



PROGRAM REVIEW 2015–2016

NON-INSTRUCTIONAL WITH CURRICULUM SELF-STUDY



5. Which College programs or shared governance groups rely on your services?

All curriculum. The entire college community (students, staff, faculty and community)

6. Describe any external influences that impact the program (Federal or State regulation, advisory boards, etc)

- " The library has been in a holding pattern to receive a major renovation. Proposition 51, on the November 2016 ballot, has approximately \$15M earmarked for the WVC Library.. Even if it passes, the Library still has to conduct an FPP and planning may not begin until 2019. In the meantime, we continue to update technology and learning spaces to the best of our ability within an outdated infrastructure.
- " Association of College and Research Libraries (ACRL) The Framework for Information Literacy for Higher Education (<http://www.ala.org/acrl/standards/ilframework>) is a new document based on a cluster of interconnected core concepts with flexible options for implementation. There have been

7. What were the program's goals and objectives from its [2012-2014](#) and [2014-2015](#) program reviews? Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program meeting its goals and objectives.
- " There is now a fully functional search box on the library home page to access the EBSCO Discovery Search tool. The usage of EBSCO Discovery search has increased 135% since the creation of the search box on the Lib's home page.
 - " The library continues to tweak the Discovery platform to make it easier for students to understand the power behind the system. In orientations, we allocate time for students to work on their research projects and the instruction librarian individually assists students during the class period. There are some instructors who schedule a second orientation so that their students can get further practice searching this tool. Because it is used in many four year colleges, these additional sessions can only help build research skills.
 - " The number of LibGuides (research guides) has increased to 26 subjects. In addition, we completed a migration to LibGuide 2.0 and redesigned the look and feel of the guides.
 - " Synchronous distance learning seminars were put on hold for Fall 2016 due to the migration to the Canvas Learning Management System. We were concerned whether our product of choice, Zoom, would work within the Canvas system, or if we should be using another third party application recommended by Canvas. We are considering the app BigBlueButton, and we are in the process of testing it this semester.
 - " We have not updated our online tutorials. We were looking for a more interactive product rather than simply having students watch videos. We tested a product called Zaption but did not implement it because there were rumors that the company was not financially sound and we did not want to invest the time in transitioning videos to Zaption only for the company to go out of business. We are currently working on other options. Ideally we would like to create tutorials and accompanying quizzes to place in the Canvas Commons where instructors can access them for their classes.
8. Was the program allocated any additional resources to help it meet its goals and objectives and influence student success? If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?

The Library received funds to update and refresh specific areas of the library. The study rooms were repainted, lighting fixtures replaced, and the rooms were outfitted with IdeaWalls and new chairs. New lounge chairs with small tablet arms replaced most of the old upholstered wooden lounge chairs. These changes have made a positive difference in the library. There is increased use of our study rooms. Based on a comparison of headcount sampling numbers, use of the rooms increased approximately 25% between Fall 2015 and Spring 2016. Beginning with Fall 2016, we have new software to reserve the rooms which will allow us to measure the use of the rooms.

10. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies (e.g. point-of-service surveys, utilization data)

We collect data through a triennial Student and Faculty/Staff Satisfaction Survey which was administered in Spring 2016. This survey went to all WVC students via email regardless of whether they use the library or not. We also collect statistics on use of the collections, databases, and services. During 2016 we collected headcount data 4 times per day differentiating between the different types of space within the building in order to develop a baseline of student building use.

11. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency in meeting the needs of each of its constituencies?

The library staff are doing a good job in providing assistance and instruction. Of the students who responded to that question as applicable, 96% responded in the affirmative. In evaluating the subscription databases, 63% were satisfied, 5% were not satisfied, and 32% said not applicable. In evaluating printed book, DVD, magazine and journal collections, 49% said they were satisfied, 3% not satisfied and 48% said not applicable. The relative percentage answering “not applicable” reflect ongoing trends from print and physical media usage toward online resources. One of the questions in the survey that indicated an issue for the library to address was student satisfaction (or dissatisfaction) with printing and photocopying. 58% satisfied, 10% not satisfied, and 32% said not applicable.

12. Based on the above conclusions, what actions or objectives does the program propose?

As a result of the student response and comments to the printing/photocopying question, the library has already taken action during Fall 2016. The equipment was rearranged to make the process more intuitive and the vendor Pinnacle has been contacted to discuss possible additional/newer equipment (including a color copier/printer).

Because of student responses to the study room question and librarian and faculty feedback on orientation scheduling a new room scheduling software has been implemented this year.

Not Applicable

18. Does your program provide skill building for students to obtain employment outside the job titles officially linked to the program? Please describe/explain.

Not Applicable

Curriculum

19. Are all of the program's course outlines of record up to date? (CTE course outlines need to be updated every two years, ~~CTE~~ course outlines need to be updated every five years)

Yes. The Library 004 Information Competency course outline was last revised in 2013

20. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by September 2017 (list by course):

Not applicable.

21. When was the last time that the program's degrees/certificates were updated? If the program's degrees/certificates have not been updated recently, what is your program's plan for updating them? (As per ACCJC guidelines, CTE programs need to be updated every two years, ~~CTE~~ course outlines need to be updated every five years).

Not applicable. The prog4(t)-1-5(fCID 24 >>BDC - /3(r)-1(o)Tj /)-4(p)-4((g)l6d(t)3(i)10(e)4iw)Tju

23. In comparing your program's enrollment trend to the College's please comment on any differences between the trends:

College enrollment has been decreasing over the past five years, 22% (from 77,540 to 60,099). The department's decrease has been 30% (from 1,016 to 706). The increase of Associate Degrees for Transfer which cannot require Library 4 as a graduation requirement, has impacted the enrollment in Library 4.

