

# Laney College Library Program Review Fall 2015



**The Staff of Laney College Library (August 22, 2015)**

Pictured: (back row, l-r) Margaret Traylor, Lilia Celhay, Michael Wright, Phillippa Caldeira, Estela Manila, Shirley Coaston, Lily Leung, Colleen Kensinger, Andrew Skinner-Demps (front row, l-r) May Shum, Jordan Yee, Ann Whitehead, Evelyn Lord, Reginald Constant, Autumn Sullivan, Mary K. Holland

Not Pictured: Douglas Banks, Randle Wasson, Yoway Tong, Agustin Rodriguez, Roxana Post



# Laney Library Program Review Report

## 1. College: Laney College

**Date:** November 4, 2015

**Members of the Library Services Program Review Team:**

**Evelyn Lord  
Phillippa Caldeira  
Reginald Constant  
Autumn Sullivan  
Jordan Yee**

**Members of the Validation Team:** To be determined.

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## 2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the library services. Include any unique characteristics or trends affecting the discipline, and a description of how the library services align with the college mission statement.

### Laney Library Mission

*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:*

- 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.*

The library mission statement was revised in 2013 to add greater emphasis to the principle of equity and to re-incorporate life-long learning in the context of independent inquiry and information retrieval. The library mission aligns with the college mission statement with its focus on supporting CTE, foundation skills and transfer curricula.

The primary goals and objectives of the library are:

- Provide services, resources, and facilities in support of the college curricula and mission.
- Provide professionally qualified librarians and skilled technical staff to support the use of information in learning.
- Implement an information competency program to develop skills in the efficient use of information resources.
- Use technology to expand classroom instruction, individualize instruction, and promote independent inquiry.
- Use technology to enhance the scope and quality of library services and resources.

Library resources and services continue to evolve in a largely automated environment, with increasing emphasis on information competency instruction. Annual funding for electronic resources, typically offered on a subscription basis, will need to be increased.

In order to support the learning needs of our students, the library facility must be overhauled and replaced. Current study space is inadequate and not conducive to effective independent learning. The layout for library public services is inefficient leading to increased staffing needs and stymying the ability of the library to implement new services. Library instructional space is inadequate. The library is unable to provide simultaneous orientations which are increasingly requested or to offer on-site orientations for large classes. For large classes, the group must be split or moved to F-170, depriving students of the contextualized experience of the library setting. Vital learning support services such as the writing center, tutorial center, language lab, etc. are spread out across the campus or non-existent. Laney students need a centralized, welcoming space that encourages independent and collaborative study and convenient access to learning support services.

Librarians are also re-examining the most effective means of ensuring that students who complete college programs are information competent. The library instruction program needs to be focused on both foundation- and college-level students to ensure that students are comfortable in the library and able to effectively manage information and research.

Changing technology is a given for 21<sup>st</sup> century libraries. Librarians will increasingly leverage this technology to engage students in reading, research and identifying the library as a resource that is critical to their success as a student.



### 3. Curriculum:

Please answer the following questions and/or insert your most recent **curriculum review report** (within the past 3 years) here.

#### Curriculum Review Planning Checklist - Laney College 2014-2015

Name of the Discipline: <b>LIS-Library and Information Science</b>						
Date of Report: <b>10/7/14</b>						
List Faculty Involved in Developing this Report: <b>Ann Buchalter, Phillipa Caldeira, Evelyn Lord, Autumn Sullivan</b>						
Please complete this evaluation before your presentation date with the curriculum committee. We ask that you use the checklist on the reverse side to let us know where you are in your curriculum updating and your departmental methods for analyzing and evaluating the contents of course and degree/certificate offerings. Let us know what methods you use to maintain the integrity of academic standards and achieve consistency within the instructional program?						
Also, please use CurricuNet to review all courses taught in your department and any certificates or degrees offered. Use the dates for the Active courses (red) to check the date of last up date. (please use additional pages in necessary)						
<b>ACTIVE COURSES</b>						
List courses in Curricunet and the date of the most recent course outline updates.						
Course Number	Course Name	Date of Most Recent Update	In current catalog?	In State inventory?	NOTES	
LIS 85	Introduction to Information Resources	10/08/ 2014	Yes	Yes	none	
LIS 200	Library Skills for College Students	10/07/ 2014	Yes	Yes	none	
<b>PENDING COURSES</b>						
Course Number	Course Name	Date Originated	Current status		NOTES	
LIS 80	Introduction to Library Research	04/10/2014	Awaiting Approval (VPI, Dean/Board-CIPD)		none	
<b>ACTIVE DEGREES &amp; CERTIFICATE PROGRAMS</b>						
List degree and certificate programs offered: <b>N/A</b>						
Name	Degree	Certificate	Date of Most Recent Update	In current catalog?	In State inventory?	NOTES
<b>PENDING DEGREES &amp; CERTIFICATE PROGRAMS: N/A</b>						
Name	Degree	Certificate	Date Originated	Current status		NOTES

**Update: LIS 80 is now fully approved and in the state inventory (10/26/2015).**

*Attach the Curriculum Review Report or Answer these Questions:*

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?



#### **4. Assessment:**

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, for the past three years. Please review the “At a Glance” reports and answer the following questions.

*Questions:*

- How does your discipline ensure that students are aware of the learning outcomes of the library courses and library programs in which they are enrolled? Where are the library services course, program or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

**The library mission statement and program outcomes are posted on the library website:**

**<http://www.lanev.edu/wp/library/about-the-library/>**

**Course outcomes are posted on the course management shell and syllabus. (Note: Library courses are currently on hiatus for 2015-16.)**



- Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to library course and program assessment results. Please state the course number or program outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

1. Service Program Outcome 1:

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

**As a result of this review of student computer usage statistics at a library staff meeting (August 15, 2014) and related discussion regarding computer access for students, the library modified the computer sign-up policy for students beginning fall semester 2014. Students were no longer required to have their ID present in order to sign up for a computer. Instead, they were able to type in their student id number and last name. Students will still need their student id to borrow library books.**

**Status Update: In the year following the change in policy with regard to ID cards, student usage sessions rose by 15%.**

Evidence: Meeting Notes. Staff Meeting. August 15, 2014

Improvement 2.

2. Service Program Outcome 2:

**Information resources are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum.**

**In February 2014, the librarians spent two meetings reviewing results of the student survey and library usage reports. Usage reports indicated that library circulation was on the decline. Library circulation is an indicator of student reading, which is critical to student success. Librarians recommended refreshing the library browsing collection, a recreational reading area that is the most accessible both physically and content-wise. The library applied for and received a Foundation Skills grant of \$5,000 to refresh the collection. Titles were purchased in 2014-15. Cataloging was somewhat delayed due to staffing issues, but most of these titles have now been placed on the shelves for circulation. The library will continue to monitor this collection for circulation.**

Evidence: Librarian Combined Meeting Notes. February 19 and 25, 2014.

- Briefly describe two of the **most significant examples** of plans for library course, program or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program or service area outcome and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1.

Service Program Outcome 3:

**Information competency instruction promotes student success across the curriculum.**

LIS courses are on hiatus for 2015-16. However, in order to reach more students and meet the increasing demands for multiple orientations, the librarians are exploring alternatives to the traditional LIS course instruction model. A new model could include 1) multiple orientations, 2) interactive information competency tutorials offered as additional assignments for students attending orientations and/or available as supplemental instruction for courses with research assignments, 3) outreach librarians assigned to meet multiple times with targeted learning communities, providing instruction in research and establishing a positive connection to the library.

Evidence: Meeting Notes. Librarians Meeting. September 30, 2015

#### Plan 2.

Service Program Outcome 3: **Students will identify the library as a resource for supporting academic success.**

Librarians first developed electronic reference services in May 2014 as a way to provide reference services to students who are not on-campus. The library beta-tested a system in May 2014 and launched it in August 2014. The library used an online form connected to a special library email account for this service. The Head of Reference established procedures for implementation, including how to check the email and organize responses. The service was heavily promoted during the winter intersession of 2014-15. Although the service continues to get regular use, it is cumbersome for librarians to manage. Additionally, it is not student-friendly since students must check their email to read responses from librarians. In September 2014, the librarians formed a taskforce to compare possible chat reference solutions. At the October 27 meeting, the librarians recommended the Mosio chat reference platform which provides students with options for chat, text and email communication. The library will implement Mosio in spring 2015 and monitor usage.

