

Library Program Review

Laney College Library



November 2012

Library Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: **LIBRARY**

Date: November 13, 2012 Members of the Instructional Program Review Team:

Evelyn Lord, Head Librarian

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2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The library's mission reads as follows:

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, 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 outcomes in all curricular areas.**
- 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's goals and objectives 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.

The library took a giant leap forward in 2011 with the migration and implementation of a new integrated library system: Millennium. A number of pieces to the implementation remain to be done, including implementation of authority cleanup, remote authentication, ResearchPro (federated searching), Teleforms, Bursar's office interface, Ecommerce and Patron Images. These projects will support all four Peralta libraries. The libraries will need the support of District IT for implementation.

The library recently replaced its two dated copy machines with three new machines to meet student demand. The new machines allow payment by coin, dollar bill and copy card.

In order to keep up with heavy use by staff and students, as well as steadily evolving technology needs, the library computers should be replaced regularly on a 3-year cycle. Unfortunately the library's computers were last replaced six years ago. Many computers have begun to fail. Replacement of all library computers needs to take place as soon as possible. As part of this upgrade, the library needs to replace the librarians' aging laptops. It is becoming increasingly difficult to find a laptop that will work for library orientations. The library has submitted a request for this equipment to the Laney Technology Planning Committee.

Wireless access in the library is insufficient and insecure. A robust, authenticated wireless system is needed. In conjunction with this the library should provide wireless printing to meet student demand.

Although the library is automated, the need for traditional reading material remains. For example, the library needs hard copy versions of magazines and journals for students to examine for critical thinking and media literacy assignments. Additionally, students need to examine periodicals, encyclopedias and other reference sources to learn about different types of information tools critical for academic success. Students also continue to need access to books with current information that they can take home to read. For the last few years the library has relied on Measure A allocations to support development of the library's collections. (Last year the library received approval to move \$300,000 from library shelving funds to library materials. This will provide a healthy budget of \$100,000 for library materials for 3 years. Additionally, the District is providing \$40,000 per year for library database subscriptions to offset the elimination of this allocation from the state TTIP fund. Despite these measures, the library still needs an adequate, reliable line-item budget for library materials, including books, periodicals, electronic resources and non-print media.

With just two contract library faculty remaining, the library struggles to support the complications of an automated library environment, the media services needs of the college and the growing necessity of information competency education. The library needs to replace four retired librarians as soon as possible. In addition, the library needs a new evening instruction librarian by the time the new Library & Learning Resource Center opens.

Library Information Studies (LIS) courses provide the core information competency skills necessary for success in college and an information society. The library currently offers one online, short-term library course (LIS 85--2 unit, UC/CSU transferrable) and a 1 unit, Basic Skills Library course (LIS 200). Although the movement toward a statewide degree requirement is on hold, the need remains as important as ever. If the college considers a foundation in information competency essential for an associate degree, the library's course offerings will need to expand to include new online LIS courses along with additional sections of current courses. Additional library faculty will be required to meet the needs of this expansion.

The College has an urgent need for a new library facility. The library has received State approval, with matching funds from Peralta Measure A funds, for a new Library Learning & Resource. Unfortunately, State funds must still be approved by the public in a bond measure which has been put off for years because of the recession. Furthermore, part of the library's allocation has been siphoned off to pay for overruns associated with the new Athletic Complex. Several years ago the librarians began working with a team of architects and developed a plan (approved by the State) for the new facility. However that work has been on hold for several years. The librarians would like to restart this detailed programming process with the architects and a library program planner as soon as possible so that construction can begin soon. There are indications that Peralta will seek a bond measure in a year or two that could include the supplemental funding for the library that we have been waiting for from the State. The librarians remain hopeful that our District leaders will consider a solution that will allow us to begin the program planning process as soon as possible—with all PCCD bond dollars we would not need approval from the State. Whether the additional funding comes from the State or a new Peralta bond measure, the college needs a new Library & Learning Resource Center now.

In the meantime, the library is seeking support to maintain and refresh the current library facility. The library is heavily used and has been poorly maintained. The library's critical role as a study facility warrants special attention for its facilities. The library's 4th floor restrooms have never been renovated and are in urgent need of updating, including installation of new stalls, tile and fresh paint. The elevator also needs refreshing. In general, the library is long overdue for a deep cleaning.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

Currency

LIS 85: Introduction to Information Resources

Course outline has been updated in the last 3 years but is in the process of a minor update involving changing the title of course and updating recommend course readings (spring 2013).

LIS 200: Library Skills for College Students

LIS200 is a 1 unit hybrid library course designed to introduce college students to the academic library. The library developed the course in 2010 and began offering the course Fall 2011 and continues to offer at least one section in fall/spring semesters. The course outline is up to date.

LIS500 Computer Laboratory for Library Information Studies

LIS 500 course outline was updated in 2010.

Effectiveness

Anecdotal Evidence: Fall 2010 – Spring 2012: Comments from students throughout the course and in student evaluations and surveys validated the relevancy and importance of what students were learning, whether they were researching required research projects for other courses, exploring information resources for their intended majors, or researching social issues of personal interest.

