Program Review - 2012-2013

Library

Module: Department Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: The purpose of the Library is to provide research instructions, facility and resources (in multiple format: printed, electronic, audio, visual) to support the information competency & needs of students, faculty and staff of WLAC.

It is an integral part of the West Los Angeles College Library?s mission statement to ?actively support all academic pursuits? at West Los Angeles College.

http://www.wlac.edu/libweb/info/mission.html

The Library?s mission is accomplished through achieving the following objectives:
? Identify, acquire, organize, preserve, and provide access to pertinent recorded knowledge to support pedagogical, study, and creative activities.
? Recruit, hire, and retain, quality faculty and staff committed to delivering excellent services in response to the rapidly changing needs of the diverse user community.
? Offer formal and informal instruction to promote information competency.
? Provide an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
? Apply appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.
? Communicate library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.
? Create a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.
? Continue to improve the library?s effectiveness through systematic, ongoing outcome assessment.

The Education Department provides training in educational software technologies and techniques, and provides courses for students in teaching, tutoring and learning strategies.

The Instructional Media Center provides support and maintenance for audio visual equipment and resources. It also provides technical support for instructional media and training to faculty in the production and use of instructional media and equipment.

Question: Describe how the stated purpose aligns with the college mission statement.

Answer: Mission:
West Los Angeles College provides a transformative educational experience.
West fosters a diverse learning community dedicated to student success.
Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.
A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.
The Library aligns with the college mission in the following ways:

Student Learning -- Library Orientation, workshops and classes to teach students how to research and use retrieved information for academic work, and document the resources.

"Knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning." -- Provide vocational and career resources, college and university application and profiles.

Learning communities and student success -- Work with the learning communities in providing online and on campus resources.

Diversified Modes of Instructional Delivery -- Online 24/7 reference service, remote online databases. Evening and weekend access. Provide instructional media service(teaching, creating), collection and equipment

### Module: Effectiveness Assessment & Continuous Quality Improvement

**Question:** Assessment of division/ department goals

<table>
<thead>
<tr>
<th>1 Goal</th>
<th>2 Year Initiated</th>
<th>4 Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and Update Library Instructional Resources</td>
<td>2007</td>
<td>2007</td>
</tr>
<tr>
<td>Bring library faculty staffing levels up to state minimum standards</td>
<td>2007</td>
<td>2007</td>
</tr>
<tr>
<td>Provide consistent support and maintenance of instructional media and audio visual equipment in classrooms and auditoriums</td>
<td>2007</td>
<td>2007</td>
</tr>
</tbody>
</table>

**Question:** Evaluation of resource allocation

<table>
<thead>
<tr>
<th>1 Resource Request Name</th>
<th>2 Received</th>
<th>3 Cost</th>
<th>4 Impact Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Collection Development Fund</td>
<td>Yes, partial amount</td>
<td>100000</td>
<td>Able to maintain current level online databases</td>
</tr>
<tr>
<td>Bring library faculty staffing levels up to state</td>
<td>Yes, partial amount</td>
<td>257709</td>
<td>currently at 50% staffing, able maintain some of the library hours</td>
</tr>
<tr>
<td>Media Communication W6390A-582400</td>
<td>Prioritized but not funded</td>
<td>10000</td>
<td>Able to maintain and replace classroom audio visual equipment</td>
</tr>
</tbody>
</table>

**Question:** Describe the improvements in program practice you have implemented as a result of program review.

**Answer:**

Library
1. Formed a Library Advisory Group consisting of discipline faculty and students
2. Increase frequency of solicitation for divisional input on library collection
3. Monthly Division meetings with faculty and staff
4. Refined printed periodical and continuation title list.
5. Updated Collection Development Policy
6. Improved statistical analysis of collection usage, cost, currency, support of curriculum
7. Implemented 24/7 Online Reference service
8. Provided complete access for library online resources for off campus use which used to be limited
9. Increased regular weeding of outdated and unserviceable material

Instructional Media Center
1. collaborated with administration to provide funding for replacement, repair and maintenance of audio visual equipment
2. utilized student workers to augment checking in and out of audio visual resources, and relieve some of the additional duties of producing student IDs

**Module: Response to Prior Recommendations**

**Question:** How has the Office / Program / Service addressed the recommendations from the previous program review? Address each recommendation separately.

