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**College of Alameda**

2022-23 Program Review - Library

**Lead Author:**

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| **Jane McKenna, Head Librarian** |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| Mission:  The College of Alameda Library is 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 promote academic excellence  and student success by emphasizing skills in library research,  information literacy, and critical thinking. |

List your program faculty and/or staff

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| **Full Time:**  Ann Buchalter (faculty)  Jane McKenna (faculty)  Josh Rose (faculty)  Caitlin Gilbert (staff)  Glenda Gardner (staff)  Joan Bewley (staff)  Senior Library Tech (vacant)  **Part Time:**  Mary Poeck (adjunct faculty)  Barbara Fields (adjunct faculty) |

Describe your current utilization of facilities, including labs and other space

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| The COA Library has approximately 20,748 gross square feet as assignable  space on the first floor of the L Building and an additional 2,521  square feet of study space on the 2nd floor of the L Building. The  space on the first floor includes seating for more than 200 students,  book stacks, four group study rooms, a quiet study room, book displays,  Chromebooks, Circulation Desk, Reserve Desk, Reference Desk, periodical  display/browsing area, study tables and carrels, copiers/scanner, printing, an  archive, computers for researching (14 workstations), 2 print stations  cataloging/processing service areas, an archive, library staff/faculty  offices, and an open classroom for instruction. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal 1** | That at least 30% of the Library collection has a publication date  Post 2010.  Justification: Accreditation requires we have a current and high quality collection. There is a connection between library materials and student success rates. Campus data shows that students checking out print books have higher GPA and success rates than the college average ... this is also seen when broken out by at risk groups and equity challenged groups. Full data on this is located on the Library website under Planning Documents. |
| Status: In-Progress or Complete? | In-Progress.  The Library’s age of collection data for 2022 indicates that 23% of the collection was published post 2010. This represents a 5% improvement in currency of the collection based on the 2021 Age of Collection when only 18% of the collection was published post 2010. Due to unstable funds for library materials, the Library has not been able to acquire funds to purchase books in the numbers necessary to update the collection significantly and so has engaged in an aggressive weeding project to increase currency of the collection in years when budget limits purchasing. The Library continues to advocate for a stable budget to provide current books for student’s information needs. |
| Which college or district goal is aligned with your program goal? | Aligns to the following College Goal:  Increase retention and persistence rates  Aligns to the following District Goal:  Advance Student Access, Equity, and Success |

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| **Program Goal 2** | Provide library orientations for 60% of all English 1A and 100% of all English1AS sections. |
| Status: In-Progress or Complete? | In 2021-2022, there were a total of 13 ENGL 1A classes (8 in Fall 2021; 5 in Spring 2022). There were also 6 ENGL 1AS classes (4 in Fall 2021; 2 in Spring 2022), according to Campus Solutions.  Below are the percentage of ENGL courses that had at least one library session in Fall 2021 and Spring 2022:  ENGL 1A - Fall 2021: 25%  ENGL 1AS - Fall 2021: 25%  ENGL 1A - Spring 2022: 0%  ENGL 1AS - Spring 2022: 100% |
| Which college or district goal is aligned with your program goal? | Justification: Campus data shows that students receiving library orientations have a higher success rates than other sections of the course not receiving orientations (see the Library Planning webpage for this study).  Aligns to the following College Goal:  Increase retention and persistence rates  Aligns to the following District Goal:  Advance Student Access, Equity, and Success |

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| **Program Goal 3** | Implement and Train on all modules of the new Library Integrated System called Alma/Primo from ExLibris. |
| Status: In-Progress or Complete? | In-Progress.  The Library has migrated to the new system but we continue to train and trouble-shoot. We also need to resolve student load/sign-in issues that require District IT coordination and support. We also still need to implement the Discovery feature for the system with support from District IT. We are in the process of implementing a new module for Alma called Alma –Digital to be used for online reserves. COA is participating in a District-wide Library workgroup on this topic to work out the process and procedures. |
| Which college or district goal is aligned with your program goal? | Aligns to Following College Goal:  Increase community and educational partnerships  Aligns to Following District Goal:  Advance Student Access, Equity, and Success |

