2014-15 Service Area Program Review



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| **DEPARTMENT/PROGRAM** | Library |
| **DESCRIPTION/PURPOSE** | The Library assists students to develop information literacy skills, to comfortably interface with new information technologies, and to acquire and utilize information to answer questions and solve problems. |
| **SUBMITTED BY:** | Frank Hoppe |
| **AREA DEAN/DIRECTOR** | James Patterson |
| **AREA VICE PRESIDENT** | Nicholas Akinkuoye |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Provide library instruction for the classes of two faculty members per semester who have not previously used this service. Way(s) to assess: Analysis of instruction appointments each semester. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| Met | | Partially Met | Not Met |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  We tracked faculty usage of our library instruction services and how many classes and students received library instruction. We employed new means of outreach to bring classes to the Library for Information Literacy instruction, attending faculty meetings, and contacting individual instructors. We added separate walk-in Information Literacy workshops for both students and faculty, covering both research methods and citation styles.  • Some faculty members who used our services for the first time last fall included Jack Little and George Chavarria. Past Program Goal #1 was met. | | | |

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| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Collaborate on the integration of Information Literacy throughout the curriculum.  • Discuss Information Literacy with various faculty members and work with them to tailor our Information Literacy presentations to the particular curriculum and project assignments of each class.  • Track the number of Information Literacy classes we teach.  • Craft Information Literacy presentations to the individual classes and the immediate project assignments that students are working on to enable students to put their new knowledge into practice immediately. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  In the Fall, the Library switched from doing a post-test assessment of each Information Literacy presentation to doing both a pre-test *and* post-test assessment to gather data on how much learning took place. The Library instituted these changes and gathered the data, including collating all assessment data into spreadsheets, marking the student test papers, and passing the information and papers to the classes’ instructors. For all classes receiving Information Literacy instruction at the Library, student knowledge of the key Information Literacy areas in most cases was shown by the data to have increased by approximately 30%. | | | | |

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| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Reconfigure Library classroom (1502). This would involve a one-time expense from the Facilities Resource Plan. Specifically, the costs would be Facilities--$60,000 and Technology--$20,000. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The classroom currently can accommodate classes with a maximum of 25 students. This has been an issue with larger classes for a number of years. Reconfiguring the room would accommodate classes with larger class sizes. The southern wall of 1502 would be expanded into what is now 1504, adding 15 computer stations (including a second instructor station), projector, screen, audio-video and teleconferencing equipment. Adding a mobile wall divider would also enable multiple smaller classes to be conducted simultaneously.  This goal was unmet. The college did not find this goal to be a sufficient priority for it to be funded in the current budget cycle. | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. ***Attach electronic excel file with graphs or trend data, do not include them in the narrative below***.
3. **Strengths**

Discuss what you do well in your program/department.

The Library welcomes approximately 1,500 students through its doors every day. The Library excels at providing a supportive atmosphere for student learning, and its reference librarians are eager to help students needing help in achieving student success.

The Library is at the leading edge in extending Information Literacy throughout the curriculum at IVC through its Information Literacy presentations and assessment efforts, which document student learning from those presentations.

Many challenges facing students are somewhat ameliorated by recent library policy changes. For instance, students are receiving emailed notices about library materials they’ve checked out that will soon be due, so they can avoid incurring fines. While budgetary constraints limit the Library’s ability to purchase required textbooks to place on reserve for students, faculty are being asked for any examination copies of required texts that can be made available. Library staff is also checking syllabi to identify non-textbook required texts. If the Library owns them, they will be placed on reserve, and if the Library does not own them, the Library will attempt to acquire them.

The new book shelf has been revamped to bring new general interest books to the attention of students. There is an emphasis on acquiring some popular Young Adult titles to foster recreational reading, assisted with Library events like books clubs and poetry readings.

1. **Weaknesses**

Discuss areas in your program/department that need improvement.

Facilities need substantial improvement. Even though the Library is one of the most heavily-used facilities at IVC, it has been subject to encroachment by other service areas. Library staff sometimes has to ask students to leave the overcrowded facility because there aren’t enough chairs. Library facilities should be expanded to meet the needs of the students instead of being scaled back to accommodate other service areas.

The Information Literacy classroom is inadequate in size to accommodate the larger class sizes that are becoming the norm. There is only one group study room, so students working together at stations designed for single students necessarily create a noise distraction for other students nearby.

1. **Opportunities**

Discuss opportunities for program improvement.