Evidence:

Notes: Librarians Meeting, May 20, 2014 ; Library Instructional Support Services (Assessment of Online Service Aspect) Winter Intersession, December 15, 2014 – January 13, 2015 ; Chat Reference Task Force Comparative Chart ; Librarians Meeting, October 27, 2015

- Describe how assessment results for Distance Education library courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

**In the last three years, library courses have all been offered in the same format: LIS 200 = hybrid and LIS 85 = online.**

- Describe assessment results for library courses or service area sessions with multiple sections or sessions. Are there similar results in each section or session?

**The library's assessment results for library orientations have not been aggregated by session. The library will explore methods for disaggregating these results by session in spring 2016.**

- Describe your library's participation in assessment of institutional level outcomes (ILOs).



**The library hosted the sign for the critical thinking ILO. Library staff posed for selfies with this ILO in the ILO Selfie Contest. A librarian participates on the Learning Assessment Committee and assists with ILO assessment activities and promotions.**



- How are library course, program or service area outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

**Library service outcomes are aligned with all college ILOs. The information competency ILO Library service outcomes are aligned with all college ILOs. The information competency ILO is aligned with the critical thinking ILO**



Show Outcomes Aligned with Institutional Learning Outcomes 2012 (Laney College)

Participating Area: Library  
 Summary: 5 of 5 items addressed.  
 Selected Set: Institutional Learning Outcomes 2012

Legend: Met Assessment Measure Added

Library Service Outcomes

	Institutional Learning Outcomes				
	Communication Students will effectively express and exchange ideas through various modes of communication.	Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	Career Technical Skills Students will demonstrate technical skills in keeping with the demands of their field of study.	Global Awareness, Ethics and Civic Responsibility Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.	Personal and Professional Development Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.
<b>Resource for Academic Success</b>  Library Identified as Resource for Academic Success Students will identify the library as a resource for supporting academic success.					
<b>Resources Support Curriculum</b>					

Resources Support Curriculum Information resources are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum.					
<b>Information Competency</b> Information competency instruction promotes the achievement of student learning outcomes across the curriculum. Information competency instruction (orientations, one-on-one) supports the institutional outcomes of: critical thinking, information competency, computer literacy, and ethical responsibility. See also: Course level outcomes for LIS 85, LIS 90, LIS 500					
Information Competency Information competency instruction promotes the achievement of student learning outcomes across the curriculum. Information competent students will be able to: 1. Define a problem, issue or research question 2. Identify potential sources and types of information tools based on the scope and type of information needed. 3. Develop successful search strategies appropriate for specific tools 4. Locate, evaluate, synthesize, organize and present information 5. Identify ethical and legal issues that affect information.					

## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

The library develops specially tailored online subject guides (LibGuides) for students to use as learning support tools both in the classroom and on a remote basis. The organizational nature of these electronic library orientation portals provides students with a centralized place to access the resources they need to successfully complete their assignments. Through lecture, hands-on demonstration, and the use of LibGuides during library orientations, librarians are able to accurately and efficiently convey lesson content. In addition, these online subject guides offer alternative ways for students to access and learn about how to use the many resources available at the library.

- How has new technology been used by the library to improve student learning?

Laney Library provides online reference assistance via email. This service was tested in spring 2014 and implemented in the fall 2014 semester. Librarians implemented basic policies and procedures prior to launching the email service. The reference/instruction librarian trained all librarians on the procedures required for staffing the eReference service. Laney students, faculty, and staff are provided with the opportunity to contact a librarian via email after library open hours and/or from off campus. In addition, there is an option for students to send a text message to the reference desk if noise levels are too high on the third and fourth floors. The eReference service was offered from during winter intersession to support students enrolled in online courses. The librarian on duty during intersession was ready to create specially tailored subject guides for intersession instructors to use as learning support tools for distance education students.

Currently, the library is assessing the effectiveness of the eReference system. Initial results show minimal use of the service. The email system developed by the library is less direct and less student-friendly than chat. Also, librarians forget to use check the reference email account. As a direct result of this assessment process, we are exploring other more effective options to better reach students at the point of reference need, specifically with chat reference software. The librarians established a task force to investigate and assess options for a chat reference platform. The task force provided its report in early October with a recommendation to purchase Mosio (available through the Council of Chief Librarians consortium) for spring 2016 implementation. These technologies give students the opportunity to connect with a librarian beyond the library's open hours or the student's on-campus availability thereby enhancing student learning.

- How do the library services maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

For over a decade, academic libraries in the United States have used the Association of College and Research Libraries (ACRL) Information Literacy Standards and program guidelines to maintain integrity and consistency in program and course content. In spring 2015, the ACRL adopted the Framework for Information Literacy for Higher Education. Librarians are actively considering how the new framework and the "sunset" of the standards impact information literacy instruction and assessment endeavors. The framework is a significant change from the previous standards. The standards outline competencies, skills, and outcomes that students need to achieve in order to become information literate. In contrast, the new framework is organized around six frames, each centered on a "threshold concept," that are determined to be an integral component of information literacy.

The CSU and CCC system have collaborated to produce a checklist of competencies "to facilitate inter-segmental cooperation".

- ACRL (Association of College and Research Libraries)
- Information Literacy Competency Standards for Higher Education (2000)
- Guidelines for Instruction Programs in Academic Libraries (2003) rev. October 2011
- Information Competencies Checklist for Lower Division and Upper Division Students--CSU and CCC Systems

See also bullets 1 and 2 above for library discussion of the library's use of LibGuides to support online orientations for classes and eReference to provide online individualized instructional assistance.

- Briefly discuss the enrollment trends in library services courses. Include the following:
  - Overall enrollment trends in the past three years

LIS Enrollment

Headcount	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Total	N/A	16	45	N/A	42	47	N/A	19	29	

- An explanation of student demand (or lack thereof) for specific courses.

At the start of the Fall 2015 semester, the Media Instruction Librarian transferred to another campus in the PCCD system. Upon the transfer of the Media Instruction Librarian, the Instruction Reference Librarian was asked to assume several of the Media Instruction Librarian's duties. As a result, the library was unable to offer LIS 80 or LIS 200 in the fall 2015 semester as originally planned.

**LIS200:** LIS 200 was originally developed to serve a significant portion of students who were in enrolling in LIS 85 but were unprepared. In the years since the passage of Proposition 13, most California schools slashed their school library budgets. The result is that today in the Oakland Unified School district there are very few, if any, school librarians left. Students do not receive basic information competency instruction that they would have received in the past. Additionally, many students entering Laney College received their primary education abroad and did not receive information competency instruction. Although the course serves a definite need, there is no information competency requirement at the college. Therefore, it has been hard to attract sufficient numbers of student for this class which does not articulate. Although a course like this would be ideally suited for many Laney learning communities, there is insufficient interest in giving up precious units for a library course.

**LIS85:** LIS85, the library's (UC/CSU) transferrable course showed a decrease in enrollment due to competition for students from increased sections at BCC, COA and Merritt. Anecdotal evidence indicated that students would prefer a one-unit course. Furthermore, a one-unit course more easily fits into the campus learning community models. As a result, the library developed a one-unit, transferable course (LIS 80) which is now in the state inventory. The course was to be offered in fall 2015 as part of a pilot ESOL learning co-hort linking LIS 200 and ESOL 52ab. However, the Media Instruction Librarian who was scheduled to teach the course transferred to another college. Additionally, the linked course had insufficient enrollment to be viable. Thus far, no section of LIS 80 has been offered.

- Productivity for the library services courses compared to the college productivity rate.

#### LIS Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	N/A	4.00	12.67	N/A	10.75	N/A	N/A	9.50	8.17

#### Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

**LIS enrollment numbers show these courses failed to attract a baseline of 17.5 students, which is the basic productivity rate by college standards. Given that Library Information Studies (LIS) productivity numbers are consistently low, librarians are considering that LIS courses are not the best instructional mode for reaching students. The consistent low productivity in LIS course student enrollment could mean students might not understand what the course means or how it is applicable to academic success. LIS courses are not a graduation requirement because there is no Information Competency requirement for graduation. New transfer degrees make it almost impossible to implement an Information Competency requirement since “extra” units are excluded. The library is exploring other ways to reach more students.**

**In contrast, the past three years have seen a steady and marked increase in library orientations requested by faculty and provided by librarians. The 2014-2015 academic year had the biggest increase in number of orientations taught and students served. (See chart in next bullet below.) The library is exploring new ways to teach information competency, including the development of online tutorials, hybrid orientations that use both online tutorials and in-person learning sessions, and the use of outreach librarians who meet with targeted learning communities several times a semester.**

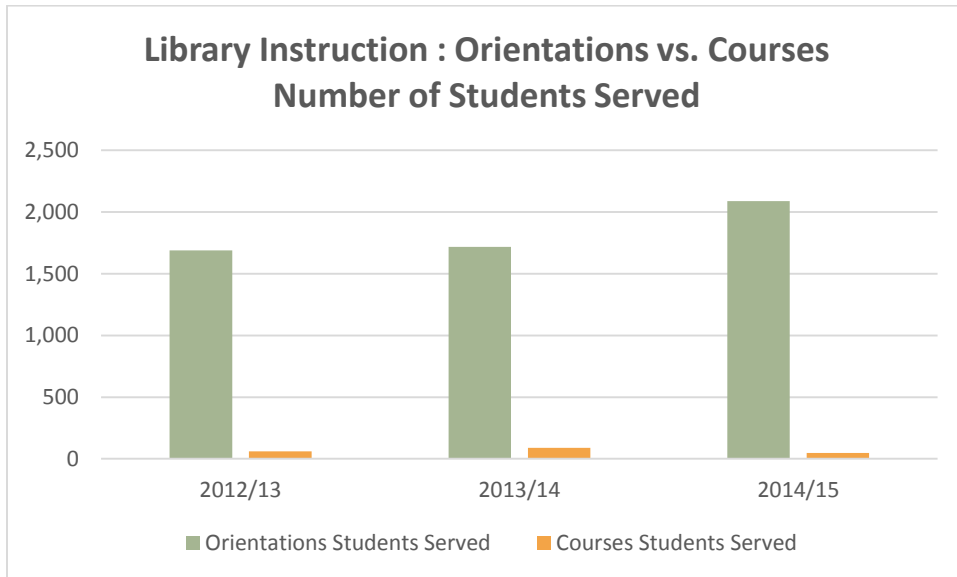
- Please provide the following information about specific library instructional sessions for the past three years:

	2012-2013	2013-2014	2014-20125	3-Year Percent Increase
Library Instruction Orientations (Sessions)	69	67	84	22%

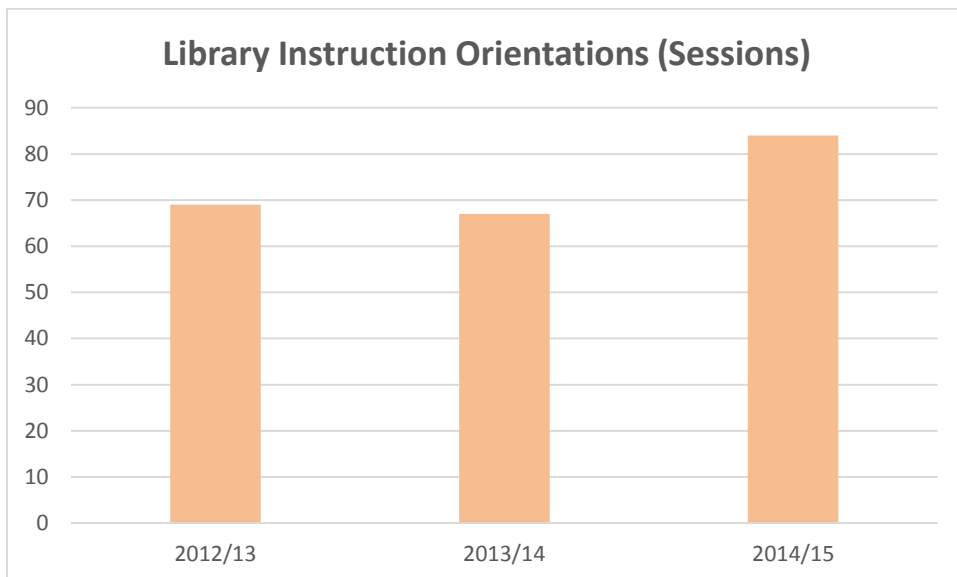
Library Instruction Orientations (# Students Served)	1,689	1,717	2,087	<b>24%</b>
Individual Library Reference Sessions	10,632	10,359	12,518	<b>18%</b>

- Recommendations and Priorities:

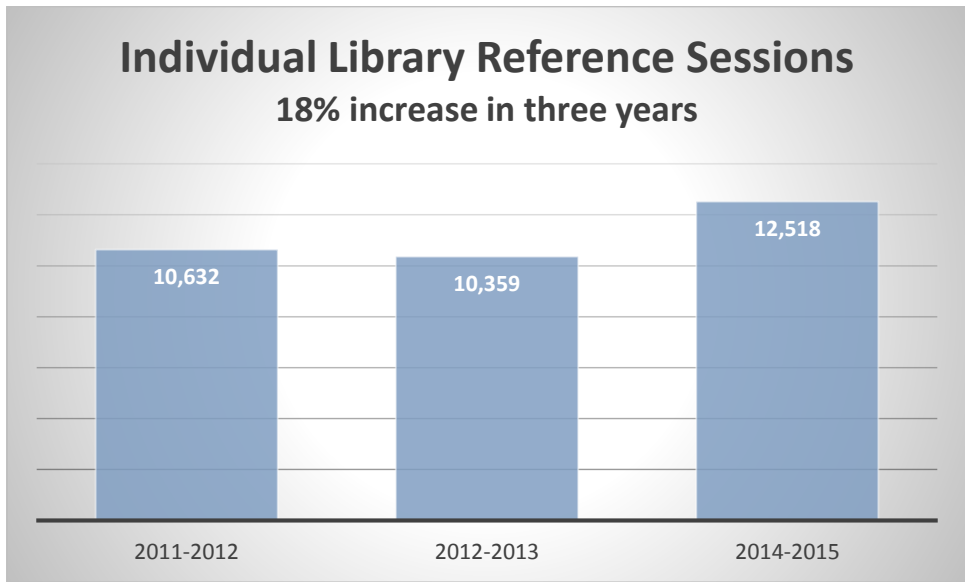
**As the data demonstrates, library orientations reach far more students than library courses.**



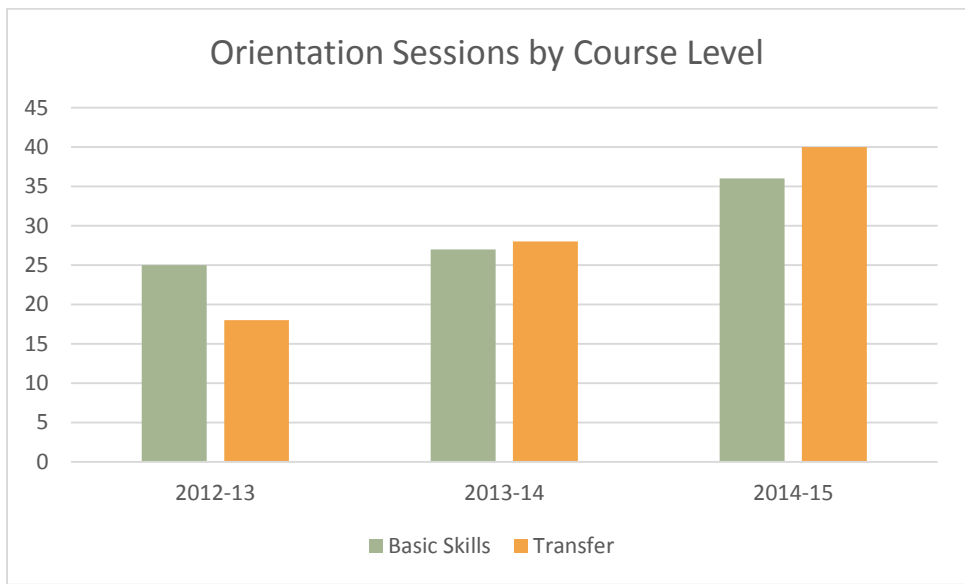
**Furthermore, the number of orientations and the number of students served in orientations is increasing. Since 2012/13, the number of orientations has increased by 22%.**



Over the last three years, the library has seen an increase of 18% in individual library assistance sessions at the Reference Desk.



Library orientations are generally evenly distributed between basic skills and transfer level courses:



According to the California Department of Education, California employed just 804 school librarians in 2012-13, the lowest per-student ration of any state in the country (1:1022).<sup>1</sup> Many students entering Laney College attended schools with no library. Given that there are only 19 librarians for the 37,040 students in the Oakland Unified School District—a ratio of 1:1,950, it is safe to say that most students entering Laney attended at least one school with no librarian. Further exacerbating the equity gap in the K-12 schools, all but one of the librarians in the OUSD are paid for by individual schools, usually through funds raised by the PTA.

<sup>1</sup> Mongeau, Lillian. “School Librarians are a Rare Find in California Public Schools.” EdSource. May 26, 2014.

### **Case Study: Oakland Unified School District**

Of the 75 school libraries in Oakland public schools, 23 are closed, 10 are run by volunteers and another 23 are run by part-time clerks. Nineteen are staffed by professional librarians, [district librarian] Mayo Gallagher said, but only one of those is paid by the district. The others are paid by individual schools, usually with money raised by the PTA.

And not even the open libraries are open all the time, Mayo Gallagher said. Of the libraries that are open, about half are open less than 20 hours a week.

“Currently (in Oakland), it’s possible to enter kindergarten and graduate high school never having gone to a school that has a library,” Mayo Gallagher said.

Excerpted from: Mongeau, Lillian. “School Librarians are a Rare Find in California Public Schools.” EdSource. May 26, 2014.

In light of the recent transfer of the Instruction / Media Librarian, the library has an opportunity to re-examine the most effective means of ensuring that Laney College students are systematically gaining the information competency skills they need to succeed in college, career and life. Furthermore, the library needs to address the lack of information competency skill sets that underprepared students bring to college. Pro-active outreach and building relationships with other faculty will be especially important in ensuring that these students gain confidence in the library and learn lifelong research skills. For this reason, the library needs to hire an Equity Outreach Librarian to address the lack of equity that our students experience due to unequal access to school libraries and teacher librarians in the schools.

LIS courses should be placed on hiatus for 2015-16. However, in order to reach more students and meet the increasing demands for multiple orientations, the librarians are exploring alternatives to the traditional LIS course instruction model. A new model could include 2) multiple orientations, 2) interactive information competency tutorials offered as additional assignments for students attending orientations and/or available as supplemental instruction for courses with research assignments, 3) outreach librarians assigned to meet multiple times with targeted learning communities, providing instruction in research and establishing a positive connection to the library.

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#### **6. Student Success:**

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the library services courses for the past three years. Please list each course separately. How do the library course completion rates compare to the college course completion standard?

Prior to 2015-16, the library offered two instructional courses. Introduction to Information Resources (LIS 85) was a two-unit course, transferable to California State University and the University of California. In an effort to increase enrollment, the instruction librarian changed the course from a traditional 18-week, face-to-face course, to an online, short-term (eight week) format.

At first, in terms of enrollment, the change was very successful and the course was offered exclusively online. Since most California public schools no longer have librarians, the majority of students entering Laney College lack the information competency skills required for college-level research. In response, the



library developed LIS 200, a one-unit, six-week pass/no pass hybrid course to support students who are new to online instruction but still need the support of a traditional classroom setting. The library explored the possibility of linking the course to a learning community. The librarian who taught these courses transferred to another college in the PCCD system therefore it is difficult to analyze fully. Additionally, the library has had to cancel sections of LIS 200 on several occasions due to low enrollment. The success rates for both LIS 200 and LIS 85 have been inconsistent.

#### LIS Student Success

	Term 2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	N/A	43.75%	63.83%	N/A	73.53%	80.43%	N/A	55.56%	59.26%

#### Laney College Completion Standard

	Term 2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

#### Department/discipline course completion rates

Success Course	Term 2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
LIS 200 - LIBRARY SKILLS/STUDENTS	43.75%	83.33%	N/A	88.24%	N/A	77.78%
LIS 85 - INTRO INFO RESOURCES	N/A	51.72%	73.53%	75.86%	55.56%	50.00%

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the library's Distance Education course completion rate compare to the college course completion standard?

The course completion rates for LIS 85 as a Distance Education course have been inconsistent.

#### LIS DE Student Success

Success 100% DE LIS	Term 2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
LIS 85 - INTRO INFO RESOURCES	51.72%	73.53%	75.86%	55.56%	50.00%

#### Laney College DE Student Success

	Term 2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

- Describe course completion rates in the department for **Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

**The course completion rates for LIS 200 as a hybrid course indicate improvement from the initial offering. However, it should also be noted that enrollment in LIS 200 was very low.**

#### LIS Hybrid Course Student Success

Success	Term			
	2012 Fall	2013 Spring	2014 Spring	2015 Spring
Hybrid				
LIS	43.75%	83.33%	88.24%	77.78%
LIS 200 - LIBRARY SKILLS/STUDENTS	43.75%	83.33%	88.24%	77.78%

#### Laney College Hybrid Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%	

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the library deal with this situation? How do you ensure that Distance Education courses are effective?

**Not applicable.**

- Describe the library's course or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the library course or program retention rate compare to the college retention standard?

**A comparison shows mixed results. Because there are so few library course sections, in general, and so few students enrolled in LIS 200, in particular, it is difficult to make meaningful comparisons.**

#### LIS Retention

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Retention%	N/A	93.75%	85.11%	N/A	94.12%	100.00%	N/A	72.22%	70.37%	

#### Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring

- What has the library done to improve course completion and retention rates? What is planned for the next three years?

**The library has placed LIS courses on hiatus for 2015-16. The library is exploring an alternative instructional model focusing on library orientations, interactive information competency tutorials and outreach librarians.**

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## **7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

**Full-time faculty headcount 4 [Note: Five librarians, but one vacancy fall 2015]**

**Part-time faculty headcount 10**

**Total FTEF faculty for the discipline, department, or program 6**

**Full-time/part-time faculty ratio 40%**

**Classified staff headcount 9**

Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

### **Vacancies**

**Library needs to fill current vacancies for Principal Library Technician and Media/Instruction Librarian as soon as possible.**

### **Access Librarian**

**The library needs an access librarian who can develop and improve services and support for distance education students and faculty and provide enhanced online access for traditional face-to-face students.**

**The Access Librarian will have primary responsibility for electronic resource management and circulation. Electronic resource management includes development, maintenance, planning, and assessment of electronic resources, as well as the development and maintenance of the electronic**

interfaces used to access these resources. The access librarian will coordinate all aspects of library material circulation, including circulation of library books, reserve books, e-books, non-print materials, equipment, etc. in the Millennium integrated library system (online library catalog). Circulation includes notification for late and recalled materials, fine collection, etc. The Access Librarian will provide support for remote authentication of library resources. The Access Librarian will provide regular reference assistance, and orientation instruction as needed. This librarian will also participate in collection development. The Access Librarian will contribute to the development and maintenance of the library webpage. Importantly, the Access Librarian will provide leadership on providing online library instructional support for distance education instructors and students.

## **Equity Outreach Librarian**

The library needs an equity outreach librarian to provide information competency instruction focused on under-prepared students and establish regular, ongoing connections with students enrolled in campus learning communities and basic skills courses.

LIS courses are on hiatus for 2015-16. However, in order to reach more students and meet the increasing demands for multiple orientations, the librarians are exploring alternatives to the traditional LIS course instruction model. A new model would include 2) multiple orientations, 2) interactive information competency tutorials offered as additional assignments for students attending orientations and/or available as supplemental instruction for courses with research assignments, 3) outreach librarians assigned to meet multiple times with targeted learning communities, providing instruction in research and establishing a positive connection to the library.

According to the California Department of Education, California employed just 804 school librarians in 2012-13, the lowest per-student ration of any state in the country (1:1022).<sup>2</sup> Many students entering Laney College attended schools with no library. Given that there are only 19 librarians for the 37,040 students in the Oakland Unified School District—a ratio of 1:1,950, it is safe to say that most students entering Laney attended at least one school with no librarian. Further exacerbating the equity gap in the K-12 schools, all but one of the librarians in the OUSD are paid for by individual schools, usually through funds raised by the PTA.

In light of the recent transfer of the Instruction / Media Librarian, the library has an opportunity to re-examine the most effective means of ensuring that Laney College students are systematically gaining the information competency skills they need to succeed in college, career and life. Furthermore, the library needs to address the lack of information competency skill sets that underprepared students bring to college. Pro-active outreach and building relationships with other faculty will be especially important in ensuring that these students gain confidence in the library and learn lifelong research skills. For this reason, the library needs an Equity Outreach Librarian to address the lack of equity that our students experience due to unequal access to school libraries and teacher librarians in the schools.

## **Library Custodian**

With more than 30,000 square feet and 200,000 visitors per year, the library desperately needs a custodian fully committed to maintenance of the building. Much of the library facility has deteriorated as a direct result of insufficient maintenance. For example, carpets which were replaced less than 10 years ago already need replacement because they have not been adequately maintained. The library is

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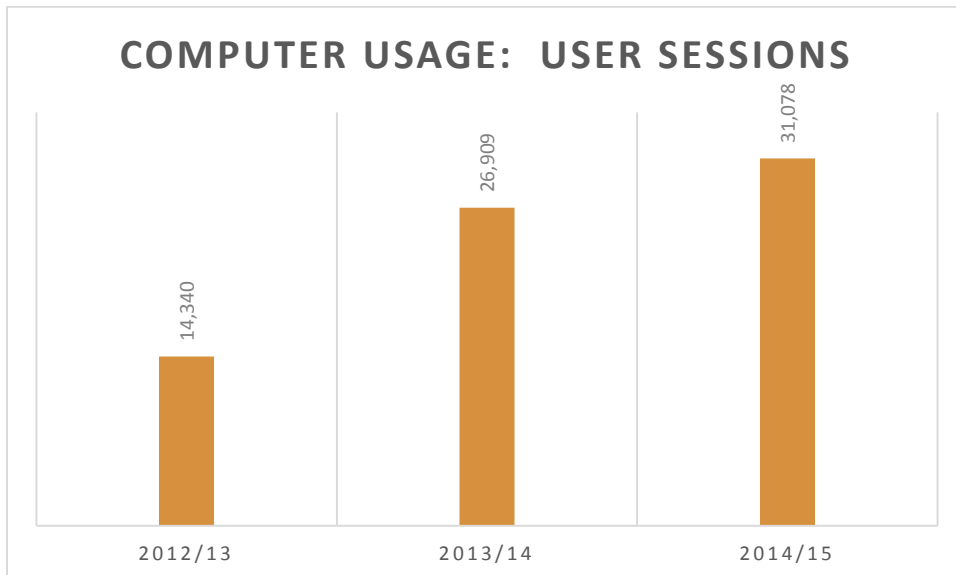
<sup>2</sup> Mongeau, Lillian. "School Librarians are a Rare Find in California Public Schools." EdSource. May 26, 2014.

one of the few places on campus that has restrooms freely available to students during the day and evening. Students also flock to the library to take advantage of computers, study space and books. A clean library creates an atmosphere conducive to study and concentration. It is an indication that our college respects our students for choosing to spend time in the library. Studies show that the more time students spend in the library, the more successful they will be with their college studies. A clean library with a full-time, dedicated custodian will directly contribute to student and academic success.

- Describe your current utilization of facilities and equipment. In your description, please include the following data for the past three years:

	Year 1. [2012-13]	Year 2. [2013-14]	Year 3. [2014-15]
<b>Library Open Hours Per Week</b>	<b>58</b>	<b>58</b>	<b>58</b>
<b>Library Visits (gate count)</b>	<b>213,590</b>	<b>208,594</b>	<b>199,377</b>
<b>Computer Usage: User Sessions</b>	<b>14,340</b>	<b>26,909</b>	<b>31,078</b>
<b>Computer Usage: Hours</b>	<b>6,484</b>	<b>12,828</b>	<b>16,307</b>

Computer usage has climbed dramatically since 2012/13. In August 2014, based on staff discussion surrounding a review of the 2012/13 computer usage statistics, the library implemented two policy changes that resulted in more usage of the computers: 1) Eliminated requirement to scan student ID to sign on to computers (instead implemented 2-tier login to ensure security) 2) Extended maximum daily computer time from 1/2 hour to 1 hour.



In August 2015, the library began partial restoration of hours that were first cut in 2008/09 and more deeply again in 2009/10. The library now offers 63 open hours per week, an improvement over 58 hours in 2014/15, but still well below our previous level of 72 hours per week in 2007/08.

Library visits have declined slightly since 2012/13 when the College President occupied offices on the third floor of the library.

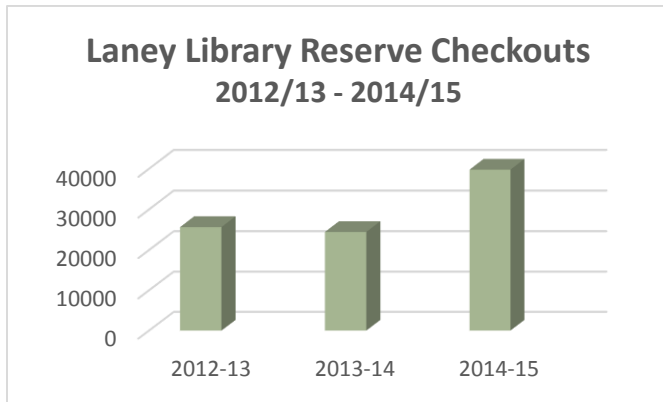
- Please provide the following data on the library collections and circulation transactions:

	Year 1. [2012-13]	Year 2. [2013-14]	Year 3. [2014-15]
<b>Total Library Materials Expenditures</b>	<b>\$105,458.09</b>	<b>\$98,299.71</b>	<b>\$128,216.16</b>
<b>Total Print Book Collection (titles)</b>	<b>90,864</b>	<b>89,858</b>	<b>90,153</b>
<b>Total E-book Collection (titles)</b>	<b>5,866</b>	<b>5,866</b>	<b>5,866</b>
<b>Total Database Subscriptions</b>	<b>39</b>	<b>39</b>	<b>39</b>
<b>Total Media Collection (titles)</b>	<b>3524</b>	<b>3560</b>	<b>3592</b>
<b>Total Print Periodical Subscriptions</b>	<b>108</b>	<b>101</b>	<b>99</b>

	Year 1. [2012-13]	Year 2. [2013-14]	Year 3. [2014-15]
<b>General Circulation Transactions</b>	<b>4689</b>	<b>3735</b>	<b>4802</b>
<b>Reserve Circulation Transactions</b>	<b>25645</b>	<b>24447</b>	<b>39773</b>
<b>In-House Circulation Transactions (optional)</b>	<b>Not available</b>	<b>Not available</b>	<b>1700</b>
<b>Media Circulation Transactions (optional)</b>	<b>Not available</b>	<b>Not available</b>	<b>10</b>
<b>E-book Circulation Transactions (optional)</b>	<b>Not available</b>	<b>Not available</b>	<b>1734</b>

<b>Other Circulation Transactions – describe (optional)</b>			
<b>Total Circulation Transactions</b>	<b>30,334</b> [incomplete data]	<b>28,182</b> [incomplete data]	<b>48,019</b>

**Reserve textbook circulation increased by 55% between 2012/13 and 2014/15:**



**Traditional library book circulation remained steady during the same period, despite the popularity of ebooks.**

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

### **Browsing Area Ceiling Mounted Projector and Automatic Screen**

**In an effort to engage students and literally bring them into the library, the library is seeking to expand our public service programming. However, the Browsing Area presents visual challenges. The library is seeking a ceiling mounted projector and automatic screen that scroll down from the ceiling.**

### **Digital Television for Library Events and Emergencies**

**The library has traditionally provided live television coverage in the browsing area of events of national or local significance, and in the case of emergencies. (Live broadcast coverage in the past has included: presidential debates, inaugurations, earthquake aftermath reporting, sports events, etc.) The campus does not own a digital television. The library televisions are all analog.**

### **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. This is a request for one-time funds. Neither the Library nor the Journalism Department have funds available for this type of special project. Librarians are currently organizing the Tower newspapers in preparation for sending them out for archival quality digitization (BackStage). The digitized newspaper will be of sufficient quality that the California Digital Newspaper project has agreed to host the final product. The Library will need \$10,000 - \$20,000 to cover the costs of digitization. The variance in costs is due to options we have with regard to special treatment of some pages (e.g. color, photos) for optimal user experience.**

### **Fix Air Conditioning in Library Server Closet**

**The library server closet has been open for months because the air conditioner that was servicing this closet failed. The air conditioner needs to be replaced as soon as possible. This is a major security issue.**

### **Interactive, Electronic Screen for Conference Room L-312**

The library would like to add an electronic, interactive screen (similar to the ones that have been added throughout the Tower) to the Library Conference Room (L-312). The screen will dramatically improve this collaborative work space that is available for employees as a college conference meeting room. The room is small enough that the screen will be a useful size. L-312 is available to faculty, administrators and classified staff for meetings. Booking is handled at the Library Loan Desk.

### **Laptop Vending Machine**

**To provide equity to students who cannot afford laptops and to provide equity for students using who are unable to charge electronic devices due to inadequate library infrastructure, purchase a laptop vending machine (including annual maintenance) and laptops for 12 bays. The library does not have the facility infrastructure and staffing to support secure circulation of laptops in the current facility.**

### **Library Materials (Books / Textbooks / Databases / Periodicals / DVDs / Non-Print / Supplies**

In accordance with our mission and in order to meet the learning and instructional needs of our students and faculty, the library relies on a regular, dependable, sufficient allocation for library materials. The library needs the following annual allocation: Books (\$60,000), Textbooks (\$30,000), Databases (\$80,000), Periodicals (\$10,000), DVDs/Non-print (\$5,000), Supplies (\$13,000).

### **Library Orientation Room Relocation with Renovation, New Furnishings, Laptop Charging Cart [\[see facilities needs section\]](#)**

### **Library Public Address System**



**In an effort to engage students and literally bring them into the library, the library is seeking to expand our public service programming. However, the Browsing Area presents acoustical challenges. The library is seeking a portable public address system to improve library events.**

## **Library Step Stools**

**In order to accommodate access to the library collection, the library needs step stools conveniently located in all areas of the stacks. The library has high book stacks on the third and fourth floor of the library. Many students are unable to access library books on the upper shelves. Since the library opened in 1971, most of the step stools have disappeared. The library is requesting a replacement for these step stools. The addition of 14 step stools will make it easier for students to access library materials.**

## **Library Widget on Course Management Template**

**To assist faculty and students in accessing library resources and to support accreditation standards relating to distance education, the library is requesting that a widget directing students to library sources be programmed and placed on the Moodle course management template.**

## **Migration from Millennium System to Sierra System**

**The current District library system (Millennium) contract expires in spring 2016. The Millennium system software was developed in the 20<sup>th</sup> century by Innovative Interfaces, inc (III). III developed a replacement SQL-based (Sierra) which became available in 2011. Costs for annual maintenance will increase if we don't switch to Sierra. Additionally, the functionality of Millennium is no longer being developed and the libraries are falling behind technologically. As part of the migration, the system would move to a hosted platform eliminating server maintenance duties for District IT staff. The librarians have requested a discovery platform to guide and engage students in information competency instruction and to promote successful independent research. Additionally, the libraries are seeking several modules: Electronic Resource Management (ERM) to assist with managing the increasing volume of electronic resources and Decision Center to assist with aggregation and analysis of library use statistics for assessment purposes. Additionally, the libraries need a mobile patron app to allow students to easily search library resources from mobile devices. Finally, as part of the proposed package, the libraries are seeking Content Café image data records (e.g. book jackets, etc.) to incorporate into the online library catalog as a way to engage students and encourage reading. The three-year grand total for this package, which includes data migration, is: \$379,473**

## **New Authentication System for Remote Access to Library Databases.**

**The library needs a new authentication system to replace MultiIP WAM (currently purchase through Innovative Interfaces). The system should work with the district's upcoming student portal to authenticate students who need to access library databases off campus. The system should be able to recognize the enrollment status of a student, including whether or not a student is currently enrolled and which colleges a student is enrolled at.**

## **New Library Website Template**

**The library is requesting support to hire a developer to create a library website template that will be mobile-friendly and allow for the organizational complexity and clarity required in a library website. The librarians have identified recommended template formats.**

## **Portable Document Camera**

**The library needs a portable document camera (PDC) for the library orientation room. The PDC can help vision-impaired students and allows librarians to project on the classroom screen a multitude of objects and activities, including pages from a book, how to access a database from a smart phone, how to use an app, etc.**

## **Relocate Wireless Router (L-114)**

**The library is requesting that the wireless router that was recently installed be relocated to a position that is not immediately above a staff workstation. No one in the Technical Processing Department (L-114) is comfortable working with the router directly overhead out of concern for possible health risks due to prolonged exposure from the router in extremely close proximity.**

## **Replace Library Server**

**The current library server is more than six years old and on the verge of failure. It needs to be replaced as soon as possible.**

## **Replacement Computers for Staff and Student Workstations**

**In conjunction with the migration to Sierra, the library needs to replace all staff and student computer workstations. The library currently has 74 computer workstations in the library. Use of computers continues to grow, both in library orientations and independent study. (See library orientation and computer usage data in previous sections.)**

## **Tablet (ipad)**

**The library needs an ipad tablet for the following purposes: 1) use as portable online catalog to assist students in library stacks 2) use to test library website and databases 3) use to test new library apps 4) use to test ebook displays**

- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.**

## **ADA Improvements**

**The current single elevator breaks down repeatedly and can leave individuals with disabilities stranded on the upper floors of the library. Additionally, the library stacks are narrow, lighting is poor and the many stairs in the building are not compliant with current codes.**

## **Ceiling Mounted Projector**

**For electrical safety reasons and for an improved learning environment, the library is requesting a ceiling mounted projector in the Library Orientation Room. Currently in order to turn on the projector, the library has to string a cord over to an old outlet on the floor. The projector is mounted on a dictionary. Virtually all library instruction sessions rely on the projector and screen to demonstrate concepts and engage students in learning.**

## **Convert 3rd Floor Balcony to study rooms.**

This request supports the access and success of Laney College Students. The library serves 13,000 students, with more than 200,000 library visits annually. Studies have shown that students who use the library are more successful in their studies. Study rooms support collaborative learning which has been shown to be particularly effective for student engagement and learning.

## **Install Electrical Cabling (3<sup>rd</sup> and 4<sup>th</sup> floor)**

**Students do not have adequate access to electrical outlets. There are very few outlets in this 1970 building. Students string cords across walkways to charge laptops and even use outlets that the library has tried to close off because they are dangerous.**

## **Install Library Intercom System**

**The library has four floors with many rooms and library stacks. The library needs an intercom system to support timely evacuation in emergencies. Most libraries with multiple floors have intercom systems that are used in conjunction with closing. The library has had instances where individuals were left behind after closing. An intercom system would help staff to avoid this situation in the future.**

## **Library Orientation Room Relocation with Renovation, New Furnishings, Laptop Charging Cart, Laptop**

**The library orientation room (L-104) is no longer acceptable for instruction. There is no ventilation in the room and when there is a large class in attendance, it becomes difficult to breathe. There are power poles protruding throughout the room, obstructing the view between students and teacher. The projector sits on a large dictionary to provide enough height to reach the screen. There is a hole in the wall between L-104 and the Listening & Viewing Center office and noise from both areas can disrupt the other. Because the room has not been painted in decades, the white board that was recently installed was placed over the footprint of the old chalkboard. However, it is off-center and most of it is inaccessible to the librarian.**

**The library proposed to move the library orientation room from L-104 to L-101. The new room should be repainted, with at least one wall-sized whiteboard. Also needs is a ceiling-mounted projector and automatic screen. The room needs to be rewired to improve electrical capacity. The room needs new furniture and computers. The librarians are currently consider portable tables that can easily be moved to accommodate small workgroups. With this portable model, the room would need a large laptop charging cart to accommodate 40 laptops. An instructor station with portable document camera is also needed.**

The Listening & Viewing Center, currently located in L-101, should return to L-104.

### **Remove 3<sup>rd</sup> Floor Partition**

Remove partition on library's 3rd floor. The partition was added as a security measure when the President's Office temporarily located to the library during Tower refurbishment. The library has no access to this area or to L-305, which has been identified as the librarian's office. Once the partition is removed, the library will be able to recover three desperately needed study rooms. The partition removal will also free up significant study space and a few wall outlets that can be used for charging portable electronic devices.

### **Remove 4<sup>th</sup> Floor Portable Study Rooms**

The 4<sup>th</sup> Floor Study Rooms were added to accommodate the loss of study rooms when the President's Office located temporarily to the 3<sup>rd</sup> floor study rooms. The rooms are literally falling apart. Additionally, they provide the appearance of a space for group study, but all noise carries out to the 4<sup>th</sup> floor which is intended as a quiet study area. (The rooms are open-air.) One room is not visible and is closed off. Students have climbed over the walls on several occasions. The rooms are a nuisance and need to be removed.

### **Remove electrical poles and reroute wiring into ceiling in Library Orientation Room, L-104 and L-114.**

Electrical poles block the view between students and librarian during instruction. Electrical poles in the library staff office confine the space. One staff member repeatedly runs into the pole that was placed beside her desk.