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| **Program Goal 4** | Hire a full-time Senior Library Technician (Evening/Reserves) to replace for a recent Retirement. |
| Status: In-Progress or Complete? | In-Progress.  The position has posted internally as of Oct. 2022 but has not yet been filled.  The Library continues to advocate for the replacement of these critical positions instrumental in meeting our Library Service Outcomes. |
| Which college or district goal is aligned with your program goal? | Justification: It is critical that the Library hire a Senior Library Tech as soon as possible. This need is urgent. This position is critical to provide adequate staffing to reopen the building in the evenings.  Aligns to the following College Goal:  Increase retention and persistence rates  Aligns to following District Goal:  Advance Student Access, Equity, and Success |

**Enrollment Trends**

Chart

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| Enrollment decline in LIS is due to a cut in the sections offered. In the past, the LIS program offered one section for every session run at the College (Spring, Spring Intersession, Summer, Fall and Winter Intersession). As cuts were made across all departments to allocations, the LIS program reduced their offering to only one section in the Fall and one section in the Spring. This accounts for the large drop in enrollment for LIS that is evident between 2019-2020 and 2020-2021. The Library hopes to return to previous level of allocation when the budget allows. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| Effective strategies used by LIS Instructors: highly organized and accessible course design, frequent and immediate feedback (set a goal of responding to messages and grading done within 24 hours), scaffolding content (explain everything, never assume they know how to do something unless you have explained it in the course), clear instructions, clear feedback, opportunities for in-person tutoring at the reference desk, regrade opportunities, no large stakes grades (lots of things worth a few points each rather than two or three big tests or assignments), use of assessment results to reflect and improve course content on a regular basis, course content that draws connections to real life experiences, open-ended discussion questions and regular faculty training in best practices for online courses. |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| LIS courses have historically only been offered in online format and based on the high success, strong retention and non-existent DI gap, we believe that based on this positive data the online modality works well for this subject matter. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

**https://peralta.curricunet.com/**

**x Yes** ☐ No, please explain:

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| The allocation for LIS courses has been reduced over the last few years and so we have focused on offering LIS74 instead of LIS85. This is because LIS74 meets several requirements for students (area E, computer literacy) whereas LIS85 only meets one (computer literacy). We are considering deactivating LIS85 since it has not been offered in several years and now that the computer literacy requirement has now gone away (just a few weeks ago). |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| LIS74 was developed a few years ago to meet both the computer literacy requirement and Area E. This option has been included in several degree maps throughout the curriculum. The Library plans to continue to advocate for its inclusion in additional degree maps and for LIS74 to replace LIS85 on degree maps going forward. |

**Student Learning Outcomes Assessment / Service Area Outcomes**

List your Student Learning Outcomes

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| COA Library Service Goals and Objectives:   * To provide quality services, research materials, technology,   facilities, and instructional programs that support the college  curricula, information literacy, and research needs. (Maps to ILOs #1,  #2, #3, #4, and #5)   * To provide students with access to information resources that   support their learning processes, teach information literacy, and  satisfy their intellectual needs. (Maps to ILOs #1, #2, #3, #4, and #5)   * To provide timely, appropriate, current, and knowledgeable   responses to student and faculty requests for information in print,  electronic and web-based formats. (Maps to ILOs #2 and #3)   * To provide a comfortable, safe, clean and quiet learning environment for all students. (Maps to ILOs #3 and #5) * To administer fair and objective service policies that maintain ethical information use guidelines and respect an individual's right to privacy. (Maps to ILOs #4 and #5)   Library Service Area Outcomes:   1. Library provides sufficient resources to meet the information needs   of the curriculum. (maps to ILO #1 and #2)   1. Library provides sufficient access to Library resources. (maps to   ILO #1 and #5)   1. Students will be able to effectively, efficiently, and ethically   access and use needed information. (maps to ILO #1, #4 and #5) |

Please provide a high-level summary and your program’s interpretation of your SLO / Service Area Outcomes findings over the past year.

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| The COA Library assessment of Library Services data demonstrates the multiple ways that the Library contributes to student learning and success. The positive connections between  the Library and aspects of student learning and success in the following areas are particularly noteworthy:  **1. Students benefit from library instruction.**  Information literacy courses help them acquire a common set of competencies for their undergraduate studies. The assessment findings from our LIS courses underscore that students receiving this instruction felt that the skills they learned helped them to perform better in their other courses.  **2. Library use increases student success**.  Data points to increased academic success when students use the library.  The analysis of multiple data points (e.g., circulation, library instruction session  attendance, study room use) shows that students who used the library in some way achieved higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.  **3. Information literacy instruction strengthens general education outcomes.**  Library instruction improves students’ achievement of institutional core competencies and general education outcomes. Data based on faculty feedback regarding positive outcomes regarding quality of student work after receiving librarian led instructions sessions demonstrates that information literacy contributes to inquiry-based and problem-solving learning, including effective identification and use of information, critical thinking, ethical reasoning, and civic engagement.  **4. Librarian reference assistance boosts student learning.**  One-on-one reference and research assistance with a librarian enhances  academic success, as documented by such factors as student confidence, GPAs, and  improved achievement on course assignments. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| The COA Library data shows a strong connection between library instruction and student learning. The Library worked with the campus researcher to analyze collection usage and student success.  Data from a recent study indicated that checking out a COA Circulating book is associated with a 10% higher student success rate and a higher average GPA compared to the institutional standard for that semester. Data also showed higher rates of checkout for equity impacted groups as compared to their make-up in the general population. This data has been used to justify the request for increased funding for collections in Annual Program Reviews. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| The Library does not have PLOs because it is not considered a program. Instead the Library has Service Area Outcomes (see questions above regarding the assessment of Service Area Outcomes). |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| All of the SLOs for all of the LIS courses (that have been offered) have been assessed within the last 3 years and entered within Meta. For the LIS74 course, assessment results indicate that students are 90% or above in meeting the outcomes for the course. LIS74 is the only course currently being offered in LIS at the College due to cuts in course allocation and the focus on LIS74 as the main course due to it meeting more requirements for students than other LIS courses.  In addition, all of the Library service outcomes have been assessed within the last 3 years and entered within Meta. The service learning outcomes data for library services is also analyzed at librarian meetings and utilized when developing budget priorities. Service area data compiled and analyzed includes library orientation assessment results, library student surveys, faculty surveys, library usage statistics, as well as studies that analyze the demographic data, GPA / success rates of Library users. Many of these assessment results are also posted on the Library webpage under Planning Documents.  In addition, a detailed description of the Library’s internal assessment process can be found on the Library Webpage under Planning Documents. |

**Course Completion**

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| College | Academic Year | Subject | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | LIS | 50 | 43 | 86% |
| Alameda | 2021 | LIS | 56 | 47 | 84% |
| Alameda | 2020 | LIS | 121 | 101 | 83% |
| Alameda | 2019 | LIS | 160 | 134 | 84% |
| Alameda | 2018 | LIS | 169 | 129 | 76% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| The completion rate is strong for the LIS students with an average success rate of 84%. These numbers are significantly higher than the college’s Institution Set Standard. The numbers are consistent across most categories and population groups. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| N/A since the LIS program only offers 1 section of LIS classes each semester and these have historically only been offered online. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| N/A |

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| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | LIS | 50 | 48 | 96% |
| Alameda | 2020-2021 | LIS | 56 | 54 | 96% |
| Alameda | 2019-2020 | LIS | 121 | 110 | 91% |
| Alameda | 2018-2019 | LIS | 160 | 147 | 92% |
| Alameda | 2017-2018 | LIS | 169 | 152 | 90% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The retention rate is strong for the LIS students with an average retention rate of 93%. This rate is much higher than the college average for retention. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE** | **DI Identified** |
| Alameda | LIS | All Students | 50 | 86.0 |  |  |  |
| Alameda | LIS | Asian | 16 | 87.5 | 1.5 | -17.0 | FALSE |
| Alameda | LIS | Black / African American | 8 | 100.0 | 14.0 | -24.0 | FALSE |
| Alameda | LIS | Female | 20 | 85.0 | -1.0 | -15.2 | FALSE |
| Alameda | LIS | First Generation | 24 | 83.3 | -2.7 | -13.9 | FALSE |
| Alameda | LIS | Hispanic / Latino | 13 | 84.6 | -1.4 | -18.9 | FALSE |
| Alameda | LIS | Male | 28 | 85.7 | -0.3 | -12.9 | FALSE |
| Alameda | LIS | White | 9 | 66.7 | -19.3 | -22.7 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| The LIS program is pleased to note that our program is seeing **no** disproportionate impact. This is especially note-worthy since all of our courses are 100% online. |

Library Services Data

Fill in the information below.

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| **Library Personnel FTE** | Enter the number of FTE | Enter the number of FTE |  |
| Librarian (Full-time) | 2.83 | 2 |  |
| Librarian (part-time) | 1.64 | 2.42 |  |
| Classified Staff (full-time) | 2.42 | 3.25 | ­­ |
| Classified Staff (part-time) |  |  |  |
| Student Workers |  |  |  |
| Library Materials Expenditures | Enter the number | Enter the number |  |
| Books (Print or Electronic) | 2,313 | 19,797 |  |
| Reserve Textbooks  Periodicals | 4,270 | 6,317 |  |
| Databases | 55,818 | 75,800 |  |
| Other Materials | 12,223 | 12,129 |  |
| Library Collections Age (percent to total) | Enter the percent to total | Enter the percent to total |  |
| Prior to 2000 | 57 | 65 |  |
| 2000 - 2009 | 20 | 17 |  |
| 2010 - Present | 23 | 18 |  |
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|  | **2021-22** | **2020-21** | **Comments** |
| **Acquisitions per Acad Year** | Enter the number | Enter the number |  |
| Items | 363 | 109 |  |
| **Holdings (Titles)** | Enter the number | Enter the number |  |
| Print Books | 18,108 | 21,954 |  |
| Print Periodicals | 44 | 50 |  |
| Databases: (online articles/ebooks. and Streaming video database subscriptons) | 38 | 39 |  |
| Other Materials |  |  |  |
| **Library Services** | Enter the hours per week | Enter the hours per week |  |
| Summer | 32 weekly (online/curbside due to covid closure) | 32 weekly (online/curbside due to covid closure) |  |
| Regular Term | Fall 21: 56 weekly (online/curbside due to Covid closure)  Sp 22: 56 weekly (In-person starting March 16 on Tue. /Wed. from 9am-3pm with remaining hours still online/curbside due to Covid. | 56 weekly (online/curbside due to Covid closure) |  |
| Winter Intersession | 24 hours **total** (online/curbside due to covid closure ) | 24 hours **total** (online/curbside due to covid closure ) |  |
| Spring Intersession | 9 hours **total** | 18 hours **total** (online/curbside due to covid closure ) |  |
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|  | **2021-22** | **2020-21** | **Comments** |
| **Circulation** | Enter the number | Enter the number |  |
| General | 39 | 34 |  |
| Reserve | 19 | 20 |  |
| In-House Use | 20 | 49 |  |
| Renewals | 56 | 60 |  |
| Other (ex. technology/periodidals) | 109 | 207 |  |
| Study Room Usage | 35 | Bldg. closed |  |
| Database Searches | 450,223 | 774,618 |  |
|  | **2021-22** | **2020-21** | **Comments** |
| **Orientation** | Enter the number | Enter the number |  |
| Total Sessions | 23 | 109 |  |
| Percentage of Sessions that had an Embedded Librarian | 39% | 80% |  |
| Student Headcount Participating in total sessions | 343 | 2939 |  |
| Instruction Consultations | 4 |  |  |
| **Reference** | Enter the number | Enter the number |  |
| Reference Questions | 506 | 572 |  |
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| **Other Services (Specify)** |  |  |  |

### Are these services sufficient in terms of quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. If the services are not sufficient, please explain what the program plans to do about it over the next 1-3 years.