**Answer:** There were no recommendations from the previous program review.

**Question:** Course SLOs

2012 Accreditation WLAC Recommendation #3 Student Learning Outcomes

**Response**
1. Updated all active Library Science Course SLOs and improved quantitative assessment of said SLOs.
2. Scheduled assessment of all Library Science courses taught Fall and Spring 2012 semesters
3. Divisional meetings to discuss results and development of course SLOs

2012 Accreditation WLAC Recommendation #6 Library Collection Development and Security

"The college should develop a consistent, sustainable and sufficient funding stream to develop quantity, quality, depth and currency in Library resources and services"

**Response**
1. Formed a library advisory group consisting of faculty and students to assess curricular needs
2. Tabulate usage statistics, ECD curriculum resource requirements, Title V and ACRL minimum standards, Reference Desk subject shortage and missing title logs, faculty and student surveys to assess needs and support with data the justifications for administration request for funding
3. Assess and continue goal and resource request in Program Review
4. Plan for budget reduction
5. Explore additional funding streams to augment 10100 budget: grant, foundation, friends of the library

**Module: Enrollment Trends**

**Question:** Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately.

**Answer:** The College FTES was reduced from 8,200 in 2008-09 to 7,600 in 2010-11. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online.

**Question:** Given the data, describe the trend in section counts and average class size.

**Answer:** The Library Science section count has been reduced from 6 in 2006 to 4 sections per semester starting in 2007.

Education section has been reduced from 6 section in 2007 and currently since Fall 2009 only has 2 sections in a single course.

**Module: Students and Student Success**

**Question:** Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/Service?

**Answer:** The demographic distribution in Library Science and Education tends to follow the overall college trend of 60% female and 40% male.

The educational goal distribution of 41% transfer and 24% vocational will help us in determining library collection needs.

**Question:** Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service?

**Answer:** The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011.
The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011.

The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011.

The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011.

The last hybrid class that was offered in Fall 2008 had a 91% success rate.

Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in the 70-75% range.

For Library Services:
From the Library Faculty satisfaction survey.
95% of the faculty that used the Library services were satisfied overall with the online services.
65% rated the print and media resources from Good to Excellent.
96% rated the library orientations from Good to Excellent.

The print and media resources could use improvement according the Faculty Satisfaction survey.

**Question:** Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Discipline/Program/Service?

**Answer:** In 2009-2010, of the Degrees and Certificates awarded, 52% were AA/AS, 28% were Skill Certificate, 20% were Certificates. It appears the ratio of degrees to certificates was 52% degrees to 48% certificates.

This indicates that the focus of Library services could remain even in supported degree and certificate programs.

**Module: Staffing Trends**

**Question:** Describe the trends in FTEF. What are the implications for your program?

**Answer:** The Education discipline FTEF change from .27 to .47 from Fall 2008 to Fall 2011.

The Library Science course teaching FTEF was reduced from 0.50 to 0.40 from Fall 2007 to Fall 2011.

--Data section 7 is missing information on non-classroom Library faculty
The Library service non-classroom FTEF was reduced from 3.67 to 2.67 in 2008 due to 2 retirements and 1 hire. .33 FTEF is the for Library Chair administrator. Based on Title V standard our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians.

Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is 4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.

"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards")

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see ACRL Standards for Libraries in Higher Education

Use and Value of Institutional Peer Comparisons
Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness.

Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture...
of institutional standing within the higher education marketplace. For example, benchmarking could be used to
demonstrate whether an institution or its library is funded or staffed at levels comparable to similar
institutions in a geographic area or within a particular Integrated Postsecondary Education Data System
(IPEDS) classification.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer: 1 full time Library Assistant and 1 Library Technician have been vacant since 2009. It has impacted the
Technical Services part of the Library in being able to make materials available in a timely manner since
they have been used to cover the missing hours at the Circulation Desk and other direct public interaction
services.

Instructional Media Specialist position has also been vacant 2006. This impacts the Instructional Media
departments ability to meet the high demand technical support by faculty for audio visual resources.

One (1) FT Librarian would bring the library back to the 2008 staffing levels.
Electronic resources collection needs to be maintained, selected and ongoing
negotiations require adequate staffing. The print collection is aging and needs to be
updated and enhanced to a level that will meet the curriculum needs of all the academic
departments on campus. Current librarian staffing level makes it particularly difficult to
select and maintain the collection at a reasonable pace. There are currently 2 full time
librarians plus .67 FTE. The minimum faculty librarian staffing level based on the current
FTES of 7,000+ is at least 5.0 FTEF librarians. 3 full time librarians need to be hired to
meet the minimum levels based on projected FTES by the time they are all hired within a
3-4 year timeline. The 3 FPIP requests have already been submitted.

