

Instructional Units Program Review Year Five Update - Library & Learning Resources Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Goff, Christina on 02/01/2022 23:24

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Major Successes

Move to remote service model during COVID campus closure: The LMC Library transitioned smoothly to remote services. Many publishers offered free online versions of current textbooks and free access to academic subscription databases. The librarians acted quickly to post links and create guides to help students access these materials. Librarians increased online instruction and faculty support for resources and Canvas integration. Chat and Zoom reference services were not new offerings, but these services were used more frequently when in-person reference services were unavailable. New processes for circulation and textbook reserves were put in place. The library also created and regularly updates a COVID-19 Research Guide highlighting scholarly research and vaccine information.

Library support for equity and anti-racism: LMC Library stands against racism. Anywhere. Everywhere. This statement is demonstrated by posting this anti-racism statement on Library homepage, providing access to library materials that support equity and anti-racism, hosting an ongoing #bhm365 Virtual Film Festival, and creating, displaying and promoting research guides highlighting materials that celebrate diverse ethnic groups, the contributions of women, and the LGBTQ+ population.

Electronic Resources: The library continues to work with faculty across all disciplines to find library materials to support teaching and learning. Recent changes include applying for CARES and HEERF to support the increased demand for streaming videos. Other highlights include the new additions of JSTOR and HeinOnline.

Distance Education: The library has grown its online instructional offerings by creating modules to teach citations and database tutorial videos available to all faculty in Canvas Commons. We also worked with individual faculty to develop custom content for classes across the curriculum.

Outreach: The Library continues to promote our resources and services to all college and community constituencies. Highlights from the last two years include:

- Created and promoted a new menu of online instructional services for faculty, including synchronous lessons, embedded discussions, custom videos and modules, and citations modules in Canvas Commons.
- Redesigned Library website in Fall 2021 for better usability and emphasis on online resources for distance education.
- In FA21, reopened the Library at Pittsburg and established modified Library services in a temporary space at the new Brentwood Center, while continuing services to online students through Zoom, email, and chat.
- Presented several flex and drop-in sessions for faculty to learn about online resources for distance education and PowerNotes
- Created and promoted several new online research guides and physical library displays highlighting various library materials
- Hosted in-person and virtual voter registration drives and posted research guides covering elections and redistricting information in coordination with Student Services and the League of Women Voters.
- Continued ongoing outreach to the Veterans' Center including providing bookmarks, movies for film series, Veterans' Research Guide, in-person visits, and offers to provide research consultations by appointment in the Veterans' Center
- Partnered with Contra Costa County Library by hosting a county library card drive as part of Welcome Week festivities held in the LMC Library during Spring 2020

Program Updates

Administrative support: In Fall of 2018, our .5 Senior Administrative Assistant was reassigned to the Business Office and this role was not replaced, leaving the Library supported by only 2 FTE classified staff.. Job responsibilities shifted to existing library classified staff and to the administrative support in the VPI's office.

Brentwood Center: The original Brentwood Center Staffing plan included an approved .5 Senior Library Technician position and we completed a RAP Request in October 2019 asking for: 20 Adjunct Librarian hours per week for Spring, Summer, and Fall and 20 Student Worker hours per week for Spring, Summer, and Fall. The technician position remains unfilled and the approval is now in question. None of our Brentwood RAP proposals were approved. We resubmitted RAP proposals in October 2021 to address the staffing needs for the Brentwood Center.

Student workers: Our student worker budget was greatly reduced during the campus's COVID closure and has not been restored. We have submitted a RAP proposal to address the need for additional student worker funds.

Library system projects:

- Authentication (enabling remote access to library subscription databases): In Fall 2019, we went live with a new authentication system, OpenAthens. Unfortunately OpenAthens did not perform as expected, and the librarians determined that OpenAthens was unable to meet the authentication needs for the District Libraries. We migrated from OpenAthens to EZProxy in fall of 2020 and have been very happy with the result.

- Library Services Platform: The LMC Library successfully migrated to Ex Libris's Alma/Primo library services platform, launching the new system in January of 2020. This statewide project involved hundreds of hours of training sessions, meetings, and technical work.

New technology projects:

- Ocelot chatbot and live chat service: The Library has offered a live chat reference option for many years using Pure Chat software. In Spring 21 we were informed the District had purchased and was mandating implementation of Ocelot chatbot and live chat software. We successfully set up and implemented both the chat bot (SP21) and live chat services (FA21).