Orientations (Non-FTE instruction)

Orientation instruction and classroom activities are assignment specific and expressly tailored to suit the assignment provided by the course instructor. This method of instructions increases student motivation by providing a relevant, highly contextualized opportunity for demonstration and application of skills and concepts to facilitate the specific information needs of students. Feedback from instructors and students and the fact that the same instructors request orientations year after year is confirmation as to the efficacy of this mode of instruction.

- b. Please indicate how many active courses are in the department inventory.
The library currently has 3 active courses.
- c. How many of those have been updated in the last 6 years?
All 3 library courses have been updated in the last 6 years.
- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
N/A- see above.
- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Yes—the library has conducted curriculum for all course outlines.

- f. What are the department’s plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

Curriculum Improvement

LIS85: Introduction to Information Resources

See section (a.) –Currency.

LIS 200: Library Skills for College Students

See section (a.) –Currency.

LIS 500: Computer Laboratory for Library Information Studies

See section (a.) –Currency.

Basic Skills (Foundation Skills)

The library now offers a Basic Skills level library credit course (LIS 200). Since the course is still very new, there hasn’t been enough time to effectively evaluate the success of this course at this time. Ideally, in the future, this course would be linked to a learning community or a specific basic skills or ESL course. Workshops and course-integrated instruction/learning communities could serve the needs of this population more effectively. The library delivers a two session orientation currently to COUN 260 Career Preparation for Project Bridge as well as several orientations per year for the Gateway to College program. The number of requests each semester for orientations for lower level courses with a research paper/project component in the English and ESL departments continues to be high.

Prerequisites, co-requisites validated. Date of validation

LIS 85: Recommended Preps, only - 2004 (revalidated 2010) LIS 90: Recommended Preps, only – 2004 (revalidated 2010). LIS 200: Recommended Preps, only—2010. LIS 500: N/A.

- g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
Outcomes are set and up to date for all courses offered by the library.

LIS 85: Introduction to Information Resources

Student Learning Outcomes for LIS 85:

After completing this course, you should be able to:

- **Determine relevance and reliability of print, online and web sources, using evaluative criteria.**
- **Construct print, online, and web citations, using the appropriate documentation style for the discipline.**
- **Identify main concepts for a research topic to formulate search statements for online catalog, database and World Wide Web searches.**

LIS 200: Library Skills for College Students

- Identify and use Laney College Library's resources.
- Employ basic library research skills including how to find books, scholarly articles and websites appropriate for college level assignments.
- Apply basic evaluation criteria to select quality, information sources, organize information, and construct a Works Cited List using the Modern Language Association (MLA) standard.

LIS 500: Computer Laboratory for Library Information Studies

Updated SLOs (Student Learning Outcomes) for LIS 500 are:

- Identify appropriate resources to meet specific information needs
 - Formulate search strategies and conduct effective searches using computer-based information resources, including the online catalog, databases and the internet.
- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)

Library service program outcomes map to:

- Critical Thinking and Problem Solving ILO
- Personal and Professional Development ILO

- i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

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

Assessment method: Collection analysis by curriculum area

Collection analysis by publication date (See appendix)

- j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))

Library course outcomes map to Critical Thinking and Problem Solving ILO.

- k. Recommendations and priorities.
See attachment D and D1.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

LIS85, LIS 200 and library orientations (non-FTE instruction) use a variety of instructional modes (lecture, web tutorials, multimedia instructional tools such as Camtasia/Jing videos and power point presentations, discussion, online classroom, etc.) appropriate for different content and learning styles, and active learning techniques (problem-solving, discussion, presentations, evaluation, online quizzes with feedback) for classroom and outside assignments. Instruction Librarian regularly uses web-authoring software to:

- **Create, post, update, revise, and add new content to online classrooms, and to other supplemental instructional tools such as the Searchpath Library Research Tutorial (tutorial also serves as the main text for LIS 85).**
- **Update library web pages with pertinent information regarding library courses and handouts.**

- b. How does the department maintain the integrity and consistency of academic standards within the discipline?

All academic libraries in the U.S. use the ACRL Information Literacy standards and program guidelines below to maintain integrity and consistency in program and course content. 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)**
- **Santa Rosa JC Information Literacy Standards (from ACRL standards)**
- **Information Competencies Checklist for Lower Division and Upper Division Students--CSU and CCC Systems**

- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

LIS 85: Introduction to Information Resources

The library offered 2 sections of LIS 85 in the spring 2010 semester in the online/hybrid format. At the end of the spring 2010 semester, the Reference Librarian retired and at this point in time has not been replaced. Upon retirement of the Reference Librarian, the Instruction Librarian was asked to assume the Reference Librarian's instruction duties. As a result, the library has been unable to offer LIS85 as of Fall 2010 due to staffing shortages.