The Library has not sufficiently utilized the input from other areas of campus to address its needs. The Learning Services Committee encompassed the Tutoring Center and the Reading and Writing Lab in a kind of catch-all committee. This was useful for exchanging information about these discrete areas but not so useful for implementing substantive change for any of them. Now that the Committee’s self-evaluation has essentially recommended that the current Learning Services Committee be dissolved, it may be time for a Library Committee to come into being comprised of faculty and staff stakeholders who can inform the vision and future direction of the Library.

1. **Challenges**

Discuss obstacles/barriers that may influence program improvement.

Even though the Library is heavily used, the college seems to be taking away parts of the Library.  For example, the IT department took over two large rooms we were using.  Now there are proposed plans to build a student health center in the back of the library.  There is concern that they will take over the library break room, which is so important since the Library has long hours of operation. These incremental reductions, along with the denial of plans to improve Library service by expanding Room 1502 and other proposals to improve the Library’s vital role, challenges effective Library operation.

The historically ongoing resource and fiscal management issues facing the college have led to the Library having most of its resource requests denied. Library staffing is stretched tight, limiting the capacity of the Library to extend service and additional programs to the campus community. Students with evening and Saturday classes are not able to come to an open Library. Additional staffing would be necessary to meet this challenge.

1. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

The addition of two new databases, ***Artstor*** and ***Newsbank***, will benefit students, covering research areas not served by our other electronic resources. The Library’s continued and accelerating emphasis on individual reference service and a positive student experience in the Library will boost student success as those experiences help them feel more and more empowered.

1. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

The Library has added new resources of all types, books and databases. It has instituted new programs to increase student involvement in their academic careers, such as the Information Literacy presentations, new current books of interest to students, a book club and poetry reading event, which may be poised to expand. With the help of the District, the Spencer Library is poised to meet and exceed the needs and expectations of its students, faculty, and surrounding community.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Reconfigure Library classroom (1502). | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** The classroom currently can accommodate classes with a maximum of 25 students. Reconfigure the room to accommodate classes with the larger class sizes. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Expand the southern wall of 1502 into what is now 1504. Add fifteen (15) additional computer stations (including a second instructor station). Add mobile wall divider to enable smaller classes to be conducted simultaneously.  Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Timeline:** Flexible. Preferably construction would be done during Summer 2015. | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_60,000\_\_\_\_\_\_\_** |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Install fifteen (15) computer stations (including a second instructor station), projector, screen, audio-video and teleconferencing equipment.  Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Timeline:** Flexible. Preferably construction would be completed during Summer 2015.. | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_25,000\_\_\_\_\_\_\_** | |
| **How will this objective be measured?** The construction will be complete and the technology will be installed and running. | | | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**  **Student Success:** Students need to have computer stations before them during the Information Literacy presentation to best learn how to access databases and e-books, to name just two examples. Currently larger classes leave a number of students at each presentation without a functioning station, to the detriment of their learning. The accreditation team’s recommendations singled out extending Information Literacy throughout the curriculum, and that is what the Library is attempting to address, limited by its current resources. The continuation of the status quo adds to the college’s jeopardy with accreditation. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  The IVC Business and Technology offices. | | | | | | | | |
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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Restore Library hours. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Provide greater service to students. (Students taking Saturday classes do not have access to the Library at present.) | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Hire a full-time certificated Librarian.  Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Timeline:** Fall 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_80,000\_\_\_\_\_\_** |
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| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Hire a full-time classified Library Technician.  Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |  |
| **Timeline:**  Fall 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_50,000\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured?** The Library will return to previous hours of operation extending into the evenings and Saturdays. | | | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?** Students attending evening and weekend classes will have access to the Library’s resources. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Dean of Arts, Letters, & Learning Services | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Improve Library effectiveness. | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Assess Library usage. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Assess the number of students coming into the Library, number of books circulated, number of Reference Interviews conducted, numbers of database searches and search sessions conducted on Library workstations, etc.  Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Timeline:**  2015-16 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_0\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?**  Statistical report will be submitted to the Dean of Arts, Letters, & Learning Services. | | | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**  The statistical report will identify strengths and challenges to reduce costs and improve student access. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Library staff. | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **4** | **2015-2016 PROGRAM GOAL #4**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Update Library technologies | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Purchase a new microfilm/microfiche reader. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| **A.** Purchase aMinolta USCAN Plus (microfiche and microfilm reader) | | | | | | | |
| **Timeline:** Fall 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$ 10,000** |
| **How will this objective be measured?**  The reader will be installed and ready for student use. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  The newer technology will provide additional options for students such as copying microfiche or microfilm images to a portable flash drive. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Frank Hoppe and Cathy Zazueta | | | | | | | | |