Module: Functions and Services, Academic Divisions

Question: List the functions and services provided by the Office / Program / Service.

Answer: Library-
Functions: support the basic curriculum and information competency needs of the entire WLAC community

Services:
orientation
reference
research computer lab (access to ebooks and databases, Microsoft Office suite, Etudes, Adobe Creative
Suite, printing, scanning)
study rooms
circulation, textbook and instructor reserves,
24/7 reference service
remote digital periodical and research database resources
Instructional media center,

Question: Describe the technological advances that have been implemented to improve and streamline the Discipline/
Program/Service.

Answer: Library:
- 24/7 reference service
- remote access to research databases
- online cooperative cataloging
- Web 2.0 technology (social networking tools to enhance delivery of resources to where students
actually congregate: Facebook, Twitter, LibraryThing: online book reviews)
- online calendar for streamlining scheduling of Orientation, Reference Desk, Library
- upgraded computer lab operation system from Windows XP to Windows 7 to meet system requirements
of online, hybrid and classes which require technology.
- introduced Macintosh workstations, laptops and tablets to provide multiplatform experience for the
students
- wireless printing available anywhere with campus WiFi access
Instructional Resource Lab and Classroom (LIRL and LIRC)
- Online submission of Reserve material, Orientation, Instructional Media requests
- Smart Classroom training and presentation facility (HLRC 4E)
- Video Conference room
- Provide training to faculty in production of online media resources

Module: Survey Results

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys). | For Library Services:

From the 2009 Library Faculty satisfaction survey,
95% of the faculty that used the Library services were satisfied overall with the online services.
65% rated the print and media resources from Good to Excellent.
96% rated the library orientations from Good to Excellent.

The print and media resources could use improvement according to the Faculty Satisfaction survey.

From 2012 Library Student satisfaction survey.

Printed Books scored an average of 4.6 out of 10 for currency and quality.
Online Resources scored an average of 9.2 out of 10.

The Instructional Media Center, Reference and Circulation scored an average of 9.8 out of 10 for courtesy and communication.

Discuss the implications of the survey results for the program.

The printed books and media scored low on both the Faculty and Student satisfaction surveys.

The Library needs to continue to maintain and update the currency of the printed collection.

The faculty and students were highly satisfied with the Online resources available from the Library.

Module: Curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain. | Library: each class in the program is stand alone and does not need to be taken in a given sequence. The budget available for the hours of operation, does hamper our ability to meet the curriculum needs of various programs on campus which meet after the Library's normal operating hours.

There is only 1 course offered in Education at this time.

What outreach, online and hybrid classes has your department offered? What are the benefits and problems associated with outreach, online and hybrid classes? How can the outreach, online and hybrid classes be improved? | Library Science: Credit classes are completely online. This provides access to students with varying schedules. 24/7 reference services provide information competency instruction and support after normal operational hours.

For outreach, the Library offers orientation classes to all disciplines on campus. 59% of the faculty surveyed in 2009 have utilized the library orientations. The number of orientations taught increased 110% in 2007 to 2008 and have averaged 227 orientations every Fall Semester.

The only Education course is offered online.
The retention rates have improved in online classes. However, the success rate still is staying at the 50-60% range.

Outreach classes can be improved if we had a dedicated Bibliographic Instruction Librarian to promote and develop the library orientations. The online class success rate could be improved by improving the online courses bases on SLO assessments and analysis.

**Question:** How does the department determine that classes are taught consistently with the official course outline of record?

**Answer:** Course syllabi include content from course outlines.

Division/Department meetings with the Chair routinely review the status and content of course outlines.

Supervised Learning Assistance, SLA 1T, is the formal course outline used for tutoring and supervised learning services.