<u>Semester/Year</u>	<u>Enrolled</u>
Fall 2009 (sect.1)	3*
Fall 2009 (sect.2)	10
Spring 2010 (sect.1)	20
Spring 2010 (sect. 2)	9

***Enrollment low due to class going unlisted in the print schedule due to the last minute decision to change format from face-to-face to online.**

Enrollment numbers for 2009/2010 are good when compared to the face-to-face enrollment numbers from prior semesters, encouraging the library to continue offering LIS 85 in the online/hybrid format. We believe the online format will continue to encourage strong enrollment due to the increasing demand for online courses.

LIS 200: Library Skills for College Students

LIS 200 was created in response to the number of students who were being directed to LIS 85 but were unprepared or underprepared for a college level/transferrable class. The library had originally intended to offer the class fall 2010, but could not offer the course at the time due to staffing shortages resulting from unfilled retiree positions. Three sections of LIS 200 were offered in the 2011/2012 school year:

<u>Semester/Year</u>	<u>Enrolled</u>
Fall 2011(sect.1)	20
Fall 2011 (sect.2)	20
Spring 2012	28

We are pleased with the enrollment numbers thus far and will continue to offer sections of LIS 200 in the fall, though the library would like to explore tying the course to a learning community and offering the course in a traditional face-to-face format to determine best delivery mode for the targeted population.

LIS 500: Drop-In Lab

Drop in lab hours revolve around the instructional scheduling of the library's only classroom. Due to an increasing demand for orientations and increased offering of regular classes, room availability has decreased, causing a reduction in Lab availability. As of spring 2010 LIS 500 was not open for drop in attendance. LIS 500 was, however, used to track workshop credit in association with a pilot study with an English 1A instructor. Seventeen students participated in the workshop –positive attendance was 15.5 hours (Positive Attendance calculated according to time spent in lab workshop for each student over the 2 workshop meetings.).

Orientations (Non-FTE Instruction)

Fall 2010- Spring 2011: 94 sessions 1852 Students 9 Departments (AFRAM, ENGL, ESL, COMM, CCOUN, CIS, HLTED, LABST, POSC)

Fall 2011- Spring 2012: 76 sessions 1564 Students 9 Departments (AFRAM, ENGL, ESL, COMM, CCOUN, CIS, HLTED, LABST, POSC)

Instructors requesting multiple orientations continue to be strong. Instructors who use the scaffolding technique to deliver content have begun requesting multiple orientations (2-3) at point of need for specific stages of their course projects. (Research skills taught in several sessions reduces the information overload students' experience, when an instructor schedules only one orientation per semester to cover all assignments.)

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

LIS 85: As of Fall 2009 course has been offered in a hybrid, short-term format (8weeks w/4 meetings) and enrollment greatly increased: spring 2010 enrollment is more than triple the average yearly number of students in the face-to-face setting. Clearly the demand for LIS 85 is present and the increased scheduling flexibility of the online option affords students the opportunity to take LIS85. Library has not offered LIS85 since spring 2010 due to library faculty attrition. Planning to offer the course in a completely online format Spring 2013.

LIS 200: Offered as of Fall 2011 as a short-term/hybrid class with 5 regularly scheduled face-to-face meetings. After Instructor feels that the format is not ideal for the targeted population and is planning to change the format to a face-to-face format Fall 2013.

LIS 500: The lab is currently not offered due to staffing shortages.

- e. Recommendations and priorities.

See 2012 Recommendation & Priorities table in section 3. *Curriculum*

5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Statistics show students who complete LIS200 and LIS85 generally earn a passing grade. Studies on online classes and retention show that student retention in online classes is a long-time concern, and in general, retention rates in online classes tend to be

lower than in face-to-face classes. Conversely, studies that focus on library classes show that online (or hybrid) classes are the most successful way to offer information competency instruction—particularly when it comes to enrollment statistics. The statistics from the first year of moving LIS85 to an online format and for subsequent sections corroborate this. One thing that has been shown to improve retention/completion in online classes is to have a mandatory face-to-face orientation. LIS 85 (and LIS 200) both have mandatory orientations, as well as several follow up lectures that allow the students to have increased opportunities for face-to-face interaction. The instruction librarian continues to track attendance in these sections to compare attendance with the grades students earn to get a better picture of how face-to-face meetings impact retention/completion rates.

LIS85:

LIS 85 FA09-SP10						
<u>Semester/Year</u>	<u>Enrolled</u>	<u>Withdrawn</u>	<u>Number Completed</u>	<u>Completion Rate</u>	<u>Number Passing</u>	<u>Pass Rate</u>
Fall 2009 (sect.1)	3	0	3	100%	3	100%
Fall 2009 (sect.2)	10	0	10	100%	8	80%
Spring 2010 (sect.1)	20	0	20	100%	14	70%
Spring 2010 (sect.2)	9	0	9	77%	6	86%

- **FA09: Section 1:** Enrollment low because class didn't make it into the printed schedule of classes, and the class started the first week of school. No drops/withdraws—retention 100% --100% passed with a C or better.
- **FA09: Section 2:** no drops/withdraws—retention 100% --80% passed with a C or better. Those students who did not pass failed because they quit submitting/logging in to the course site.
- **SP10 Section 1:** no drops/withdraws—retention excellent--70% passed with a C or better. Those students who did not pass failed because they quit submitting/logging in to the course site.
- **SP10 Section 2:** no drops/withdraws-students who did not pass failed because they quit submitting/logging in to the course site ***Low enrollment for the second section may indicate that only one section is needed. Future plans: will only offer 1 section each semester until student demand indicates need for a second section.