24. What was your program's efficiency goal for 2015 – 2016?

The goal was 501

25. In comparing your program's planned efficiency to its actual efficiency, please analyze and explain any differences.

Efficiency for 201516 was 457.862. Because of the decrease in enrollment, the classes are not completely full.

26. If your program is not meeting its planned efficiency goal, what program level practices will be created or modified to meet the goal during the next program review cycle?

The department will merge low enrolled sections and remind instructors to drop students before the census date. In addition, we have low enrollment in Face to Face sections. The department will look into offering the Libr 04 classes at different times in order to increase enrollment. The Library will continue to discuss the value of the course with Counselors.

Learning Outcomes

Please check the SLO/PLO Assessment Schedule for the program by [visiting CLATREC's home page](#) under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

SLO was measured, MLA came out with a new edition which may make a difference with student success.

31. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional

Success rate mirrored the ordering for age groups.

Overall Comments on Data: The data shows that Completion rates are higher than success rates regardless of demographic category.

Ethnicity

Gender

Age

33. How successful was your program in increasing the achievement rates in course completion and course success for Latino and African American students between the 2014/15 and 2015/16 academic years? If successful, please explain to what you owe your success. What do you plan to do to improve or continue to improve the achievement rates?

Over the past five years our program has increased both Completion and Success rates. Between 2011-12 and 2013-14 African American students had relatively high Completion rates, ranging from 97-83%, but low Success rate, ranging from 65%. During the 2015-16 academic year the Completion and Success rates have increased to 94% and 76% respectively.

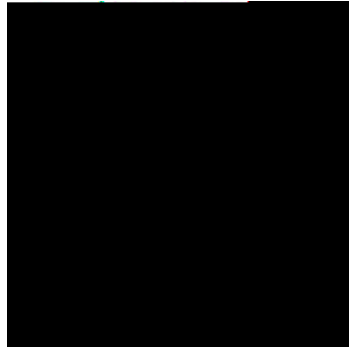
There was a slight increase in the number of African American students in Libr 04 from 15 in 2014-2015 to 16 in 2015-16. Doesn't match campus' decrease in enrollment for the same time.

The increase could be a result of campus wide efforts to address the equity gap. For example, the campus has offered Diversity workshops, Break Sessions, All Campus Day, and a "Courageous Conversations" workshop. The hiring of dedicated counselors for these subgroups has also been beneficial.

7/1/2016 is just under 80,000 items; circulating item count is approximately 8100 reference books, 560 index volumes and 970 bound periodical volumes

” Books for Food: 15-6 year, 1298 textbooks circulated for 67 courses. Since 2013, 20,900 pounds of food were donated to Second Harvest Food Bank.

” Library supported PUENTE/Success/FYE with textbooks purchased with equity funds during 1516. Support for Puente (16) and Success (16) programs (77(7ur)3(e1()48ml)2d [4(48m)ytuH



PROGRAM REVIEW 2015–2016

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018

Budget and Resource Allocation Request

Note: Please describe and explain below only those resources that represent a substantive

Eight dual-boot iMacs loaded with iWorks and Adobe Creative Cloud (\$18,000). Specs: 27" Retina 5K display, 8GB SDRAM 2x4GB. One of the college's core competencies is the development of technological competency where students will be able to "use...contemporary technologies specific to academic and/or workplace settings". There is no technology lab on campus, and there are only a few computers in Tutoriales that are loaded with software that allows students to create projects beyond papers and presentations. Students more than ever before require access to powerful creative tools to create projects. Instructors are requiring students to go beyond writing papers to complete multimedia projects such as movies, websites, podcasts, blogs. Students require hardware and software to be successful and creative. "Academic libraries can support innovation in pedagogy and curriculum by actively linking these innovations with library spaces, technologies and services" (Educause). Our Master Plan Theme highlights supporting student achievement with a vibrant learning resource center that would offer students the technology and software necessary to be successful in college career and beyond.

EbscoHost's Curriculum Builder (\$1650 for first year; subscription based). This Learning Management System plug allows instructors to manage course reading lists in Canvas. Faculty will be able to search our databases for articles and then bring articles directly into their Canvas course shell for students to access. Students will be able to click on the title of the article and access it without ever leaving Canvas – no signing in a second time to the database. Canvas will also record for the instructor all the students who have clicked on each reading. H t ivhienS0.4ho(c

- ” New carpet installation in Room 5 for recently hired Digital Services Librarian
- ” New carpet installation in Room 7. Current carpet is an occupational hazard.
- ” Technology Lending Program maintenance contract for the equipment. (estimating \$500 per year. We will discuss cost with Digital Media Department)
- ” Annual inflation increase for:
 - | Innovative Interfaces (Integrated Library System)
 - | 3M security gates service contract.
 - | Tricor delivery charges for Link+

Note that these costs are already part of the District fixed costs, but they need to be increased.

- ” Automatic public front doors need to be replaced. Frequent breakdowns require visits from an outside contractor. (Cost to be determined)

16. Other Operating Expenses and Services –Travel and Conferences. Note that Faculty Travel and Conference funding is covered by ACE contract, which covers \$200 per faculty member annually.

- ” Classified training for our new Library classified staff (\$500)

Equipment

Please indicate only the resources being requested that are the program’s basic recurring needs.

17. Equipment – Computer and Technology (Computers of any type, tablets, printers, accessories).

Indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

- A. 8 dual boot iMacs loaded with iworks to support student Technology Lending Program (\$18,000) Note: requested last year.
- B. New Printer for circulation desk staff. They cannot use the Konica which would entail walking clear across the library wasting time and leaving the circulation desk unattended. (\$250)
- C. Charging kiosks for student devices (\$5,000)
- D. Digital signage panel for the library similar to the signage in Fox and Calker (\$1200 for