**Module: Student Learning Outcomes**

**Question:** Describe SLO course assessment methods and outcomes in the prior year.

<table>
<thead>
<tr>
<th>1 Discipline</th>
<th>2 Course Number</th>
<th>4 Term Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science</td>
<td>104</td>
<td>Use research tools and databases to conduct on-line and off-line searches for academic and personal purposes.</td>
</tr>
</tbody>
</table>

**Question:** Describe the program SLO assessment methods and outcomes in the prior year.

<table>
<thead>
<tr>
<th>1 Program</th>
<th>2 Program SLO Assessed</th>
<th>3 Term Assessed</th>
<th>4 Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science</td>
<td>2. Use research tools and databases to conduct searches for academic and personal needs</td>
<td>Fall 2011</td>
<td>survey</td>
</tr>
</tbody>
</table>

**Question:** What are the SLO assessment plans for the courses of the Discipline/Program/Service?

**Answer:** The SLO for each of the course syllabi have been updated. Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS 101 was recently assessed. We plan on assessing LS 102 and LS 103 based on the results of the student success in the projects to meet SLOs

**Question:** What are the SLO assessment plans for the programs of the Discipline/Program/Service?

**Answer:** For the Library Science program, we will discuss as a division the assessment of all the courses in the discipline.

Library services will assess the results of the Fall 2012 Student Satisfaction survey and will conduct a Spring 2013 Faculty survey.

**Question:** How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?

**Answer:** Dialogue regarding assessment results occur at our monthly divisional faculty meetings. They are documented on the meeting agendas and notes.

**Module: Departmental Engagement**

**Question:** What interdepartmental collaboration has your Discipline/Program/Service been involved in during the past six years?

**Answer:** Establishment of a Library Advisory Board that includes discipline faculty and students.
The entire Library and Learning Resources division collaborates with other disciplines, monthly through divisional council, one-on-one with staff and faculty meetings, technical support of computer lab facilities and online learning platforms such as Etudes, PLATO, and MyITlab.

The Library has actively sought input from the Language Arts Division, Business Division - especially the Paralegal/Law discipline, Social and Behavioral Sciences, and Allied Health. We have collaborated with Paralegal and Dental Hygiene disciplines in preparing for the outside Professional Accrediting Approval bodies.

**Question:** What has your Division/Department/Program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

**Answer:**

The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community.

We are also in regular communication with the libraries at sister campuses in our district, as well as other community college libraries within Los Angeles County.

**Module: Professional Development**

**Question:** In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.

**Answer:**

The ability to attend professional development activities is limited due to the level of funding and staffing.

**Question:** For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.

<table>
<thead>
<tr>
<th>1 Faculty Name</th>
<th>2 Committees</th>
<th>3 Role in committees</th>
<th>4 First Prof Dev Activity</th>
<th>5 Second Prof Dev Activity</th>
<th>6 Year First PD Activity</th>
<th>7 Year Second PD Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judy Chow</td>
<td>VP Academic Senate, Chair of Academic Rank, Curriculum, International Student Ambassador, member of College Council</td>
<td>VP Academic Senate</td>
<td>Paralegal Advisory Board, Honor Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken Lee</td>
<td>Paralegal Advisory Board, Honor Transfer</td>
<td>Library Advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken Lin</td>
<td>Academic Senate, Academic Rank, VCA Student Club, FTLA, Leadership Institute</td>
<td>Senator at Large, Advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module: Instructional Support: Services and Activities**

**Question:** To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The necessary media services to support this program are readily available.</td>
<td>Disagree</td>
</tr>
<tr>
<td>The library materials and services provided by the college are sufficient to support up-to-date program instruction.</td>
<td>Disagree</td>
</tr>
<tr>
<td>Library resources are integrated into the program curriculum and coursework.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>The custodial services to this program are sufficient to meet the needs for health and safety.</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

**Question:** If "Disagree" was answered to any of the above, please explain.

**Answer:**

Library Instructional Resource Prioritization

Instructional resources support needs from the Library are prioritized based on 4 horizontal categories. All 4
categories need to be met to keep the depth and breadth of the collection support for each discipline consistent and balanced. It is an integral part of the West Los Angeles College Library’s mission statement to actively support all academic pursuits at West Los Angeles College.

This balanced approach is also consistent with the American Library Association’s Library Bill of Rights which was founded to protect intellectual freedom and based upon the First Amendment of the United States Constitution. Of course the Library will have to prioritize some of the resources due to the current fiscal climate and conditions, but the Library and the College must always strive to support all currently taught disciplines with a balanced approach. To do otherwise could and will most likely lead to encroachment on intellectual freedom under the guise of budgetary limitations. Many of the disciplines such as Language Arts and Social Sciences cannot always be supported by material that is only subject specific. Rhetoric discourse cannot be pigeonholed into a single subject. It is by its very nature multi-disciplinary. For example, it is not very common that an English essay will only be about English grammar or literature. The student will most often have to relate their topic to current events or history.

The 4 horizontal categories of prioritization

I. Curriculum
   - Proportional to number of active courses? 500+ in Fall 2012
   - Division requests
     - 60+ subject fields offered
     - 150 online courses

   Selection will be based on:
   - Course outlines
   - Professional library book and instructional media material review journals
   - Specific title list from divisions

   Statistical Analysis of Curriculum in ECD
   
   \[ x = \frac{Z(c/100)^2 r(100-r)}{N} \]
   \[ n = \frac{N x}{(N-1)E^2 + x} \]
   \[ E = \sqrt{\frac{(N - n)x}{n(N-1)}} \]

   Analyzing a sample size of 82 courses out of 500+ active in ECD (90% confidence, 5% margin of error, 90% distribution) resulted in 80% of the courses in the sample set requiring 0 to 10 book titles as additional resources which averaged to 3 titles per course.

   500 courses (80% of 500)
   - 3 books average / course
   - $50 average current book price
   - 1 year purchase cycle
   - $15,000 / year
   ---

   In addition to books, periodicals are needed for current research assignments.
Annual online database subscription fee to cover the subject fields in our curriculum is $180,000 (The national median is $198,000 from Academic Libraries Survey Fiscal Year 2010, National Center for Education Statistics).

The online databases are required to support our distance education courses.

With the loss of TTIP funding, the library with its current budget will not be able to maintain the online periodical and research databases at levels that would fully meet the needs of the programs on campus. It would allow us to maintain current levels online database subscription at the cost of print periodical reduction. The current annual subscription cost for the online research and periodical databases is $35,000 and $10,000 for the print periodicals with 3-5% annual increases.

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II. Replacement of high demand and usage titles: outdated, damaged, lost

- Based on circulation system records and usage statistics
- Reference desk logs of needed titles

20 year replacement cycle

60,000 titles requires 3,000 replacements per year
Based on current average price: $50

= $150,000 / year

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III. Student Requests

Student request of titles and subject during Reference inquiries for course assignments

Average 200 requests per year
Based on current average price: $50

= $10,000

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IV. Other faculty requests ? non-curriculum specific

Non-curriculum specific titles and subjects for Professional Development and Training

Average 20 requests per year
Academic title average price $100

= $2,000

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Total $367,000 per year

In the 2010 Program Review the Library had requested $150,000 ($100,000 books/ebooks, $50,000 online databases/print periodicals) based on the minimum standards set forth in Title V (section 58724 and 58722. a.D) and ASCCC Standards of Practice for California Community College Library Faculty and Programs (adopted Fall 2010). The minimum standards in Title V for 7,000 FTES is 80,000 Volumes and 700 periodical subscriptions. The minimum funding standard for our FTES would be $96,768 for books/ebooks (3% of the number of volumes identified in Table 1 of section 58724 times $ 40.32) which would be approachable under a normal fiscal environment.

The Library currently meets the 80,000 Volume state standard, although 75% of the collection is pre-1980s. We do expect to turn the aging trend around immediately due the budgetary and staffing constraints. We
can speed up the updating process by further utilizing the increasing availability of ebooks.

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Instructional Media Center

Also the Instructional Media specialist position has not been replace since the retirement of the Specialist several years ago. The lack of sufficient staffing has hampered the divisions ability to provide adequate and up to date services. We are barely able to meet current needs only because of the 1 excellent media assistant which also currently on unpaid leave. According to Title 5 CCR § 58724, there should be 2.0 FTEF faculty for the Instruction Media Center and 6.0 staff support.

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The Library and Learning Center is a high traffic area with approximately 1,400 or more students coming in and out daily. The custodial staff is not always able to clean the floors and bathrooms adequately due to understaffing in their department. Also their scheduled times to vacuum conflicts with high occupancy times.

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Question: What impact do you feel the college catalog, class schedule and college website have on marketing your program/service? Describe your plan for your program or service for working with the institutional marketing personnel in developing informational/promotional materials.

Answer: The marketing efforts done by the catalog and website are sufficient to alert the student population of our services. With increased staffing, there will be increase with class orientations as well as additional tutors to address the needs of a growing student population.

