Library provides sufficient access to Library resources.
     - Maps to ILO #1 and #5 (from outcomes listed in the 2015-2016 catalog)
     - Lead Personnel: Access Services Librarian
  6. Students will be able to effectively, efficiently, and ethically access and use needed information.
     - Maps to ILO #1, #4 and #5 (from outcomes listed in the 2015-2016 catalog)
     - Lead Personnel: Instruction Librarian

  Library Course Outcomes – LIS85:
  7. Articulate a problem, issue or search question. (Maps to ILO #2 listed in 2015-2016 catalog)
  8. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)
  9. Develop successful search strategies appropriate for specific tools. (Maps to ILO #1)
  10. Locate, evaluate, synthesize, organize and present credible information that fulfills the identified information need. (Maps to ILO #2)
  11. Identify ethical and legal issues that affect information and documentation. (Maps to ILO #5)
  12. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  One strategy used by faculty is the increased use of multimedia resources in library instruction, including videos, animation, tutorials and audio materials. Use of multimedia resources engages students who have a variety of learning styles. Another strategy used is increased use of multiple instruction sessions, including group work to reinforce learning. Instruction sessions held in the library are being augmented by classroom visits in order to better integrate research skills into course material. Librarians actively engage with classroom faculty to improve student learning.

- How has new technology been used by the library to improve student learning?

Extensive use has been made of "smart" classroom resources including visual materials, video, tutorials, animation and audio. A collection of online tutorials has been compiled to supplement student learning. Great care has been taken to select and make available online instructional materials that match our student needs. The library has increased its online resources to include films and e-books. The Library offers chat reference and e-mail reference during regular sessions, summer session and intersessions.

- How do the library services maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  Library materials are available in both print and electronic format. The library offers remote access to books and articles through the electronic database subscriptions. The library has both print and electronic resources that are selected based on the COA Library's Collection Development Policy, library surveys, and usage statistics to insure resources selected support students' needs.   In addition, the library offers reference services both in-person and online during regular sessions and intersessions. The library actively advocates for equity of access to library services for all course formats.

- Briefly discuss the enrollment trends in library services courses. Include the following:

  o Overall enrollment trends in the past three years

CENSUS_TOTAL	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
LIS 85 - INTRO INFO RESOURCES	14	25	28	25	41	37	15	66	34
Grand Total	14	25	28	25	41	37	15	66	34

  o An explanation of student demand (or lack thereof) for specific courses.

  Enrollment for LIS85 over the past year has been high. The class regularly fills before the first day of class. This may be due to the offering of only one section each semester but the shift from a hybrid format to completely online may also be a factor. Students indicate via a class survey that many take the class because of the convenience of online and also because a counselor recommended it to them.

  o Productivity for the library services courses compared to the college productivity rate.

Productivity	Term								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
LIS 85 - INTRO INFO RESOURCES	7.00	12.50	14.00	12.50	20.50	18.50	7.50	16.50	17.00

College productivity rate ___**16.28 (Spring 2015)** _____

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  Students are asked to complete a course evaluation at the end of each section. The survey includes questions regarding the student's satisfaction with the structure, scheduling and format of the course. It also asks them for suggestions on improvement and questions them as to why they took the course. The data indicates a high level of satisfaction with the course structure, scheduling and format.

- Please provide the following information about specific library instructional sessions for the past three years:

	Year 1.(most current)	Year 2.	Year 3.
Library Instruction Orientations (Sessions)	**52**	**73**	**44**
Library Instruction Orientations (# Students Served)	**1393**	**1914**	**1278**
Individual Library Reference Sessions	**4640**	**4816**	**4277**

- Recommendations and Priorities:

Expand embedded librarian program to include more instructors and courses with an emphasis on those courses that have a research component. Increased classroom visits to better integrate research skills into classroom learning. More use of group projects and presentations increase student involvement. Smart classroom upgrades are needed in order to keep pace with technology. Consider purchasing a mobile unit in the interim in order to better reach classes that lack needed technology.

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6. Student Success and Student Equity:

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- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the library services courses for the past three years. Please list each course separately. How do the library course completion rates compare to the college course completion standard?

