

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: Library

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Major changes

Classified staffing levels restored – In 2010, the library team had a full time Sr. Library Assistant position reclassified as a Library Assistant II and reduced to .5 and furloughed during budget cuts. Classified staffing levels in the library have been restored to 2.5 FTE and both full time library staff members are Senior Library Technicians.

Brentwood Librarian – The College approved the creation of a new position designed to better support students, staff, and faculty at the Brentwood Center and participate in the design and development of library services in the future Brentwood Center location.

Funding increased and institutionalized – 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 eliminates the need to reapply each year to fund the basic operations in the library.

Library system migration – A district wide team from all three libraries led the migration of the integrated library system from an older system requiring onsite server maintenance to an updated, hosted system. This process included developing a RFP, reviewing vendors, selection of the new system, oversight of implementation, and coordination with a contracted professional expert hired to assist all three colleges.

Library catalog update – LMC led a project to update the districtwide shared library catalog. The OPAC Refresher project address both design and functionality requiring work on both public access side of the catalog and additional clean up within the system itself.

Library textbook reserve program – While not newly implemented within the last five years there has been a lot of growth to our textbook collection. With collections in both Pittsburg and Brentwood the library is providing a much needed service to our students. The library team has pursued funding for this collection through a variety of channels including LMCAS, Perkins, HSI Exito, HSI STEM, EOPS, and faculty donation. In fall 2014 the college received a commendation from the ACCJC for the Textbook Reserve Program.

Additional successes

Over the last five years the library team has designed and developed services to best meet the needs of the LMC community. Resources and services supported by the library aim to address the academic needs of our users as well as the social and environmental needs of the campus. Great effort has been made, particularly by library classified staff, to create a warm and welcoming environment in the library building. Library services have been steadily increased to meet the rising demands of our online and Brentwood students and new technologies have been implemented where appropriate.

Some highlights of these successes are below:

- Implemented SARS scheduling system for reference consultations
- Involvement with the Nexus program for new faculty (New Faculty Passports)
- Increase student outreach activities:
 - Pre-finals week activities (therapy dogs, coloring, puzzles)
 - Harlem Shake video
 - Buttons
 - Tabling at Mustang Day
- Student video interviews about the library
- Valentine's Day outreach to departments highlighting new materials
- Implementation of Gimlet to track reference desk interaction data
- Started video research consultations (Google Hangouts, ZOOM)
- Developed special collections:
 - Children's collection and reading area
 - Spanish language collection
 - ESL Collections
- Embedded librarian at the MESA lab
- Launched a chat reference service
- Established regular reference hours in Brentwood
- Reviewed and weeded entire print collection

Areas needing improvement

Reserve Textbook Collection – Funding for this collection is dependent on external sources such as LMCAS, HSI grants, Perkins, and students success plans (Equity, Basic Skills). As the collection grows in Pittsburg and in Brentwood the need for funding has increased and a more permanent, ongoing funding solution should be identified.

Districtwide Technical Services and Systems – Management of these areas differs between each college in the district and results in an uneven distribution of workload and responsibility. This difference needs to be addressed by faculty and management from each college.

Program effectiveness

The effectiveness of the library program is measured in three areas: instruction, resources, and services. All areas utilize both quantitative and qualitative methods of evaluation.

Instruction – The library delivers information, media, and digital literacy instruction to students through workshops and reference services. Instructional effectiveness is measured by how many workshops are given, how many different disciplines are scheduling classes, number and content of

reference interactions, number and content of research consultations, and student assessment projects. (Described in more detail in the next section)

Resources – All library resources are evaluated before purchase following the guidelines outlined in our Collection Development Policy. (<http://losmedanos.libguides.com/mission#Collection>) The print and electronic collections are continuously reviewed by the librarians to ensure adequate depth and breadth of subject matter, appropriate academic rigor, seamless access, and ease of use. Evaluation is done formally, such as with the Library Weeding Project, and informally by all reference librarians. Electronic resources coverage and usage is reviewed before each renewal. Print collections are evaluated using internal and external usage statistics.

Services – Library services, such a group study rooms, printing, copiers, circulation of materials, etc. are evaluated using usage statistics and assessment projects as needed. The library's role as a space for students on campus is evaluated by the number of people coming into the library each day and by direct student feedback. (gate count and white board questions)

1.2 ASSESSMENT SUMMARY

The library's PSLOs address the library user in the broadest sense and address desired student, faculty and staff learning outcomes:

PSLO 1: Access appropriate information resources available through the library in support of class assignments and course instructional objectives.