Larger permanent signage on the exterior of the building to prominently display the Library and Learning Resources

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Module: Programs Clubs Orgs & Special Activities for Students

Question: Does the Discipline/ Program/ Service sponsor a student club or activity? If yes, list the clubs or activities which are designed specifically for students in this program. Describe their significant accomplishments.

Answer: The Library and Education do not sponsor any clubs.

Some faculty individually are advisors for students clubs, such as the VCA Student Club.

Question: List any awards, honors, scholarships or other notable accomplishments of students in the program.

Answer: Library Tutor scholarship
Library Science scholarship
Library Service scholarship

Many Library Science students are in the Honor Transfer program.

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Module: Environmental Scan

Question: What are the emerging trends in technology that affect the program?

Answer: Not applicable

Question: What are the emerging trends in the labor market? How do they affect the program?

Answer: Not applicable

Question: What are the emerging trends in the community? How do they affect the program?

Answer: Not applicable

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Module: Facilities
### Question:
List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/department's ability to achieve its goals and meet instructional needs.

### Answer:
1. Need a larger room for library orientation to accommodate larger class sizes, up to 50 students.
2. Gap in wall allows books to be stolen from library (this is currently being addressed).
3. Moving shelves behind circulation desk hard to maintain and would be better to eliminate some and make them non-moving shelves.
4. Need more secure location to store portable technology such as laptops and tablets.
5. Security cameras in and outside of all storage locations.
6. Electronic entry access to record authorized entry times.

### Question:
Specify the division/department's short term goals (1 year) for facilities improvement and functionality.

### Answer:
1. Eliminate the gap in the inner library wall that allows books to escape - work has already been contracted by plant facilities to be completed before Spring 2013.
2. Install more security cameras.
3. Electronic entry control.
4. Remove some moving shelves so they can be used as non-moving shelves.

### Question:
Specify the division/department's long term goals (2-6 years) for facilities improvement and functionality.

### Answer:
1. Increase the size of HLRC 218 to accommodate 50 students or convert the Black Box theater to a library orientation room to accommodate 50 students.
   - If 50 student orientation room placed on 4 floor would need to update the elevators and stairs to reliably transport the increased traffic to the 4th floor.
2. Update equipment in student computer lab (LIRL) every 3 years.
3. Update staff computers every 5 years.
4. Multi-purpose versatile digital classroom on the 4th floor to accommodate 50 students.

### Question:
Specify how these improvements relate to the Educational Master Plan. What improvement in student learning and outcomes do you expect as a result of the facility improvements?

### Answer:
Supports student learning. More students can receive library orientations without being placed in rooms that accommodate on the average 20.
Supports student success by providing more resources for students.

### Question:
Specify how these improvements relate to the division/department's overall goals. What improvement in student learning and outcomes do you expect as a result of the facility improvements?

### Answer:
These will support the division's overall goal of supporting the entire campus and all divisions in supporting their curricular and student learning needs.

Students will receive more consistent and comfortable library orientations. Learning and understanding of using the library resources will be improved. They will not be distracted by an overfilled room. Or having to be split into 2 sections and receiving different information at times if the orientation crosses the librarian shifts.

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### Module: Budget Reduction Planning

### Question:
What would your Division/Department cut if there were a required 5% budget reduction? How do you use college vision, mission and goals, and Division/Department goals to inform the decision?

### Answer:
1. Eliminate all print periodicals (magazines, newspapers).
2. Further cancel 25% of the current continuation book titles (already eliminated 70% last year).
3. Schedule the library operating hours and days - based on high use but maintain a standard Monday through Thursday.
4. Analyze database usage and curriculum to see if there can be any research and periodical databases eliminated and/or negotiate price reduction of current subscription based on reduced FTES.
5. Further change focus from printed books to eBooks in Acquisitions.

Based on "Library Instructional Resource Prioritization the current resource request could theoretically be reduced by 73% to $50,000 for books and $50,000 for online/print periodicals and resources, which is inline
with current budgetary trends of college and university libraries in the state and nationwide.

This is taking into the statistical analysis of the curriculum in ECD, divisional faculty title requests, faculty and student satisfaction surveys, and Reference Desk subject shortage and missing title logs. By prioritizing the title selection based on the ECD curriculum, title requests and surveys, we can mitigate the effects of reduced funding.

