LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: Library

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

Important changes

Staffing changes – In August 2016 the library classified staffing levels in the library were restored to the pre-recession level of 2.5 FTE and both full time library staff members are Senior Library Technicians. In Fall of 2018, our .5 Senior Administrative Assistant was reassigned to the Business Office. This role has not been replaced. Job responsibilities have been temporarily shifted to existing library classified staff and to the administrative support in the VPI's office, resulting to an increase in duties with no corresponding increase in compensation.

In order to staff the new Brentwood Center, we completed a RAP Request in October 2019 asking for: .5 Senior Library Technician; 20 Adjunct Librarian hours per week for Spring, Summer, and Fall; and 20 Student Worker hours per week for Spring, Summer, and Fall.

Our Technical Services Librarian resigned in fall of 2017. We were able to hire a new librarian who started in the fall of 2018. During the box 2A process, we changed the job title to Technical Services and Systems Librarian to reflect the evolving nature of skills needed to operate a modern library.

Library system projects – The LMC Library has been in a period of major technological change and challenge. The largest of these projects has been migrating from Innovative Interfaces' Sierra integrated library system to Ex Libris's Alma/Primo library services platform. This has been a statewide project that has involved hundreds of hours of trainings, meetings, and technical work. Additional technology projects have required districtwide coordination and set up changes to accommodate our vender's server migration, provide access to students enrolled at multiple campuses, integrate all electronic resources with Single Sign On, and replace the proxy server authentication system.

Funding – Our 2017 Comprehensive Program Review reported that funding levels for both library materials and adjunct librarians were increased to address actual need and those amounts are accurately reflected in the library's operating budget. This eliminated the need to reapply each year to fund the basic operations in the library. In fall 2019 we were told that the source of library funding has been cut and that current library funding is in jeopardy. Library planning and success requires that we have a stable, known budget. We will be working with administration to ensure that this is restored going forward.

Major Successes

Electronic Resources: The library works with faculty across all disciplines to find library materials to support teaching and learning. Some new electronic resources include *DramaOnline, LGBT Studies* database, *PowerNotes, EBSCO Audiobooks, The Oxford English Dictionary Online, CRC Handbook of Chemistry & Physics Online.*

Outreach:

- Two flex presentations to the English department and one open session on PowerNotes, a new online tool used to collect and organize research
- Numerous new online research guides and physical library displays highlighting various library materials
- Midterm Voter Registration Drive in coordination with Student Services
- Events: fake news awareness; Books Alive! at both Pittsburg and Brentwood in collaboration with Trilogy's TEACH Club; Poem in Your Pocket Day
- Ongoing outreach to the Veteran's Center including providing movies for film series, Veterans' Research Guide, offers to provide research consultations by appointment in the Veterans' Center
- In Spring 2020 the Library offered a Welcome Week in partnership with the Contra Costa County Library

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Not applicable.

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

Not applicable.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Work with the GE Committee to implement an Information Literacy GESLO	In Progress/Modified	As the GE committee continues discussions regarding the design of the program and the creation of ISLOs, the librarians are: discussing professional development opportunities with the GE Committee chair, reviewing existing library instruction efforts to identify current GE classes that have included information literacy	Primary responsibility: Christina Goff Spring 2020: librarian to begin attending GE committee meetings (will rotate participation as

		components, and exploring the use of existing modular online information literacy tutorials to meet an increased demand in information literacy instruction.	scheduling permits.) Current GE course curriculum review. Online information literacy module review. Roseann Erwin.
Goal 2: Equitable library resources and services in Brentwood.	In Progress	We are in the process of planning the new Library Learning Center in Brentwood. RAP requests for .5 classified staff, summer adjunct librarian hours, additional adjunct librarian hours for Spring and Fall, student worker hours, and library materials budget increase were submitted for consideration in October 2019. The next steps are: Finalize space planning, equipment, and technology needs; work with the Center for Academic Support to plan staffing and services; hire necessary staff, faculty, and student workers; purchase the new circulating collection; move the reserve collection and library materials to the new Center; promote the new Library Learning Center to the LMC Brentwood community.	RAP Requests: Fall 2019, Roseann Erwin Planning: Ongoing, 2019-2020, Library Dept. Materials Purchasing: Spring 2020, Librarians. Hiring Staff and Adjunct Librarians: Spring/Summer 2020, Kim Wentworth and Roseann Erwin Moving and Setup: Summer 2020, Roseann Erwin, Library Technical Services staff, LMC Facilities
Goal 3: Strategically create and utilize online tools to support instruction.	In progress	In fall of 2018, the LMC Library agreed to join the majority of the California Community Colleges in migrating to ExLibris Alma/Primo library services platform. This	Spring 2020 is the projected start time for LMC to start

		new platform will be the main interface for library administrative functions and the user interface. This project brought about the need to migrate our electronic resource authentication system. OpenAthens was selected in Spring 2019. The library researches, sets up 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, OpenAthens, InSite, Canvas & LibGuides.	using ExLibris Alma/Primo. In Fall 2019, we went live with our new authentication system, OpenAthens. Access issues with certain vendors are still being worked out. 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, Title 5, 51022)

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth					

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
COURSE 001			
COURSE 002			

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Assessment of learning outcomes related to library resources and information literacy is done primarily in conjunction with other disciplines and can be course specific, topic specific, or outcome specific. Examples of different assessments completed in the last couple years include:

Kinesiology – All KINES 100 sections include library instruction and follow up assignment. The lesson content, delivery, and assignment have been reviewed and evaluated at least yearly, more often if needed. Recent developments in this assessment project include moving it completely online to coincide with the online status of the course.

Communication Studies – library and information literacy instruction is delivered in all SPCH 110 sections with most sections also incorporating a library assignment. In fall 2017 an assessment project was completed which resulted in changes to the library assignment.

English Composition – the English Department is assessing English 100 during Spring 2020. The Library has provided an accompanying research guide and will collaborate with the English Department faculty to assess learning outcomes related to research and information literacy.

Child Development – Library presentations are standard in the CHDEV 001 in person courses. In Spring 2019 student reflection essays addressing the library presentation were collected and reviewed by the librarian.

Library Website Redesign – Working with our student workers, librarians reviewed all resource and services access points on our homepage. Wording, placement, usability, and design were examined and feedback was incorporated into the new design.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019,

please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
COURSE 001	
COURSE 002	
COURSE 003	

The Library does not currently offer courses, however we are exploring CDCP noncredit as an option to replace a traditional information literacy course. Preliminary discussions with the ESL department include a noncredit course contextualized for the information and research needs of English language learners. Additional areas of media literacy and digital literacy are being explored.

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other [ ]	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	**Strategic Goal and/or Objective - Reference #**
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	**Est. Expense**
Justification:	

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Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: