

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Evelyn Lord
Subject/Discipline:	LIS	Dean:	Lilia Celhay
Campus:	Laney		
Mission Statement	<p>The library is committed to providing quality services to its diverse student population and to the residents of the Peralta Community College District. In accordance with the college's mission statement, the library faculty and staff strive to:</p> <ol style="list-style-type: none"> 1) Provide consistent access to equitable, high quality services, resources (print, electronic and media), equipment, and facilities in support of the college's CTE (career technical education), foundation skills, and transfer curricula. 2) Encourage and facilitate the development of information competency skills related to independent inquiry and information retrieval to enhance student learning in all curricular areas and to promote critical thinking and life-long learning. 3) Use technology to expand classroom instruction, individualize instruction, promote independent inquiry and research, and enhance the scope and quality of library services. 		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	34	0	41	0	75
Census Enrollment F12	39	0	16	0	55
Census Enrollment F13	74	0	43	0	117
Sections F11	1	0	2	0	3
Sections F12	2	0	2	0	4
Sections F13	2	0	2	0	4
Total FTES F11	2.27	0.00	1.37	0.00	3.64
Total FTES F12	2.13	0.00	0.53	0.00	2.66
Total FTES F13	3.80	0.00	2.87	0.00	6.67
Total FTEF F11	0.13	0.00	0.13	0.00	0.26
Total FTEF F12	0.20	0.00	0.13	0.00	0.33
Total FTEF F13	0.19	0.00	0.27	0.00	0.46
FTES/FTEF F11	17.00	0.00	10.25	0.00	27.25
FTES/FTEF F12	10.67	0.00	4.00	0.00	14.67
FTES/FTEF F13	19.50	0.00	10.75	0.00	30.25

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	32	0	40	0	72
Total Graded F12	39	0	16	0	55
Total Graded F13	71	0	34	0	105
Success F11	24	0	24	0	48
Success F12	17	0	7	0	24
Success F13	42	0	25	0	67
% Success F11	0.75	0.00	0.60	0.00	0.67
% Success F12	0.44	0.00	0.44	0.00	0.44
% Success F13	0.59	0.00	0.74	0.00	0.64
Withdraw F11	4	0	4	0	8
Withdraw F12	10	0	1	0	11
Withdraw F13	23	0	2	0	25
% Withdraw F11	0.13	0.00	0.10	0.00	0.11
% Withdraw F12	0.26	0.00	0.11	0.00	0.2
% Withdraw F13	0.32	0.00	0.06	0.00	0.24

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	2.	0.00	0
Contract FTEF F12	0.00	0.00	2.	0.00	0.13
Contract FTEF F13	0.00	0.00	3.	0.00	0.27
TEMP FTEF F11	0.00	0.00	3.00	0.00	0.0
TEMP FTEF F12	0.00	0.00	3.60	0.00	0.0
TEMP FTEF F13	0.13	0.00	2.00	0.00	0.13
Extra Service FTEF F11	0.13	0.00	0.00	0.00	0.13
Extra Service FTEF F12	0.20	0.00	0.00	0.00	0.2
Extra Service FTEF F13	0.06	0.00	0.00	0.00	0.06
Total FTEF F11	0.13	0.00	5	0.00	0.26
Total FTEF F12	0.20	0.00	5.6	0.00	0.33
Total FTEF F13	0.19	0.00	5	0.00	0.46
% Contract/Total F11	0.00	0.00	.40	0.00	0.5
% Contract/Total F12	0.00	0.00	.36	0.00	0.3939
% Contract/Total F13	0.00	0.00	.60	0.00	0.587

Note on above figures: Data provided by District inaccurate or non-existent. Laney Library has calculated its own data for this document.

V. Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>See Library Mission statement above. See also 2012 Program Review.</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>See Library Mission statement above. See also 2012 Program Review.</p>

VI. Course SLOs and Assessment	
Number of active courses in your discipline	2
Number with student learning outcomes (SLOs)	2

Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	2
Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>	100%
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	100%
If the percent of courses you plan to assess is not 100%, explain why here.	
<p>Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)</p> <p>Assessment methods used: common test questions, specific questions on student assignments evaluated with a rubric</p>	
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *</p> <p>* This will be verified by checking in TaskStream.</p> <p>1. LIS85: revised rubric for SLO#3 (construct citations) and developed new test questions for SLO#1 2. LIS200: SLO#1: updated SLO#1 supporting materials (videos/links to readings) to support course assignments related to SLO#1. SLO#3: added several in-class exercises (partner and group work) to give students the opportunity to practice skills need to successfully complete homework assignments when away from class.</p> <p>Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.</p>	
<p>List two examples of the most significant changes/improvements your department has made as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.)</p> <p>(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)</p> <p>1.LIS200: Since it's conception, LIS200 has had issues with low enrollment. In an effort to increase enrollment and attract student population the course was designed/developed to serve, the instruction librarian is working on co-linking the course with an ESL course. Instruction librarian will be working with ESL instructor sp15 and fa15 on pilot study to co-link LIS200 and an ESL52ab</p> <p>2. LIS85: LIS85, the library's (UC/CSU) transferrable course has shown a decrease in enrollment due to competition for students from new and/or increased sections BCC and COA. In an effort to secure enrollment the instruction librarian developed LIS80 (1unit version of LIS85) on the premise that it is easier to co-link a 1 unit course to a course such as ENG1a or a learning community.</p>	

Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

VII. Service Outcomes and Assessment

	Fall 2014
Number of service outcomes	3
Number of service outcomes entered into TaskStream: (* This will be verified by checking in TaskStream.)	3
Number of service outcomes that have assessed at least one PLO in the past year:	3
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	Not applicable

List an example of the most important plans for changes and improvements as a result of what you learned during the service outcome assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

Focus of Assessment Discussion: Library Service Outcome 1:

Students will identify the library as a resource for supporting academic success.

Library Staff Meeting, 8/15/2014

NOTE: Access to computers is essential for student success in the 21st century and they are an essential element of library services for students, as demonstrated by the fall 2013 student survey results that showed that nearly 80% of students use computer for finding information for course assignments. A majority of students also use computers for writing papers and for researching personal information.

Following library discussion and analysis of library computer usage data, the library staff came to a consensus decision to eliminate id requirement for computer sign-ups. However, students will be required to type in their student id and their last name. (The two pieces of information will ensure better security than just a student id number.) We will test this starting on the first day of school and assess how it's working as the semester progresses, with a review at the end of the semester to determine if we want to continue. Library will maintain the same allotment of time on the computer and reassess as the semester progresses.

List one example of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

See above for background.

As a result of this review of student computer usage statistics and related discussion regarding computer access for students, the library modified the computer sign-up policy for students beginning fall semester 2014. Students are no longer required to have their id present in order to sign up for a computer. The Library Network Coordinator was successful in setting up a new login that requires a combination of student id and last name. This resolves the security concern about students randomly typing in other students' id numbers. Students still need their student id to borrow library books. Staff report that stress around this has been eliminated. No new issues have arisen after a one-semester trial and the library will continue this practice. (January 2015)

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

Library mission supports student access, success and equity by providing resources, instruction and services to students.

The library regularly collaborates with departments across the college on curriculum, collection development, exhibits and other activities.

The library supports new programs as they are developed through the curriculum approval process.

The library staff regularly participates in activities across the college, ranging from governance meetings to student activities.

The library continually develops its collection of library resources and services to support the needs of Laney students and faculty.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

Laney College Library	2009-10	2010-11	2011-12	2012-13	2013-14
Library Visits	309,951	282,360	330,495	213,590	208,594
Students Served	14,735	13,972	13,457	13,002	11,949
Faculty & Staff Served	602	518	510	750	520
Library Service Hours (per week)	58	58	58	58	58
General Circulation	7,025	8290	7920	4689	3735
Reserve Use Circulation (Checkouts)	43,503	37,018	39002	25645	24447
Orientations (Instruction Sessions)	77	94	76	69	67
Orientations (Students Served)	1,621	1,852	1,564	1,689	1717
Reference Sessions	10,870	12,518	11,664	10362	10359
Library Instruction Course Sections	3	0	3	4	4
Library Instruction Course Students Completed	42	0	68	55	80
Materials Budget (Book/Periodical/AV)	\$110,000 (Measure A)	\$110,000 (Measure A)	\$140,000 (Measure A-\$100,000 + \$40,000 District Database)	\$140,000 (Measure A-\$100,000 + \$40,000 District Database)	\$145,000 (Measure A-\$100,000 + \$40,000 District Database + \$5,000 basic skills grant)
Book Collection	89,323	89,443	89,920	90,864	89,858
Books Added	1,040	1112	1,080	1,668	815
E-Books Added	3,174	0	11	0	0
Audiovisual Media Added	90	19	40	33	36
Periodical Collection	114	108	108	108	101
Listening/Viewing Center Collection	3,431	3,447	3491	3524	3560
Listening/Viewing Center Usage	8,620	9,007	8701	8169	5100
Electronic Database Collection	21	16	39	39	39
Electronic Database Usage	18,839	16,033	24,148	26,737	**
Percentage of Collection Pre-2000	88	not available*	80%	79%	79%
Percentage of Collection Pre-1990	78	not available*	71%	70%	70%
Percentage of Collection Pre-1980	63	not available*	58%	57%	57%
Internet Usage: Number of Users	41,825	43,740	37,755	14340	26,909
Internet Usage: Number of Hours	18,065	18402	16978	6484	12,828

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

HUMAN RESOURCES

Public Services Librarian / Access Librarian / Evening Instruction Librarian: The library has hired a new tenure-track Technical Services librarian two permanent classified staff to fill vacancies at the Reserve Desk (one vacancy was created by an in-house promotion). This has helped to build our instructional and collection development capacity. However, the library urgently needs more attention to our public services, in particular circulation and shelf maintenance. A retired hourly librarian has been handling some of the public service programming. The hiring of a new Public Services Librarian (replacement for Coaston) has been approved by the Faculty Prioritization Committee and, once hired, will help solidify our public service functions. Additionally the library hopes to fill an Access Librarian (replacement for Mack) who will be able to focus on the growing area of electronic resources and emerging technologies. This position has also been approved by the Faculty Prioritization Committee. Library instruction after 4pm is generally assigned to hourly librarians whose primary responsibility is reference service. Library instruction has been less consistent in the evenings and the library sometimes gets complaints about our evening orientations. Ideally the library should have an Evening Instruction Librarian. This will be a new position for the library.

Library Technician II: (Technical Services, Temporary) Due to chronic classified absences in the Technical Services area, the technical processing backlog is growing. Using savings from the many weeks of leave-without-pay accumulated, the library would like to hire a temporary Library Technician II to assist with the technical services backlog.

Library Custodian: Occupying more than 31,000 square feet, the Library needs a custodian dedicated to the building. As a result of cutbacks, there is minimal maintenance. The library is dirty and dusty. A relatively new carpet already needs to be replaced. The library is requesting a full-time custodian to be assigned to the Library building.

FACILITIES

The physical condition of the library continues to deteriorate. New problems and requests since last year's APU include:

Remodel L-104 (Library Orientation Instruction Room)—Issues include large hole in ceiling, poles that obstruct view, small projection screen, projector obstructs screen and relies on precarious plug-in, desks need to be replaced with flexible seating; room needs new paint and new carpet. Room needs ventilation and heating/cooling (currently not a working HVAC system servicing the room), a dedicated phone line, and a permanent white board installed across the back wall (could double as replacement for current projection screen). Window that connects to L-108 is a source of noise during orientations and should be closed off.

Replace restroom faucets throughout library. Faucets don't work properly (either water gushes for extended periods or no water comes out)

Replace first floor drinking fountain

Replace library blinds throughout library. Current blinds are broken, allow light to pass through damaging books and creating challenging visual conditions for students who are studying (Library would like the

same type of blinds as the Tower Building that allow light to pass through.

Replace study space seating in Reference Area

Rewire Library to allow for laptop/mobile device charging throughout library and remove floor outlets throughout the library. Many outlets are damaged and students using wall and floor outlets to charge laptops/mobile devices create tripping hazards (cords)

Replace lock on door to L-110 (staff room). Despite repeated work orders since beginning of fall 2014 semester, lock has still not been replaced.

Remove partition on 3rd floor of library

Move Librarian office to L-305, then convert L-310, L-308, L-306 to study rooms

Replace library shelving so that it is earthquake stable and accommodates larger books (12" shelving)

Convert 3rd Floor Balcony to study rooms

Add restrooms to main floor

Add second elevator

Redo library staircase(s) so that steps are up to current building codes

Replace library carpeting

Reconfigure current space on first floor to allow for integration of AV and IMC to improve service to campus

Re-position electronic message board to an area that is visible (consult with librarians); consider portable cabinet.

TECHNOLOGY

Funding for digitization of Laney Tower newspaper

Paper copies of Laney Tower newspaper dating back to 1952 are disintegrating. There is only one existing copy of the microfilm covering 1965-1976. Recently, the print mechanism on the library's microfilm reader stopped working so students must rely on photographs or note-taking to capture content. This project will allow Laney students to search the *Laney Tower* online. The *Laney Tower* is a popular resource for college assignments in English, ESL and the social sciences. The college newspaper provides an excellent opportunity to contextualize learning and engage students. With an online newspaper available, students will hone their ability to develop search strategies, evaluate search results, and synthesize the content of search results into course assignments. At this time, most students limit their searching of the Laney Tower to the microfilm copy because it is far more efficient than poring through print copies. Thus, students' access to the Laney Tower will effectively broaden from 11 years to 62+ years.

Purchase digital television and stand for library events

Add interactive electronic screen to L-312 conference room (This will support collaborative work by the college community.)

Purchase step-stools for library stacks

Purchase trash cans for library stacks

District Millennium library system needs the following support:

- Support for installation of Teleforms module in Millennium (work with Millennium system librarian and Innovative support team)
- Funding for migration to new system
- Regular annual allocation for system maintenance (Millennium), catalog records (OCLC), code escrow account (Iron Mountain)

LIBRARY MATERIALS

The library needs the following annual budget for library materials:

Books	\$60,000
Textbooks	\$30,000
Databases	\$80,000
Periodicals	\$10,000
DVDs / Other non-print	\$5,000
Supplies	\$13,000

AUDIO-VISUAL TECHNOLOGY

The Audio-Visual Dept. provides critical instructional support service for campus instruction. Due to funding cutbacks, replacement equipment has not been purchased in years. In addition to last year's requests, the AV Department needs the following equipment:

Document camera

Tablets

Projectors

PA System

	XI. Resource Needs: Using the Excel Spreadsheet (separate document)
FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.