Library Collections and Services

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| Library collections are out of date with the majority of the collection having been published pre-2000. The Library continues to advocate for adequate and stable sources of funding to provide up-to-date collections for our students.  The Library has aggressively weeded the collection in an effort to increase currency of the collection while the budget remains flat. This past year, the Library weeding project resulted in the removal of approximately 4,000 extremely out-of-date titles from the collection. As part of the weeding process, faculty are given the opportunity to assist librarians in withdrawing materials according to expertise. This process of weeding removes outdated, underused materials, making more recently acquired books more visible and accessible. Over the last year, the Library has also updated the shelving in the Circulation Collection to be more accessible and provide a more positive user experience that improves accessibility and browsing.  In a Library conducted student survey, a total of 102 students completed the survey. Overall, students are satisfied or highly satisfied with the library staff/librarians (95%), facilities (96%) and collection (72%).  The majority of our users are COA students (92%) and tend to use the library *more* than once a week (68%). Of those that looked for a book in the COA Library, 81% found what they needed. Of those that looked for an article in the COA Library databases, 81% found what they needed. A quarter or more of students surveyed would like to see more study rooms, more comfortable seating, charging stations, Chromebooks for checkout, charging cords for checkout and new books. Student comments responding to the question asking “what else they would like to tell us” were overall very positive with 80% expressing gratitude for various library services and the other 20% making recommendations for additional services.  There was only 1 negative comment for this question and it was not about the Library.  In response to the request for more lounge seating on student surveys, the Library has developed a redesign of the reference area to remove shelving and add more group lounge furniture. Also, in response to the student survey results, the Library has added another study room to the first floor by repurposing a faculty office.  Instructors and students expressed interest in the Library developing a graphic novel collection to support student literacy. The Library is working to identify resources support a new graphic novel collection.  With much of the classes online, the Library would like to subscribe to a periodical browsing platform that allows students to view magazines in a format that is highly visual and made to mimic the browsing experience of flipping through a print magazine. The Library is working to identify funds to allow us to subscribe to this new platform called Flipster.  The Library has plans to install lockers on the exterior of the building for material pick-ups and Chromebook returns when the Library is closed. |

Library Instruction

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| The Library continues to work on increasing the number of classes and instructors that receive library instruction sessions and choose to embed a librarian in their Canvas courses.  At the Reference desk, librarians provide one-on-one instruction.  Librarians staff both in person and online reference, providing complete coverage for all of the Library’s operating hours. The online reference help “Ask a COA Librarian” chat reference service is accessible from the library homepage. In addition to regular library hours, a librarian staffs this online chat at prearranged times during intersession, when the physical library is closed.  Reference services include teaching and guiding students in using the numerous print and electronic collections available at the Library and remotely. The adjacent instructional area is used for class instruction sessions.  The area seats 40 students and is equipped with a white board, screen, projector, and computer.  The Library offers instruction sessions for both online and in-person classes. Librarians work closely with faculty to develop library instruction sessions that are tailored to a specific class assignment.  The sessions may cover using print and electronic resources, introducing the Library’s services and resources, finding scholarly (peer-reviewed) journals, searching discipline-specific and advanced electronic resources, web research, evaluating search results for credible sources, citing sources in either MLA or APA styles, and/or avoiding plagiarism.  The Library also offers credit bearing courses through the LIS Department. Students completing the COA Library course LIS74 indicated that taking the course improved their research skills.  In a recent course survey, 100% of students either agreed or strongly agreed that they felt more confident finding useful sources for assignments and also that their knowledge about how to find academically acceptable information had increased. |

Library Technology

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| The computers used by staff and students in the Library are nearly a decade old. The Library is in desperate need for of a computer refresh for their 27 computers.  Library is in the planning stages with IT for a BYOD (Bring Your Own Device) solution for printing in the Library. COA would be the first campus in Peralta to offer such a printing solution. Funding support is necessary for this expanded service to be offered.  Analysis of Library services statistics over the past several years highlighted a significant increase in the use of group study rooms. Access to study rooms was also ranked high in priority on student surveys. In response, the Library was able to acquire additional space to use for another study room and are in the process of purchasing and installing a smart monitor to facilitate group zoom sessions in the space for student use. |

**Engagement**

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.