- Student appointment scheduling: When the Library closed in Spring 2020 and converted to distance services only, we were unable to reconfigure the SARS software to fit our scheduling needs. In Summer 2020, we partnered with the Counseling department to trial Cranium Cafe as a solution to our scheduling issues; however, it did not fit our needs. With our reopening in Fall 2021, we were still unable to resolve issues with SARS, so we are currently beginning to test Starfish/LMC Connect as a permanent solution for scheduling.

- Tech Equity Program support: Library systems have been used to track distribution of technology distribution during the campus COVID closure. The program will be housed in the Library beginning in FA21, with details still to be determined.

Materials budget: In FY20/21, the library experienced an unanticipated \$25,000 cut to its operational materials budget which covers the purchase of periodical subscription, books, and electronic resources. Alternate funding sources continue to be identified and include CARES, HEERF, Perkins, and SEA.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

No Value

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

No Value

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goal 1: Work with the GE Committee to implement an Information Literacy GESLO

Status: In Progress/Ongoing

The Academic Senate approved the revised GE Model with the new Information Literacy GESLO in Spring 2021. A series of Canvas modules was developed by Library faculty to address the GESLO, to be launched in November 2021. Library faculty hosted a flex workshop in Fall 2021 to review the Information Literacy GESLO and modules. A joint flex session will be offered by the GE Committee and Library faculty in Spring 2022 to review the new GESLO model and modules. As courses are written and revised through the curriculum process, courses mapping to the new GESLO 2 Information Literacy are identified.

Timeline/responsible party: Primary responsibility: Christina Goff and Roseann Erwin.

Goal 2: Equitable library resources and services in Brentwood.

Status: In Progress

The opening of the new Library Learning Center in Brentwood was unfortunately delayed due to the flooding at the Brentwood Center in Summer 2021. The anticipated opening date is January 2022 pending the completion of construction. As noted in the update above, funding for staffing in the Library Learning Center remains unaddressed by administration. RAP requests for .5 classified staff, adjunct librarian hours, and student worker hours were submitted for consideration in October 2022 after the original 2019 requests went unfilled. The next steps are: Work with the Center for Academic Support to plan staffing and services; hire necessary staff, faculty, and student workers; move the reserve and circulating collections and library materials to the new Center; set up operations in the new space; promote the new Library Learning Center to the LMC Brentwood community.

Timeline/responsible party: RAP Requests: Submitted Fall 2021; Planning: Ongoing, 2021-2022; Hiring Staff and Adjunct Librarians: Spring 2022 Responsible Party: Roseann Erwin Moving and Setup: Spring 2022 Responsible Party: Roseann Erwin, Library Technical Services staff, LMC Facilities

Goal 3: Strategically create and utilize online tools to support instruction.

Status: In progress

The LMC Library has been using ExLibris's Alma as its library services platform since January of 2020. The Alma platform is also used by the majority of California Community Colleges. Alma provides students access to physical and electronic library resources that those students can then utilize in LMC courses. After the start of the pandemic, the LMC Library allowed textbooks used in LMC courses to be borrowed for three weeks in order for students to take them home for their research. The LMC Library also uses Alma to obtain statistics via the Analytics interface regarding the usage of LMC library materials, add/update new physical books, e-books, journals, and streaming videos to the catalog when they become available, and as a means to share resources with the other two colleges in the district (Contra Costa College and Diablo Valley College). The LMC Library participates in webinars with the CCLC LSP group to remain informed on new changes to the system.

The library researches, conducts trials, provides access to, maintains, and markets a robust collection of electronic resources to support instruction across all disciplines. The library works with the district office, the other 4CD libraries, numerous vendors, and the statewide consortium to provide reliable integrated access to these subscriptions. The library maintains integrations with many other technologies including Colleague, Portal Guard, EZProxy, InSite, Canvas & LibGuides. The move to distance learning has increased the demand for electronic resources especially eBooks and streaming videos which are many times more expensive than their physical editions.

Timeline/responsible party: Subscription databases are reviewed and renewed annually. Various maintenance and new integrations occur as needed. Responsible Party: Cameron Bluford & Kim Wentworth

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

No Value

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1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

No Value

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

No Value

3. Assessment Status Update and CSLO Assessment Effectiveness

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

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No Value

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

No Value

4. Course Outline of Record Updates

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

No Value

Impact of Resource Allocation