LIS200:

LIS 200 FA11-SP12						
<u>Semester/Year</u>	<u>Enrolled</u>	<u>Withdrawn</u>	<u>Number Completed</u>	<u>Completion Rate</u>	<u>Number Passing</u>	<u>Pass Rate</u>
Fall 2011 (sect.1)	20	1	19	95%	11	58%

Fall 2011 (sect.2)	20	3	17	85%	13	76%
Spring 2010 (sect.1)	28	1	27	96%	21	78%

FA11/SP12: Although enrollment and retention and completion stats all sections are good—pass rate not as high as we would like to see in the first section but improving in the second and in sp12. Students who didn’t pass: dropped out/quit participating in the course by the second week of the 6 week course and stopped coming to the regular meetings. We don’t feel that we have enough data at this point to suggest how to improve retention/completion rates.

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department’s efforts to access these services. What are your department’s instructional support needs?

Courses:

Students need to have consistent access to computers with up to date software/operating systems. Students can use the Library open lab (L101) to do homework and the Library has designated two computers in the Reference Area for LIS 85 student use to access the online course/work on assignments.

Student questionnaires distributed at beginning of course provide information about home and campus study environments (where does the student do their homework/access the online class), reasons for enrollment, type/kind of access to computers outside of class, and what students want to learn in course. Identifying reasons for weak performance early in the semester enables instructor to target students who will need additional support to succeed.

Working with the District Data Center and the PCCD libraries, the library still hopes to implement remote authentication for easier access to library resources off campus for on-site *and* distance learners. Currently, students must come to the library for a list of usernames and passwords to access databases at home. Authentication would eliminate the need to come to the campus, and the need to assign different usernames and passwords to each database. Students could access all password protected databases from home with one username and password assigned by the District.

Instructional Support Needs:

Learning Needs/Service Needs

In order to support student learning, students need to have access to library databases/sources when off campus. Further, remote authentication for offsite access is essential to providing library services to distance education students.

Librarians will continue to develop and systematize methods to increase contact between librarians and students in the OPAC area and at the Information Desk to facilitate students finding materials for their course assignments and to increase the number of students asking for assistance.

Create standard orientation assessment instruments for single (“one-shot”) and multiple delivery orientations.

Instruction/Reference librarians develop/update handouts and online tutorials (Libguides/Camtasia videos) to aid student learning and access

- c. Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

LIS 85/LIS 200 use the following assessment instruments and methods for evaluating learning and instruction: pre/post tests, in-class exercises with immediate feedback, weekly assignments, questionnaires, online tutorials with embedded quizzes, a rubric, direct observation with hands-on practices, and a capstone project. Also, the instructor includes an exit survey (verbal and or written) at the end of each class to help determine student satisfaction and determine areas of class that need revision and improvement.

Orientations (Non-FTE instruction)

These sessions are limited to classroom assessment techniques (CAT), because of time constraints, limited or no contact with students after instruction, and completed assignments which librarians do not examine.

Describe the efforts to assess student learning at the program level.

As of Spring 2009 the Library has a planned curriculum with sequence content: LIS 200 (basic skills, non-transferrable) & LIS 85 (college level, UC/CSU transferrable).

To plan the current program the instruction librarian evaluated the success/pass rate of students in LIS 85 and compared it to individual student needs, challenges, and goals. The instruction librarian noted that a good portion of the low performing students were interested in taking a class that would teach them to use the library but were significantly unprepared/unprepared for the demands of a college transferrable academic library course. LIS 200 was specifically developed to meet the needs of these students and prepare them for a college level information competency course (LIS 85).

The original plan was to track how many students take LIS 200 and go on to take LIS85 then set up an assessment to compare the success rates of students who have taken LIS200 with those who have not. Due to faculty attrition, however, LIS 85 hasn’t been offered in conjunction with LIS 200. Library will be offering LIS 200 and LIS 85 for the first time spring 2013.

Librarians have also used a Needs Assessment method (what we want, have, can have realistically, and need), and analyzed programs at other institutions. Conferences, workshops, professional literature/websites and listservs provide planning input, as well. The department has adopted and modified the ACRL standards/outcomes used by all academic libraries in the U.S., along with and CSU and CCC competencies for Lower Division students.

In which ways has the department used student learning assessment results for improvement?