All categories will be reduced proportionally based on budget reductions. Although the categories are horizontal to keep at least a minimum level in each category. Category I and II have the higher priority.

I. Curriculum support? based on input from divisions and active courses in the curriculum
II. Replacement of high demand titles
III. Student requests
IV. Other faculty requests? non-curriculum specific

Categorical or soft funds from grants can be used to meet some of the Library's ongoing title and subject needs list.

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Education has only 2 sections, the only reduction that can occur is further section elimination

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Instruction Media Center
1. reduce/eliminate after hours and weekend support or eliminate 1 weekday to support 1 weekend day.
2. charge fees for outside/room rental events.
3. limit support for non instructional events
4. do not replace bulbs for old transparency projectors
5. assess projectors with lower bulb life expectencies

Question: If a program had to be cut, what would be the impact on the college and on student learning and outcomes?

Answer: Library
1. reduction of printed periodicals may have some impact on Paralegal program
2. reduction in some reference materials that might be partially substituted with online resources
3. reduction of hours will most likely impact evening and weekend students who work during the week
4. We will try to mitigate the impact of reduction of online databases by only reducing where there me some overlap in subject coverage
5. Most impact will be for student who do not have access to computers outside of the college or Internet access at home

Education might be reduced to 1 section or completely eliminated by a required budget reduction in this discipline.

Instructional Media Center
1. reduction in services
2. charge fees for materials

Module: Grants

Question: Has this Discipline/Program/Service applied for any grants in the last 2 years?

Answer: Yes, 2 grants

Question: If your Discipline/Program/Service applied for a grant, provide the following information for one of the grant applications.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Agency</td>
<td>Title V</td>
</tr>
<tr>
<td>Project to be funded</td>
<td>Online Reference</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Which &quot;program review goal&quot; does the grant support?</td>
<td>Equity of access for distance learning students</td>
</tr>
<tr>
<td>Is this a new grant, or a continuation?</td>
<td>new</td>
</tr>
<tr>
<td>Is this a cooperative grant? If so, who are the partners?</td>
<td>yes, Pierce College</td>
</tr>
<tr>
<td>Amount of funding requested</td>
<td>110000</td>
</tr>
<tr>
<td>Was the grant awarded? If yes, provide the following information:</td>
<td>yes</td>
</tr>
<tr>
<td>* Amount of grant</td>
<td>110000</td>
</tr>
<tr>
<td>* Timeframe</td>
<td>2009-2012</td>
</tr>
<tr>
<td>* Amount of required college match</td>
<td>none</td>
</tr>
<tr>
<td>* How has the funding impacted the division/ department/ program?</td>
<td>provided ability to provide 24/7 Reference services</td>
</tr>
</tbody>
</table>

**Module: CTE Programs**

**Question:** Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.

**Answer:** No

**Question:** Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.

**Answer:** Not applicable

**Question:** Advisory Board Membership. List the member name, company name, title and CTE program for each member.

**Answer:** Not applicable

**Question:** Advisory Board Meetings. List the following information for each meeting held in the last year:

<table>
<thead>
<tr>
<th>AB Name</th>
<th>Dates</th>
<th>Number Attendees</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
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</tbody>
</table>

**Question:** What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

**Answer:** CTE Program - Not applicable

**Question:** Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]

**Answer:** CTE Program - Not applicable

**Question:** Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

**Answer:** CTE Program - Not applicable
Answer: No

Question: Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. The most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultation.

Answer: CTE Program - Not applicable

Question: Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.

Answer: CTE Program - Not applicable

Question: Based on survey results, provide a brief analysis of employer satisfaction with program graduates.

Answer: CTE Program - Not applicable

Question: Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.

Answer: CTE Program - Not applicable

Module: Completion

Question: Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Judy Chow
1/29/13

Question: List the faculty and staff who participated in this Program Review.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Lin</td>
<td>Full Time Faculty</td>
</tr>
<tr>
<td>Ken Lee</td>
<td>Full Time Faculty</td>
</tr>
<tr>
<td>Leo Calderon</td>
<td>Staff</td>
</tr>
<tr>
<td>Francisco Monzon</td>
<td>Staff</td>
</tr>
<tr>
<td>Judy Chow</td>
<td>Full Time Faculty</td>
</tr>
<tr>
<td>John Titus</td>
<td>Staff</td>
</tr>
</tbody>
</table>