The Library only offers 1 course, LIS85. The completion rate of LIS85 has fluctuated over the past 3 years. For 6 out of the last 9 sessions that the class was offered, it had a higher completion rate than the college standard.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe. **There are differences when disaggregated but there is no obvious trend for most groups except the low income students. Low income students have a lower rate consistently each semester. For DSPS and Veterans the rates fluctuate each semester with some semesters having a higher rate than the average and then other semesters these groups may have a lower rate.**

  College course completion standard ___**67% (Spring 2015)** _____

Success	Term								
Course	**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
LIS 85 - INTRO INFO RESOURCES	92.86%	60.00%	71.43%	69.57%	47.37%	76.67%	50.00%	69.84%	75.76%
Grand Total	**92.86%**	**60.00%**	**71.43%**	**69.57%**	**47.37%**	**76.67%**	**50.00%**	**69.84%**	**75.76%**

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the library's Distance Education course completion rate compare to the college course completion standard?

  Same as above since the area only offers one section of LIS85 each semester and it is entirely online.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  Same as above since the area only offers one section of LIS85 each semester and it entirely online.

  Department/discipline Distance Education (100% online) course completion rates:

  Same as above since the area only offers one section of LIS85 each semester and it entirely online.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the library deal with this situation? How do you ensure that Distance Education courses are effective?

  There are no differences since the area only offers one section of LIS85 each semester and it entirely online.

- Describe the library's course or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the library course or program retention rate compare to the college retention standard?

  The average retention rate for the past three years is well above the college retention standard. In 2004, the course retention rate was at 100% for all 3 semesters that LIS85 was offered. We are very proud of this extremely high retention rate for our course!

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe. **There are differences when disaggregated but there is no obvious trend for most groups except the low income students. Low income students have a lower rate consistently each semester. For DSPS and Veterans the rates fluctuate each semester with some semesters having a higher rate than the average and then other semesters these groups may have a lower rate.**

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  College retention standard ____**81.54 (Spring 2015)** _____

  Library Services course or program retention rates:

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
LIS 85 - INTRO INFO RESOURCES	92.86%	92.00%	89.29%	100.00%	47.37%	100.00%	100.00%	100.00%	81.82%
Grand Total	**92.86%**	**92.00%**	**89.29%**	**100.00%**	**47.37%**	**100.00%**	**100.00%**	**100.00%**	**81.82%**

- What has the library done to improve course completion and retention rates? What is planned for the next three years? Added professional and peer tutors.

  To help improve retention and completion rates for all College courses, the library provides a quiet, clean and welcoming place where students can study and receive help from a librarian with their information needs in-person or online. The library recently increased access to reference for online students by increasing the hours that online reference chat and e-mail is available. The Library is

expanding their marketing efforts to increase awareness about these relatively new online reference services. The Library is also heavily advocating for online reference hours for all intersessions.

In the Library course, LIS85, the instructor is increasing contact with students in using electronic reminders about homework deadlines in order to help keep students from falling behind. The instructor is also contacting students one week before the class begins with "getting started" information so that they have extra time to work out any technological issues before the online class begins. Reminders are also sent to students about in-person help that is available at the reference desk or via reference chat/email.

Research shows that library usage and instruction increases rates of retention and success for community college students. A recent study completed at Pasadena Community College shows that "students who use the library showed an increase in both retention and success - as high as 14% greater than students who never checked a resource out of the library" (Basic Skills Handbook. http://www.cccbsi.org, Chapter 4).

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

    Full-time faculty **headcount __3_____(3.0 FTE)___**

    Part-time faculty **headcount ___3____(1.58 FTE)____**

    Total FTEF (full-time) faculty for the discipline, department, or program _____**3.0**_____

    Full-time/part-time faculty ratio ____**3.0/1.58**_FTE_____

    Classified staff headcount ____**4**_____

    Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

    Adjunct hours for Spring and Winter Intersessions - the Library needs additional funding for adjunct faculty in order to offer reference services during Winter Intersession and Spring Intersession. For solely online intersessions, these services can be provided via online reference or chat hours. The college must provide equity of services to students during all sessions and this includes library reference services.

Hire a Senior Library Technician-Cataloging/Processing, Left vacant now for four years, the lack of this position has negatively impacted cataloging operations and resulted in reductions in productivity and time delays between the ordering and acquisition of library materials and completion of processing when new materials are made available for student use. This position should be hired at Senior Library Technician level due to increased responsibility for copy-cataloging, processing, hiring and training of students in physical processing, and level of expertise required in library information technology. This position is necessary in order to maintain acceptable level of performance for cataloging department processing library materials for student use.