### **Replace 1<sup>st</sup> Floor Drinking Fountain**

Replace first floor drinking fountain with modern fountain that provides clean, potable water. The current fountain on the first floor is original to the building and no longer functions. This request supports the health and safety of students and faculty using the library. Although the staff break room is on the first floor, the staff have no access to drinking water on the first floor, other than the metallic tasting water that comes out of the L-114 sink or the gushing water that (sometimes) comes out of the restroom sinks.

### **Replace Library Blinds**

Replace library blinds throughout library. Current blinds are broken and unsightly. They allow light to pass through damaging books and creating challenging visual conditions for students who are studying. The library would like the same type of blinds as the Tower Building that allow light to pass through. This request is critical to viability of the library program mission which provides access to equitable, high quality services, resources, equipment, facilities and information competency instruction. Limited study space is compromised by poor lighting quality. Books, a core library resource, are also damaged by excessive light. This request is part of our program review. The library has received numerous student complaints about the blinds, many of which are no longer operational. In general, they are old and tattered and detract from the library environment. This request supports the access and success of Laney College Students. The library serves 13,000 students, with more than 200,000 library visits annually. In accordance with its mission, the library collaborates with the entire college to support its CTE (career technical education), foundation skills and transfer curricula.

## **Replace Library Carpeting**

**Replace library carpeting. This request supports the health and safety of students and faculty using the library. The carpet has not been adequately maintained. It is rarely cleaned (especially on the stairs) and even vacuuming is infrequent (especially on the stairs). Library carpeting is filthy and covered with stains. There is insufficient study space in the library for the size of our population and students regularly resort to sitting on the carpet. Carpet was improperly installed and it has pulled up in numerous places, including on the stairwell.**

## **Replace Library Lighting**

**In addition to burnt out bulbs, many of the library's aging light fixtures simply don't work anymore. The library is dark and it is difficult to read. The library lighting needs to be completely redone to provide adequate, appropriate, healthful light for reading and security.**

## **Replace Library Plumbing**

**Replace library building plumbing. The plumbing has failed throughout the fall semester creating unsanitary conditions, unbearable odors and creating additional stress for staff who are already stretched thin.**

## **Replace Library Shelving**

**Replace library shelving so that it is earthquake stable and accommodates larger books (12" shelving). In the 1989 earthquake, many shelves collapsed. Hardest hit were the shelves on the 4th floor and in the Reserve area. Fourth floor shelves and Reserve shelves need earthquake bracing. All shelves need to be replaced with 12" shelves (current standards) which contribute to stability during earthquakes. This request supports the health and safety of students and faculty using the library. The library has had this request in program review for more than a decade. This request is part of the reason why a new library facility is urgently needed.**

## **Replace Library Staircases**

**Redo library staircase(s) so that steps are up to current building codes. Library stairs set apart at inconsistent distances and do not meet current building standards. There have been a few falls, and there are regular near-misses. This request supports the health and safety of students and faculty using the library.**

## **Replace Library Ventilation and Temperature Control System**

**The library temperature is uncomfortable for students who are studying and for the staff who are working. Many staff have taken to turning on portable electric heaters and wearing coats to stay warm. In September, a faculty member had to be excused from the Library Orientation Room (L-114) because the door was shut and he could not breathe. There is no ventilation in L-114. When there is a large class in the room, it becomes difficult to breathe.**

## **Replace Lock Core (L-110 Staff Room)**

**Despite repeated work orders since beginning of fall 2014 semester, lock has still not been replaced. This request supports the health and safety of library employees. Library security has been**

compromised because the employees must now use a formerly secure storage room to access the library break room. Because the door no longer opens directly into L-110, access to the room does not meet ADA requirements.

### **Replace Study Tables and Carrels on 3<sup>rd</sup> and 4<sup>th</sup> floors**

Students need comfortable study space that supports their 21<sup>st</sup> century educational needs. Most of the existing tables and carrels are uninviting. They also lack task lighting and charging capability.

### **Replace Study Tables in Reference Area.**

This is the most popular area of the library for studying and is heavily used. The tables are cramped and the top veneer is repeatedly coming unglued from the base of the table. The library would replace with wired tables (currently tables are not wired) providing an opportunity for student to charge their devices. This request supports the access and success of Laney College Students. The library serves 13,000 students, with more than 200,000 library visits annually. Numerous studies show that students who use the library are more likely to succeed in college. Students from all disciplines use the tables.

### **Re-Position Electronic Message Board**

Re-position electronic message board to an area that is visible (consult with librarians); consider portable cart. The message board is currently positioned in a space that is too high and challenging for people to see and read. The board was installed without consulting the librarians. The librarians would like to reposition so that it can be used more effectively. The current position also interferes with space that the library has traditionally used for library exhibits. Librarians have repeatedly requested an information kiosk in previous program reviews. However, it needs to be positioned in a way that works programmatically for us.

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## **8. Community, Institutional, and Professional Engagement and Partnerships:**

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Full-time librarians meet on a weekly basis to discuss issues, goals, and other matters pertinent to the library. Last fall, faculty and staff attended a demonstrational presentation on Sierra. Sierra is a more advanced version of the library's current integrated library system, one the library hopes to migrate to in the near future. Full-time librarians also participated in the following committees:

### **Laney**

College Council  
Curriculum Committee  
Facilities Planning Committee

**Faculty Prioritization Committee**  
**Faculty Senate**  
**Foundation Skills Committee**  
**Health and Safety Committee**  
**Hiring Committees**  
**Instructional Equipment and Library Materials Committee**  
**Librarians Meeting**  
**Technology Planning Committee**  
**Tenure Review Committees**

### **District**

**District Librarians Committee**  
**District Technology Committee**

### **Professional**

**Council of Chief Librarians**  
**California Librarians Black Caucus**

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

**In the last year librarians have also attended numerous professional development opportunities, including:**

**American Library Association Annual Conference**  
**California Library Association Annual Conference**  
**Innovative Users Group Annual Meeting**  
**RDA Cataloging Training (California Library Association)**  
**Student Success Conference**  
**Webinars (e.g. LibGuide migration, OCLC WorldShare, Credo Reference, DataPlanet, etc.)**

**Faculty and staff participate in the College's 'Welcome Back Week' table to support students. Librarians regularly set up displays and exhibits in the library for educational and commemorative purposes. For example in 2015 in celebration of Black History and Women's History Month, librarians collaborated with other faculty members in the planning and offering of these campus community activities. The library also hosted an African American Quilt Guild of Oakland exhibit. Throughout the semester librarians worked jointly with course instructors for library tours and orientations. Library faculty and staff participated with other College departments in Halloween activities for the Laney Children's Center. The Collection Development Librarian also solicits book and DVD recommendations from all faculty at the College to ensure the general collection supports all disciplines. In addition, library faculty collaborated with the Journalism department on a project to digitize past and current issues of the Laney Tower newspaper. In celebration of National Library Month (2015), the library also hosted author and former Laney College coach and professor, Proverb Jacobs and invited Kinesiology students to attend. Librarians also offer trainings to faculty (e.g. Films on Demand, Databases for ESL Students).**

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

**All-staff meetings are held at the start each semester where all staff members including adjunct librarians participate in assessment activities and discussions of important matters. Librarians are also kept up-to-date on various discussions through informative emails. Additionally all librarians are required to participate in the selection of collection development materials and resources. All librarians were also trained on using the library's new reference email service.**

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## **9. Professional Development:**

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

**Academic librarians impart information literacy and technology skills to students and instructors. As these critical skills constantly change, the members of the library department must continuously engage in professional development activities to stay relevant to our learning community. The professional development needs of the library department include attending regional and national professional conferences, leadership in professional organizations, training in the use of classroom technology, and active membership in professional organizations and institutional shared governance.**

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

**The librarian who was teaching LIS courses (Media/Instruction Librarian) was also the college Distance Education Coordinator and well trained in the use of the current platform, Moodle. Additionally, the Media/Instruction librarian conducted an in-house training of librarians in the use of Moodle so that librarians would be better able to assist students in the library.**

**An ongoing issue for the library is the lack of a library widget within the Moodle template. Despite repeated requests, the Distance Education Coordinator was informed that the District does not have the programming capability to implement a library widget within the course management template. As a result, distance education students face a major disconnect between their online course and library services and resources. This could be easily remedied if Moodle platform development programming was available. The more obvious solution is a migration to the Canvas platform which is expected to have a space for the library integrated into the platform.**

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## 10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.
- **Goal 1. Curriculum:**