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| Josh Rose – Curriculum Committee  Jane McKenna –Budget Committee (co-Chair) and Department Chair Meetings.  Ann Buchalter – Alma Cataloging, Systems and Alma-D Workgroups, Curriculum Committee (up until May 2022)  Joan Bewley – Alma webinars and CCLC Workgroup trainings  Glenda Gardner – Health and Safety, Mental Health First Aid class on 2/11/22 at Laney,  Caitlin Gilbert – Health and Safety Committee |

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

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| Ann Buchalter attends the annual Internet Librarian Conference and participates on Statewide CCL trainings for Alma workgroups related to Systems and Cataloging.  Josh Rose has participated in College-wide events including the Fall 2021 Dia De Los Muertos Ceremonia, Spring 2022 Welcome Week to promote library services, and the Spring 2022 CoA GradFest.  Jane McKenna attends monthly District Head Librarian Meetings, participated with the Chief Head Librarians Group through CCL, and participates in CCL workgroups for Alma related to Circulation and Analytics.  Glenda Gardner participates in CCL Trainings for Alma – Circulation Workgroup.  Adjunct librarians have attended trainings on Zoom and Canvas. |

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

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| Adjunct librarians are included in department discussions and decisions through the library department team site / group discussion list, meetings and regular shift check-ins with the full-time librarians. |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff | Full-time Senior Library Technician (Evening / Reserves) – need to fill this vacancy due to retirement in order to provide regular evening hours for the Library. | TBD |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty | Continue to fund adjunct librarian hours at previous year levels in order to give the F/T Reference Librarian time off-desk and to cover evening hours. | See parcel plan for current levels of adjunct librarian support that we request continue annually. |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed |  |  |
| Supplies: Software | Public Web Browser (annual subscription) - **$250**  ExLibris (Library automated system, annual, fee/cloud hosting) - **$5,349** (State may pay it this year but not guaranteed)  Alma –Digital – a add-on for ExLibris that facilitates checking out digital copies of reserve materials - **$1500**  EzProxy (annual, remote authentication / cloud hosting) – **$3,502** (District IT Typically Pays but not guaranteed)    OCLC (annual, cataloging database) - **$1,164**    **NEW**- Flipster platform for browsing online magazine subsriptions – tbd | $11,765 |
| Supplies: Books, Magazines, and/or Periodicals | Reserve Textbooks - **$2,000**  Reference Books – **$2,000**  Periodicals – **$6,000** (annual subscriptions)  Article/ebook/video databases - **($37,600)** (annual subscriptions)  Circulating Books - **$55,000** (number based on estimate of what it takes to update the age of collection over the course of 10 years) | 102,600 |
| Supplies: Instructional Supplies | Instruction supplies, student printer supplies and cataloging supplies – **$3,600** | $3,600 |
| Supplies: Non-Instructional Supplies | Office supplies for Library staff | $1,000 |
| Supplies: Library Collections | See sections above called *Supplies: Books, Magazines*, *and/or Periodicals* and *Supplies: Instructional Supplies* |  |
| Technology & Equipment | GoPrint Wireless Print Stations - tbd  Updated Circulation Shelving (24 shelves) – tbd  Library Lounge Seating (upholstered chairs are cracking/tearing) – tbd  Refresh staff computers – tbd  Refresh student computers – tbd  Emergency Phones and panic buttons – tbd  Building Announcement System – tbd  Rolling whiteboards for study rooms - tbd  Presentation equip for study rooms – tbd  Chess table for student use -tbd  Redesign of Ref area -tbd | TBD |
| Library: Library materials/collections | See section above called *Supplies: Books, Magazines, and/or Periodicals* |  |
| Facilities: Classrooms/Labs | Library - Lighting upgrade  Library - New roof  Library - Electrical upgrade  Library - HVAC upgrade | tbd |
| Facilities: Offices |  |  |
| Other | CCLC Dues and Membership - **$150** (annual, provides discount pricing for databases)  Biliotheca Security Gates (service contract - annual, alarm system for books, required by Accred.) - **$2,886** | $3,036 |