- Describe your current utilization of facilities and equipment. In your description, please include the following data for the past three years:

	Year 1. (most current)	Year 2.	Year 3.
Library Open Hours Per Week	56	56	52
Library Visits (gate count)	255,262	281,206	305,218
Other Library Usage			

- Please provide the following data on the library collections and circulation transactions:

	Year 1.	Year 2.	Year 3.
Total Library Materials Expenditures	102,000	115,000	93,000
Total Print Book Collection (titles)	35,038	35,853	36,904
Total E-book Collection (titles)	32,444	32,444	30,290
Total Database Subscriptions	43	40	40
Total Media Collection (titles)	0	0	0
Total Print Periodical Subscriptions	53	53	52

	Year 1.	Year 2.	Year 3.
General Circulation Transactions	3,414	3,506	3,278
Reserve Circulation Transactions	11,374	19,302	21,174

In-House Circulation Transactions (optional_	3,781	3,069	2,498
Media Circulation Transactions (optional)	0	0	0
E-book Circulation Transactions (optional)			
Other Circulation Transactions – describe (optional)			
Total Circulation Transactions	18,570	25,877	26,950

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

   Upgrade of Peralta Libraries Millennium system
   New computers for COA Library reference area computers used by students (3 year cycle)
   New computers for library staff/librarians (3 year cycle)
   Expand funding of electronic databases for Library
   Expand funding of electronic books and electronic reference books
   40 tablets to create a mobile electronic classroom for library orientations
   Add a Library Resources block to all courses within Moodle
   Library Room L105 smart classroom upgrade (new projector, smart board, etc.)
   Mobile AV cart for embedded library instruction
   Update handicap access to collections with additional hardware and software
   Campus and District emergency notification/communication system that also utilizes cell phones, website and texting for alerts.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

   Library - New office furniture (select staff) and reference desk (section where computer sits needs to be ergonomic)
   Library – Replace out-of-date front sliding doors (they frequently stick) with doors that can be set to automatically lock after people exit (for when the building is closed).
   LBuilding - Upgrade wireless
   LBuilding - electrical upgrade (including reference desk and additional outlets for student devices)
   LBuilding - building Announcement system (for announcing building closing, emergencies)
   LBuilding - Plumbing upgrade (bathrooms regularly back-up into the engineering room on the first floor). Another possibility, removing the paper towel dispensers in bathrooms.
   LBuilding - Roof upgrade (currently leaks)

LBuilding - HVAC upgrade (better temperature control for different areas)
LBuilding - Emergency phones and panic buttons
LBuilding - Building security system
LBuilding - Upgrade L Building to current seismic standards
LBuilding - Upgrade lighting for energy efficiency
LBuilding - Emergency lighting
LBuilding - New carpeting

- # Please complete the Library Services Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  COA Librarians participate in Flex Day trainings and activities, serve on Academic Senate, Curriculum Committee, Budget Committee, Distance Education Committee, District Librarians Committee, Department Chairs Meetings and Technology Committee. Full-time librarians also consult with the adjunct librarians as needed.

  Adjunct Librarians are invited to participate in Department meetings. Some of the topics covered include the Library student learning outcomes and assessment; vision; goals and objectives as well as always being consulted about library procedures.

  Staff attend Classified Council meetings, District Emergency Trainings, District Purchasing Trainings and Millennium Trainings.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

  Full-time and Adjunct Librarians working at the reference desk often refer students to outside sources particularly the public libraries in the area, as their focus is different from ours; they provide many resources that students request which our library does not have, such as current

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best sellers, information on local real estate, local authors, etc. We also accommodate the public in our library. They are welcome to come in and use our resources while they are in the library for quiet study, reading periodicals, and browsing books, although they are not able to check them out.

Steve Gerstle contributes to the AlamedaPointInfo.com website, reports issues that need attention near the College of Alameda to responsible City of Alameda agencies like Public Works and as a Registered Parliamentarian, consults informally on an as needed basis.

Ann Buchalter serves as Distance Coordinator at Laney College and also participates on the CCL-EAR Committee. As a member of CCL-EAR, Ann reviews databases for the statewide library consortium. Ann also attends the annual Internet Librarian Conference.

Jane McKenna attends the District Librarian meetings.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct librarians are included in department meetings. They are also regularly consulted with for feedback on department planning documents and policies. In an effort to encourage adjunct participation in planning, the library has developed a mailing list that includes all department tenure track faculty, adjunct faculty and staff that is used regularly to solicit feedback and discussion regarding library planning and assessment.   All planning documents are sent out via this list and feedback is actively solicited, discussed and incorporated in department meetings.

Adjunct librarians receive a variety of instruction on how to use the smart classroom equipment from both the librarian who oversees instruction as well as the head librarian and other adjunct librarians as needed. In addition to receiving a comprehensive orientation when hired, adjuncts are continually being mentored by the Librarian who oversees instruction and have had many opportunities to observe how he conducts classes as well. All librarians, both full-time and adjunct, willingly share lessons, ideas and strategies that they have found successful with students and specific subject areas. This has created a collaborative and supportive work environment.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

The Library faculty and staff would benefit from training in Millennium, CurricuNet, Taskstream, Wordpress, Moodle, and smart classrooms. The training needs to be held every semester as we always have new faculty.

The Library faculty and staff would also benefit from campus-wide and building specific trainers such as fire, earthquake and shooter-on-campus situations. These drills should be held during both daytime and evening hours.

In addition, librarians benefit from opportunities to attend librarian conferences such as Internet Librarian 2015.

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

All librarians have been offered training in those technologies that apply to their position such as Millennium and the article databases. The vendors for these products routinely offers to provide training sessions that librarians and staff may take advantage of. As we get ready to upgrade Millennium, several trainings will be offered to train staff regarding the enhancements to the system. This past year, librarians received training from the Head Librarian on how to use the online chat feature for reference.

The LIS85 course is taught by same instructor every session. The course is taught solely online and so the instructor is well trained in the use of Distance Education platforms and has taken courses on using Moodle through the District. The instructor has also completed 8 units at CSU East Bay on best practices in online pedagogy which was made possible by the receipt of a sabbatical in Spring 2014.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum: Increase articulation benefits of students taking LIS85 by getting the course approved to meet GE Area E.**

Activities and Rationale:
Activity: Work with the articulation officer and Curriculum Committee to facilitate approval for LIS85 to meet the GE Area E requirement.

Rationale: Courses that can meet additional requirements are more desirable to students and successful completion may increase their chances of transferring sooner.

- **Goal 2. Assessment:** **Assess 100% of Library SLOs and SOs on an annual basis.**

   Activities and Rationale:

   Activities:

   - **Measures of evaluation based on specific student learning outcomes (e.g. faculty/student surveys and reference desk statistics);**
   - **Indirect measures assessing various aspects of the program (e.g. needs assessments, direct observations, anecdotal evidence, discussion with instructors, etc.);**
   - **Regular data collection and analysis using such measures (e.g. weekly meetings of library faculty, departmental meeting with Library Director);**
   - **Periodic revision of program based on data analysis (e.g. Program Review).**

Rationale: systematic, ongoing assessment of library programs helps improve instruction/library services and guides the strategic direction of the library. College procedures call for all outcomes to be assessed on a 3 year-cycle with the option to assess one or two outcomes each semester. In an effort to provide a full picture of how the library is meeting student's needs, the library plans to assess all outcomes on a yearly cycle.

- **Goal 3. Instruction:** **Increase number of faculty requesting instruction, number of faculty participating in librarian/faculty consultation sessions and the number of students participating in library orientations by 5%.**

   Activities and Rationale:

   The number of students participating in library instruction is partially dependent upon the number of faculty who perceive this to be of value and the enrollment in their classes. Not all instructors who refer students to library resources or require the use of library resources ask for library instruction. In some cases, they may ask for a consultation about library resources or library assignments. Library use is driven by faculty assignments and one way to increase library usage is through the faculty.

- **Goal 4. Student Success and Student Equity:** **Increase number of students accessing the Library's electronic databases by 5%.**

   Activities and Rationale:

   Identify funds and expand the Library's online database offerings. Research shows that library usage and instruction increases rates of retention and success for community college students. A recent study completed at Pasadena Community College shows that "students that who use the library showed an increase in both retention and success - as high as 14% greater than students who never checked a resource out of the library" (Basic Skills Handbook. http://www.cccbsi.org, Chapter 4).

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** **Coordinate with the three other Libraries in Peralta to identify and receive funding for an upgrade on our integrated library system.**

  Activities and Rationale:
  The current system is out of date and requires an upgrade. An upgrade will improve access for students on mobile devices, electronic resource management, reporting options, discovery platform and hosting.
  The current District library system (Millennium) contract expires in spring 2016. The Millennium system software was developed in the 20th century by Innovative Interfaces, inc (III). III developed a replacement SQL-based (Sierra) which became available in 2011. Costs for annual maintenance will increase if we don't switch to Sierra. Additionally, the functionality of Millennium is no longer being developed and the libraries are falling behind technologically.   As part of the migration, the system would move to a hosted platform eliminating server maintenance duties for District IT staff. The librarians have requested a discovery platform to guide and engage students in information competency instruction and to promote successful independent research. Additionally, the libraries are seeking several modules: Electronic Resource Management (ERM) to assist with managing the increasing volume of electronic resources and Decision Center to assist with aggregation and analysis of library use statistics for assessment purposes. Additionally, the libraries need a mobile patron app to allow students to easily search library resources from mobile devices. Finally, as part of the proposed package, the libraries are seeking Content Café image data records (e.g. book jackets, etc.) to incorporate into the online library catalog as a way to engage students and encourage reading.

- # Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Library Services Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: _____College of Alameda_____

Discipline, Department or Program: _____Library_____

Contact Person: _____Jane McKenna_____

Date: _ Oct. 27, 2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	• Adjunct hours for online reference services during Spring and Winter Intersessions • Adjunct hours for		• $3,200 • 10,000	• Pg. 16 • Pg. 9, 22

	expanded faculty outreach and library instruction.			
Human Resources: Classified	**Senior Library Technician Cataloging/Processing**		**40, 000**	**Pg. 16**
Human Resources: Student Workers	**To assist at service desk for Circulation and Reserve**		**5,000**	**Pg. 7, 8, 11, 18**
Technology	• **Expand electronic resource collections of ebooks and articles.** • **Upgrade Library Integrated System used by all Peralta Libraries.** • **New computers for COA Library reference area computers used by students (3 year cycle)** • **New computers for library staff/librarians/work areas and service desks (3 year cycle)** • **Mobile Computerize Classroom - 40 tablets, mobile charging cart, security system, software, and peripherals to create a mobile electronic classroom for library orientations.** • **Library Room L105 smart classroom upgrade (new projector, smart board, etc.)**		• **$20,000** • **District Funds - since this is a Districtwide IT expense** • **$24,000 ($1,200 x 20)** • **$16,800 ($1,200 x 14)** • **$20,000** • **Tbd** • **$7,000**	• **Pg. 22** • **Pg.9, 22** • **Pg. 18** • **Pg. 18** • **Pg. 18** • **Pg. 18**

	• **Mobile AV cart for embedded library instruction**			• **Pg. 18**
	• **Update handicap access to collections with additional hardware and software**		• **$2,000**	• **Pg. 18**
	• **Peripherals – replacement printers, software, hardware, cords, lcd bulbs, replacement speakers, etc.**		• **$5,000**	• **Pg. 18**
Equipment	**Upgrade collections in support of new courses and new programs.**		**$40,000 (per year, in a 3 year cycle) = $120,000**	**Pg. 7, 8, 11, 18**
Supplies	**Peripherals – lcd bulbs, book processing supplies, office supplies, etc.**		**$5,000**	**Pg. 7, 8, 11, 18**
Facilities	• **Library - New office furniture (select staff) and reference desk (section where computer sits needs to be more ergonomic)**		• **tbd**	• **Pg. 7, 8, 11, 18**
	• **Library – Replace out-of-date front sliding doors (they frequently stick) with doors that will can be set to automatically lock after people exit (especially when the building is closed).**		• **tbd**	• **Pg. 7, 8, 11, 18**
Professional Development	**Funding to cover costs of staff training and also substitutes to cover while staff/faculty are attending trainings.**		• **$2,000**	• **Pg. 20**

Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: __College of Alameda_____

Discipline, Department or Program: __Library_____

Contact Person: _Jane McKenna, Head Librarian_____

Date: _____Nov. 5, 2015_____

Discipline, Department or Program Goal	Institutional Learning Outcomes	PCCD Goal and Institutional Objective
1. **Curriculum: Increase articulation benefits of students taking LIS85 by getting the course approved to meet GE Area E.**	#1, #2, #3, #4 and #5	A, C
2. **Assessment: Assess 100% of Library SLOs and SOs on an annual basis**	#1, #2, #3, #4 and #5	A, D
3. **Instruction: Increase number of faculty requesting instruction, number of faculty participating in librarian/faculty consultation sessions and the number of students participating in library orientations by 5%.**	#1, #2, #3, #4 and #5	A, C

4. **Equity: Increase number of students accessing the Library's electronic databases by 5%.**	#1, #2, #3, #4 and #5	A
5. **Professional Development, Community, Institutional and Professional Engagement and Partnerships: Coordinate with the three other Libraries in Peralta to identify and receive funding for an upgrade on our integrated library system.**	#2 and #5	B, D
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed.	
☐ 2. The analysis of data is thorough.	
☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Head Librarian

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date

College of Alameda

MISSION
The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION
The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES
We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.

D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.