**Increase the number of students receiving instruction in information competency (orientations and one-on-one).**

**Improve consistency of delivery of embedded information competency instruction in associate degree threshold courses (English 1A and ESOL 52).**

Activities and Rationale:

**Create library tour request form for foundation level courses.**

**Meet with faculty in English and ESOL departments.**

**Create online information competency instructional tutorials that can be integrated into a multi-faceted approach to library orientations.**

- **Goal 2. Assessment:**

**Improve collection of library data for assessment purposes.**

Activities and Rationale:

**Request data on success of students who have completed library orientations, borrowed library materials, completed library courses, etc.**

**Purchase library data collection software.**

- **Goal 3. Instruction:**

**Create flexible, comfortable learning space for library orientations.**

Activities and Rationale:

**College will move Library Orientation Room from L-104 to L-101 to support student success and address air quality issues.**

**College will purchase flexible furniture for library orientation room and laptop charging carts to support student success.**

- **Goal 4. Student Success:**

**Improve study space environment for students.**

Activities and Rationale:

**College will renovate library study rooms (paint, furniture, whiteboards, smart technology, all-clear glass doors) to support student success.**

**College will expand electric charging outlets on all floors of the library to support student success.**

**College will purchase new study furniture with built-in task lighting and charging outlets to encourage productive, comfortable studying to support student success.**

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Participate in library and educational professional development activities.**

Activities and Rationale:

**Librarians will attend library and educational conferences, meetings, workshops and trainings.**

# Appendices

# Appendix A

## Library Services Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: \_\_\_\_\_ Laney College

Discipline, Department or Program: \_ Library \_\_\_\_\_

Contact Person: \_\_\_\_\_ Evelyn Lord \_\_\_\_\_

Date: \_October 26, 2015 \_\_\_\_\_

Resource Category	Description	Priority Ranking (1 – 5, etc.)  5=Highest	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	Access Librarian	5	\$100,000	Section 7. Human Resources
	Equity Outreach Librarian	5	\$100,000	Section 7. Human Resources
<b>Human Resources: Classified</b>	Library Custodian	5	\$\$60,000	Section 7. Human Resources
<b>Human Resources: Student Workers</b>				
<b>Technology:</b>	Portable Document Camera	4	\$475	Section 7. Technology
	Laptop Vending Machine	5	\$60,000 + annual	Section 7. Technology
	Tablet (ipad)	5	\$2690	Section 7. Technology
	Interactive Electronic Screen for L-312 Conference Room	5	\$1000	Section 7. Technology
	Digital Television for Library Events and Emergencies	5	\$1000 (with stand)	Section 7. Technology
	Digitization of Laney Tower Newspaper	5	\$10,000-\$20,000	Section 7. Technology
	Migration from Millennium System to Sierra System	5	\$370,000	Section 7. Technology
	Replace Library Server	5	\$4,000	Section 7. Technology

	Fix Air Conditioning in Library Server Closet	5	\$1,000	Section 7. Technology
	Replace current library website template with mobile-friendly, research-friendly, organizable template	5	\$5,000 (est.)	Section 7. Technology
	New Authentication System for Remote Access to Library Databases	5	\$30,000 [est.] (integrate with student portal development)	Section 7. Technology
	Relocate Wireless Router in L-114	5	\$500 [est.]	Section 7. Technology
	Library Widget on Course Management System	5	\$2000 [est.]	Section 7. Technology
	Library Public Address System	4	\$50,000 [est.]	Section 7. Technology
	Browsing Area Ceiling Mounted Projector and Automatic Screen	4	\$6000 [with installation, est.]	Section 7. Technology
	Replacement Computers for Staff and Student Workstations	5	\$200,000	Section 7. Technology
<b>Equipment</b>	Library Step Stools	5	\$3100	Section 7. Technology
	Library Public Address System	5	\$2387.88	Section 7. Technology
<b>Supplies</b>	Current supplies budget is adequate			
<b>Facilities</b>	Replace lock core L-110 (staff room).	5	[PCCD staff]	Section 7. Facilities
	Remove partition on library's 3rd floor.	5	[PCCD staff]	Section 7. Facilities
	Ceiling Mounted Projector (L-104)		\$1000 [est.]	Section 7. Facilities
	Library Orientation Room Relocation with Renovation, New Furnishings, Laptop Charging Cart, Laptops	5	\$200,000 [est.]	Section 7. Facilities
	Remove 3 <sup>rd</sup> Floor Partition	5	[PCCD staff]	Section 7. Facilities
	Remove 4 <sup>th</sup> Floor Portable Study Rooms	5	[PCCD staff]	Section 7. Facilities
	Replace library blinds throughout library.	5	\$60,000 [est.]	Section 7. Facilities
	Replace library ventilation and temperature control system.	5	\$1,000,000 [est.]	Section 7. Facilities
	Replace library plumbing	5	\$1,000,000 [est.]	Section 7. Facilities
	Replace library lighting	5	\$600,000 [est.]	Section 7. Facilities
	Replace library carpeting	5	\$300,000 [est.]	Section 7. Facilities
	Redo library staircases	3	\$1,000,000 [est.]	Section 7. Facilities
	Replace library shelving	4	\$600,000 [est.]	Section 7. Facilities
Install Electrical Cabling (3 <sup>rd</sup> and 4 <sup>th</sup> floor)	5	\$100,000 [est.]	Section 7. Facilities	

	Ceiling mounted projector in L-104 and L-101	5	\$2000.00 [est.]	Section 7. Facilities
	Replace 1st floor drinking fountain	5	\$2000.00 [est.]	Section 7. Facilities
	Convert 3rd Floor Balcony to Study Rooms	4	\$1,000,000 [est.]	Section 7. Facilities
	Remove electrical poles and reroute wiring into ceiling in L-104 and L-114.	5	\$50,000 [est.]	Section 7. Facilities
	Re-position electronic message board	5	[PCCD staff]	Section 7. Facilities
	Replace study tables in Reference Area.	5	\$8,000 [est.]	Section 7. Facilities
	Replace study tables and carrels on 3 <sup>rd</sup> and 4 <sup>th</sup> floors	5	\$300,000 [est.]	Section 7. Facilities
	Install library intercom system	5	\$50,000 [est.]	Section 7. Facilities
<b>Professional Development</b>	Funding to attend library and community college conferences, workshops, meetings, trainings, etc.	5	\$10,000	Section 8. Professional Development
<b>Other (specify)</b>	<p>Library Materials (annual)</p> <p>Books: \$60,000  Textbooks: \$30,000  Databases: \$80,000 (+)  Periodicals: \$10,000  DVDs/Non-print: \$5,000</p> <p>+The library expects the annual need for database funding to continue to grow due to vendor price increases and a need to convert more and more print resources to a database format.</p>	5	\$185,000 (annual)	Section 7. Technology

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: \_\_\_\_\_ Laney College \_\_\_\_\_

Discipline, Department or Program: \_\_\_ Library \_\_\_\_\_

Contact Person: \_\_\_\_\_ Evelyn Lord \_\_\_\_\_

Date: \_\_\_November 4, 2015 \_\_\_\_\_

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p>1. Increase the number of students receiving instruction in information competency instruction (orientations and one-on-one).</p>	<p><b>GOAL#1 STUDENT SUCCESS</b> Develop new and strengthen existing interventions and strategies to increase students' access and success.</p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>
<p>2. Improve consistency of delivery of embedded information competency instruction in associate degree threshold courses (English 1A and ESOL 52).</p>	<p><b>GOAL#1 STUDENT SUCCESS</b> Develop new and strengthen existing interventions and strategies to increase students' access and success.</p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>
<p>3. Improve collection of library data for assessment purposes.</p>	<p><b>GOAL#1 STUDENT SUCCESS</b> Develop new and strengthen existing interventions and strategies to increase students' access and success.</p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>

<b>Discipline, Department or Program Goal</b>	<b>College Goal</b>	<b>PCCD Goal and Institutional Objective</b>
<p>4.</p> <p><b>Create flexible, comfortable learning space for library orientations.</b></p>	<p><b>GOAL#1 STUDENT SUCCESS</b>  <b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>
<p>5.</p> <p><b>Improve study space environment for students.</b></p>	<p><b>GOAL#1 STUDENT SUCCESS</b>  <b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>
<p>6.</p> <p><b>Participate in library and educational professional development activities.</b></p>	<p><b>GOAL#1 STUDENT SUCCESS</b>  <b>Develop new and strengthen existing interventions and strategies to increase students' access and success.</b></p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>



# Appendix C

## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Head Librarian**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_