Courses:

LIS 85/200: Instruction librarian is continuously assessing performance on assignments (homework, quizzes, and final project) and modifying assignments based on feedback and whether or not students are successfully meeting the assignment learning outcomes. Student questions (through email, face-2-face appointments, in class discussion boards, and in class meetings) are also closely monitored to better determine if content is being presented in a way that will encourage learning and add to student-instructor interaction (particularly important in the online environment). Finally, the instructor strives to incorporate more open-ended questions at the end of skills based exercises to test comprehension of concepts, and in the face-to-face meetings to gauge understanding of demonstrations, lectures, and hands on classroom exercises.

Orientations

- **Limit content delivered (course sessions, orientations) to prevent information overload, anxiety. Three – four outcomes per session sufficient**
 - **Devote more time to:**
 - **pre-focus stage of research (how to focus a topic, identify keywords)**
 - **how to access online databases at home**
 - **how to document sources**
 - **what constitutes plagiarism ("cut & paste" generation does not truly understand)**
 - **Create handouts with main points only; too much information limits comprehension.**
 - **Provide handouts that match topic statements with controlled vocabulary for English 201 and ESL 21 B students.**
 - **Include open-ended questions at the end of skills based exercises to test comprehension of concepts**
 - **Created a handout for instructors that explain why Laney College delivers assignment-related orientations, and why librarians need a written copy of assignment or syllabus to examine assignment requirements and course outcomes.**
- d. Recommendations and priorities.
- **The library classroom needs to be updated**
 - **New computers (current computers old and break down frequently)**
 - **Add 15 computers to accommodate larger class sizes.**
 - **New furniture to accommodate added computers**
 - **Mount LCD projector on ceiling bracket to eliminate poor projection quality and glare on screen and add to security.**
 - **Instructor laptop also needs to be updated**
 - **Teach LIS 200 in a face to face format**
 - **Develop a 1 unit CSU/UC course (LIS90)**

- **Hire an evening instruction librarian to allow the library to offer evening credit courses and add consistency to orientation/faculty outreach instructional program.**
- **Purchase Camtasia and use to update/add to instructional videos/tutorials for library website as well as in online classroom.**

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human 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.

Current library staffing is as follows:

- **2 contract librarians**
- **4.1 hourly librarians (fte) / 11 hourly librarians (headcount)**
- **8 permanent classified**
- **.5 classified temporary**
- **4 librarian vacancies**
- **2 classified vacancies**
- **4 fte student employees (\$50,000 per year; reduced following two rounds of budget cuts)**

Current staffing in the library is inadequate. In recent years four librarians (Moore, Traylor, Coaston and Mack) have retired without replacement. Additionally, two classified employees (Fernandez and Wallace) have retired without replacement. Comparative staffing shows that despite librarian retirements district-wide Laney Library has far fewer full-time library faculty than other libraries in the district, especially relative to the size of the college ftes. To return to minimal equity, the library needs six full-time librarians.

Table 1

Faculty Data Comparative (PCCD, Fall 2012)				
	COA	BCC	Laney	Merritt
Contract Librarians FTEF	3	1.6	2	2
Hourly + Extra Service FTEF	.8	1	4.1	.6
College FTES / Percentage of District FTES (Fall 2011)	1716 FTES 19%	1809 FTES 20%	3793 FTES 41.5%	1788 FTES 19.5%
Full-time contract faculty needed to achieve minimal equity with COA			6	

The library has received approval thus far to hire just one of the librarians. In the meantime, the library is making do with hourly librarians to cover virtually every area of the library traditionally assigned to full-time librarians (acquisitions, cataloging, serials, catalog maintenance, collection development and maintenance, reference services coordination, instruction, web page development, and coordination of public service events and exhibits). The library now has 11 hourly librarians. It would not be possible to keep the library open or maintain any semblance of library services without these hourly librarians. However, the additional time required to manage and train such a large group makes this situation untenable as an ongoing solution.

Specifically the library needs to hire the following four librarian positions:

- 1) **Reference/Instruction/Public Services (in process fall 2012 for fall 2013 hire) [Moore]**
Coordinates library's evolving reference services, including Information Desk—a critical, strategic point of entry for new and hesitant library users. Provides and promotes information competency instruction, whether embedded in Reference assistance, in library orientations or in library course. Assists with training and coordination of public services staff. Develops and coordinates public services activities, including library events and exhibits.
- 2) **Technical Services Librarian [Traylor]**
Coordinates library's technical services (acquisitions, collection development, serials, cataloging, and catalog maintenance)—the backbone of public services. Trains technical services staff and participates in development of integrated library system. Provides regular reference assistance, and orientation instruction as needed. This essential position ensures that relevant and appropriate library resources are ordered, received cataloged, processed and made available to students and faculty in a timely manner.
- 3) **Access/Circulation/Electronic Resources Librarian [Coaston]**
Coordinates library's access services, including oversight of all types of circulation and development and organization of electronic resources. evolving reference services, including Information Desk—a critical, strategic point of entry for new and hesitant library users. Coordinates public services activities, including library events and exhibits. Provides regular reference assistance, and orientation instruction as needed. This position is essential for ensuring that access to library resources is fully available, regardless of the format of the resource.
- 4) **Systems and Training Librarian [Mack]**
Manages Millennium integrated library system (PCCD online library catalog system). Coordinates system maintenance, updates and implementation of peripheral equipment. Provides regular training on all aspects of the integrated library system to library staff. Provides regular training to college community on public interface of integrated library system. Provides regular reference assistance, and orientation instruction as needed. This position is essential for ensuring that the integrated library system, the engine for all library activities, runs smoothly and efficiently and that library staff and the college community are adequately trained to take full advantage of its potential.

In addition, when the new Library/Learning Resources Library building opens, the library will need:

- 5) **Evening Instruction Librarian [new position]**
Coordinates library's evening reference services and instruction services. Provides and promotes information competency instruction, whether embedded in Reference assistance, in library orientations or in library course. Serves as library communication liaison and outreach coordinator to evening students and faculty. Assists with training and coordination of evening staff. Current model of using only hourly librarians in the evening has resulted in inconsistencies in service and instruction. The need

for a permanent librarian in this position will be essential when the new, larger Library & Learning Resource Center opens.

The library is in the process of reorganizing classified staffing for greater efficiency by spreading and increasing responsibilities across several positions. The reorganization plan calls for two Principal Library Technicians (one in Technical Services and one in Public Services). The redistribution of assignments will allow the library to combine four positions to three. The classified reorganization plan is working its way slowly through the college and district hiring process.

In the meantime, until the permanent Principal Library Technicians are hired, the library is relying on temporary staffing for the afternoon and evening Reserve Desk. District rules limit hiring of a temporary employee to just 65 days per academic year. As a result, the library has to hire and train temporary staff twice. The District hiring and approval process has created additional burdens at a time when the library is already severely understaffed.

The library will need to hire a 1.0 Instructional Assistant when the new Library & Learning Resource Center opens to assist with FTES generation and expanded media and instructional facilities.

Student assistant hours were reduced a few years ago as part of a campus budget reduction. Library stack maintenance (conducted mostly by student assistants) and cleanliness has declined since these reductions. Student staffing in the Listening & Viewing Center was especially hard hit leading to the elimination of classroom delivery of audiovisual equipment. Additional student staffing would improve the library environment and provide some relief for staff who are stretched thin due to unfilled vacancies and steady student demand for library services. The library recommends restoring student work schedules from 11 hours to 13 hours per week and cross-training the student assistants at the Reserve and Loan Desks and the Listening & Viewing Center. As funding returns, the College should consider restoration of classroom delivery of audiovisual equipment.

If and when the college expands to offering classes on Saturday and Sunday, additional library staff will be needed to offer support services to students.

- b. Describe your current use of facilities and equipment.

The Library is open five days a week during the academic year for a total of 58 hours (this is down 13 hours from the 2007/2008 academic year.)

Monday – Thursday	8:00am – 8:00pm
Friday	8:00am – 6:00pm
Saturday/Sunday	Closed

The Listening/Viewing Center is open five days a week for total of 58 hours

Monday – Thursday	8:00am – 8:00
Friday	8:00am – 6:00pm
Saturday/Sunday	Closed

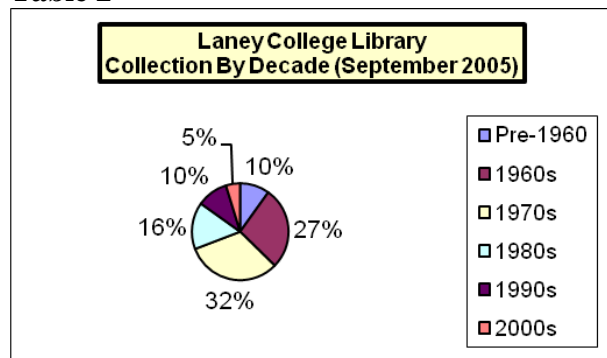
Students and faculty have access to librarians, books, the on-line catalog, electronic databases, the Internet, study rooms, study spaces and computers for word processing whenever the library is open. As resources (and weekend classes) return, the library should restore the evening and weekend hours that were cut.

The current library facility is 42 years old and no longer meets the needs of a 21st century academic library. A new Library & Learning Resource Center remains the top priority of the college. (See Section 2, Narrative for additional discussion concerning the funding issues and the need to get work started with the librarians, architects and library program planner.) The new building will feature:

- Expanded individual study space
- Twenty group study rooms
- Instructional media support center for faculty
- Merged circulation desk (general and reserve)
- Accessible library stacks
- More natural light
- Two library labs for information competency instruction
- Redesigned Media Learning Center (formerly Listening & Viewing Center) with expanded resources for students and faculty
- Video conference facility
- Two elevators
- Expanded restroom facilities on every floor

The library materials collection is severely dated, with the vast majority of the collection published prior to 1990. Thanks to several years of generous Measure A funding and aggressive weeding, the age of the collection has notably improved. For example, the pre-1980 collection has fallen 11% from 69% to 58%. The post-2000 collection has nearly doubled as a percentage of the collection moving from 15% to 29%. (See Table 2 and 3 below.)

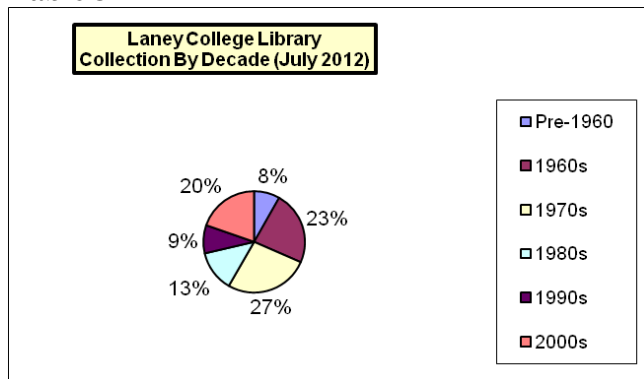
Table 2



2005: 69% pre-1980

2005: 15% post-1990

Table 3



2012: 58% pre-1980

2012: 29% post-1990

The library's computers have not been replaced in more than six years. Computers are beginning to fail and requiring more staff time from the Library Network Coordinator. The library needs a full refresh of computers (including student computers, staff computers, library servers and laptops) and peripherals every 3 years.

The library has the following needs associated with library materials and technology:

- **\$150,000 a year for 10 years for library materials**
- **\$70,000 a year for electronic databases (\$36,000 per year once funded by the state is no longer funded; District is currently funding \$40,000 per year but there is no guarantee for how long). Before reductions a few years ago, the library spent \$70,000 / year on databases.**
- **\$7,000 per year for general supplies**
- **Budget for and upgrade computer hardware and software on a three year schedule (approximately 100 computers)**

The library has the following needs associated with the new integrated library system (Millennium):

Implement Multi-IP WAM (Remote Authentication) PRIORITY 1

Authority Cleanup Project / Ongoing Authority Maintenance PRIORITY 1

Needed for:

- Improved search capacity and instruction of search strategies
- Last authority cleanup: 1998

Authenticated Wireless Access in Library

Teleforms: Need location for teleforms server (telephone notification of overdues, holds, etc.) with dedicated telephone line

- Server is available now—just needs a home

Patron Images: Need image file of student/employee (e.g. ID card photo) associated with student information for download to library system

Needed for:

- Library check-outs (image of student borrower will appear on screen)
- Improved security for students

Ecommerce: Need merchant account and paypal account

Needed for:

- Payment of fines with credit/debit cards

Bursar's Office Input and Output (PeopleSoft): Millennium program is ready to interface with PeopleSoft [specific information needed from PCCD is available]

Needed for:

- Real-time connection to Millennium to ensure that acquisitions purchase orders, student holds, etc. reflect current status of payments, etc.

Audiovisual equipment for classroom deliveries/pickup has not been refreshed for at least five years. The Measure A funds for audiovisual equipment have been depleted. As a result, audiovisual equipment is increasingly breaking down and becoming obsolete. The college has no digital televisions and was unable to use our existing televisions to broadcast national events like the presidential debates.

Funding for audiovisual supplies is also needed in order to keep equipment running.

The Audiovisual Department needs the following equipment and supplies:

Equipment

10 lcd projectors

2 flatscreen digital televisions

5 projection screens

1 interactive touch display

2 portable audio systems

5 microphone stands

2 wireless microphone systems

10 portable cd/cassette players

15 portable speakers for lcd projectors

30 mini audio headphones

10 blue ray dvd recorders

Supplies

20 vga lcd cables

20 lcd lamps

100 batteries / year (AAA and AA)

20 projector connectors

20 rca connectors

1 set of tools for simple repairs

- c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

See a and b above. See also Appendix D and Appendix D1.

- d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

The library facility is severely under-maintained in terms of custodial attention. Students are affected by the environment in which they study. The library is overcrowded, dirty and needs a serious makeover.

The library staff is stretched thin and feeling the stress of inadequate staffing. The Reserve Desk has suffered the most; one of the library's unfilled retirements is a Reserve Library Technician. The library has had to settle for temporary staffing which requires repeated training and the temporary technician we have hired is not available for a full 40-hour week. This year the library was unable to process all new reserve materials until late September. Ordinarily, processing would be done by the first week of classes. As a result, some students were unable to borrow textbooks until well into the semester.

- e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

The library is using Measure A bond funds as a means of offsetting the elimination of budget line items for library materials. If another bond measure goes forward, library materials should be included again in the bond request as a means of investing in the college educational resources. Results of ongoing assessment provide evidence that the addition of annual funding at an appropriate level have contributed to the currency of the collection. Although the library collection has made noticeable strides toward currency, there is still a long way to go.

The library is temporarily using hourly librarians to contribute to library tasks by breaking down some of the essential full-time librarian functions into numerous smaller tasks. This method is not sustainable. It requires extensive training and oversight, and the hourly librarians do not have a "big picture" of library support services.