PSLO 2: Utilize a broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, Ask a Librarian

PSLO 3: Identify and appreciate libraries and library services as a valuable source of information for future academic pursuits, independent study and lifelong learning.

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

Kinesiology – All PE 100 sections include library instruction and follow up assignment. Now in its third year the lesson content, delivery, and assignment have been reviewed and evaluated at least yearly, more often if needed. Student assignments are collected and reviewed by the librarian teaching the lesson.

Communication Studies – library and information literacy instruction is delivered in all SPCH 110 sections with most sections also incorporating a library assignment. The assignment is reviewed and updated each semester. In fall 2017 an assessment project was completed.

English/Critical Thinking – information literacy learning outcomes and written in to the ENGL 100 and ENGL 221 course outlines of record. Each section lesson is tailored to that particular instructor and while some assessment of each has been completed, there has not been a systematic review.

Information Ethics – Each spring semester beginning with Spring 2015 the library co-teaches the Honors Seminar class (PHIL 122). Exercises and assignments that address information literacy outcomes are reviewed and assessed by the librarian teaching the course. These include source identification and evaluation exercises, in class worksheets and discussion, and a final paper.

Academic and Career Success – Library instruction has been implemented in all sections of ACS 10. Students in some sections are required to write short library reflection essays and some were collected and reviewed in Spring 2017.

Assessment of the use of resources and service, as well as understanding the role libraries play in the world of information is done primarily through the collection and review of usage statistics. Assessment projects have included group study room usage and an annual print journal use project.

1.3 PROFESSIONAL DEVELOPMENT

All library team members are encouraged to pursue professional development activities that will help support their role in the library and in the College. Examples from the last few years include:

Conferences

CCLC Deans and Director's Meeting
California Conference on Library Instruction
Association of College and Research Libraries Conference
Foster Youth Pathways to College Conference
California Academic & Research Libraries Conference
Distance Librarian Conference
D2L Fusion Annual Conference
Northern California Innovative User Group

Leadership training

Leading from the Middle Academy
Basic Skills Initiative Leadership Institute
ZTC Grant Leadership Summit
AVID Summer Institute

Workshops

EBSCO California Community College Focus Group
The Stanford Program on International and Cross-Cultural Education (SPICE) and Stanford Global Studies' Education Partnership to Internationalize Curriculum (EPIC)
Integrated Library System and Discovery Layer Vendor Demonstrations
ACCJC/WASC Self Evaluation of Educational Quality and Institutional Effectiveness Workshop
Districtwide Library Migration Training for Sierra
Council of Chief Librarians of the California Community Colleges (CCLCCC) workshop, "Tech Tools: Power Searching and Instructional Design"
CCLCCC workshop, "Connecting Libraries to Student Success Initiatives"

Presentations

Strengthening Student Success Conference

Classified Leadership Institute Conference
3CSN LINKS 8 Appreciative Inquiry and Threshold Concepts - Chabot College
Northern California Student Success Lives Here Conference – Yuba College
Introduction to Habits of Mind Workshop – College of Marin
Community College Futures Assembly

1.4 COLLABORATION

Successful Collaborations

CTE Committee: Librarian membership on the committee, award of Perkins funding for CTE Library databases & books

Child Development: Children’s Collection and Imagination Playground

Foster Youth Committee: Librarian membership on the Committee Foster Youth Success Map, EOPS book donation

Basic Skills Committee: Librarian membership on the committee, funding for library materials

Student Equity Plan: Reserve Book Funds

Kinesiology: Embedded online library instruction

Food pantry: Canned goods in-lieu of fines - The program started as a short term event during National Library Week. Has now been implemented year round.

HSI STEM Grant: Funding for library materials

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	

	<p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Work with the GE Committee to implement an Information Literacy GESLO	1. Increase equitable student engagement, learning, and success.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 2: Equitable library resources and services in Brentwood.	1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 3: Strategically create and utilize online tools to support instruction.	1. Increase equitable student engagement, learning, and success.	4. PERSISTENCE & COMPLETION: Increase successful course

	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	completions, and term to term persistence.

2.2 STAFFING REQUEST (OPTIONAL)

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
2		1	
Department/Unit Name		Position Name/Classification	FTE
Library		Adjunct Librarian Brentwood	.3
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	\$5000
Justification:			
This funding would support the delivery of instruction and reference during the summer session at the Brentwood Center. Demand and usage are unknown as this would be a new service. Proposed funding would allow for three hours per day during the six week summer term.			

2.3 OPERATING REQUEST (OPTIONAL)

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense

Justification:	

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report
 One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as

disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2 CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4 COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.