- f. What does the department recommend that the college do to maintain quality educational programs and services?

Link funding and resource allocation with assessment activities and documentation. (Departments with no full time faculty will need exceptions made.)

- g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

See Appendix D and D1

7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?
- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

Librarians actively assess LIS courses and orientations. Additionally, the library periodically conducts surveys of Laney students and faculty. The library keeps abreast of developments in college programs through service on the Curriculum Committee, Foundation Skills Committee and the Learning Assessment Committee.

- h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

One of the two librarians just completed the tenure evaluation process in 2012. The other librarian has not been evaluated in the last three years. Some hourly librarians have been evaluated, others not. Due to turnover, the Head Librarian will seek guidance from the Office of Student Learning to determine exactly who has been evaluated and when. The library has initiated an informal mentorship program and is working closely with new instruction librarians.

- i. Recommendations and priorities.

Evaluate new hourly librarians.

Attachment B: Laney College Institutional Learning Outcomes (ILOs)

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 Education

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.

Attachment C: Library Outcomes & Assessment

Library Service Program Outcomes

- 1. The students will identify the library as a resource for supporting academic success.**

Assessment method: Student survey

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

Assessment method: Collection analysis by curriculum area
Collection analysis by publication date

- 3. Information competency instruction promotes the achievement of student learning outcomes across the curriculum.**

Assessment method: Tracking of students receiving information competency instruction in terms of GPA, retention, course persistence, graduation, and transfer data in comparison to students not receiving instruction.

Library Information Studies (LIS) Course Outcomes

Outcomes are set and up to date for all courses offered by the library.

LIS 85: Introduction to Information Resources

Student Learning Outcomes for LIS 85:

After completing this course, you should be able to:

Determine relevance and reliability of print, online and web sources, using evaluative criteria.

Construct print, online, and web citations, using the appropriate documentation style for the discipline.

Identify main concepts for a research topic to formulate search statements for online catalog, database and World Wide Web searches.

LIS 200: Library Skills for College Students

Identify and use Laney College Library's resources.

Employ basic library research skills including how to find books, scholarly articles and websites appropriate for college level assignments.

Apply basic evaluation criteria to select quality, information sources, organize information, and construct a Works Cited List using the Modern Language Association (MLA) standard.

LIS 500: Computer Laboratory for Library Information Studies

Updated SLOs (Student Learning Outcomes) for LIS 500 are:

Identify appropriate resources to meet specific information needs

Formulate search strategies and conduct effective searches using computer-based information resources, including the online catalog, databases and the internet.

Attachment D: Resource Needs

APPENDIX D – FACILITIES NEEDS TABLE

Laney College Library

Please list needs in order of priority within a particular category.

Maintenance

Deferred	Preventative	Ongoing	Emergency
1) Paint library interior walls		1) Deep clean library carpets and linoleum floors 2) Deep clean restrooms 3) Clean library ducts and pipes 4) Clean wood banisters on stairs 5) Replace lights in library atrium 6) Wash windows and clean blinds	

Reconstruction

Refurbish	Remodel	Renovate
1) Install ceiling mount for projector in L-104 2) Install drop-down screen in Library Browsing Area for events 3) Replace flooring in library elevator 4) Refurbish elevator walls with graffiti resistant paneling 5) Replace plastic ceiling panel in elevator 6) Library Classroom L-104 (Convert to Smart Library Classroom)	1) 4 th Floor Library Restrooms (fresh paint, new stalls with modesty panels, new tile) <i>(Note: Never updated; metal stalls have deteriorated such that stalls don't close properly or provide appropriate privacy)</i> 2) Install sink and stove in library staff room L-110 (need plumbing for sink)	

New Construction

Short Term 1-2 years	Mid Term 2-3 years	Long Term 3-5 years
<ul style="list-style-type: none"> Resume the work with the architects to design the new library. Meet with Linda Demmers (library programming consultant / liaison with architects) Librarians and staff continue site visits to newly built community college libraries 	<ul style="list-style-type: none"> Develop, review and finalize plans for new library with architects Select contractor for library construction 	<ul style="list-style-type: none"> Construction of new library Move to new library building

Appendix D1 (Resource Needs)

Laney College
Instructional Program Review
Resource Needs Reporting Template

Division: EVP Student Learning		Department/Program: LANEY LIBRARY		Contact: EVELYN LORD	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum
YES	Hire Reference/ Instruction/Public Services [Moore] (in process fall 2012 for fall 2013 hire) <i>In program review</i>	See Appendix D for Facilities Needs <i>In program review</i>	\$150,000 a year for 10 years for library materials <i>In program review</i>	Budget \$7,000 per year for general library supplies <i>In program review</i>	Develop a 1 unit, short term/online UC/CSU college transferrable information competency course. <i>In program review</i>
YES	Hire Technical Services Librarian [Traylor] <i>In program review</i>		Budget \$70,000 a year for electronic databases <i>In program review</i>	<u>AV Supplies</u> <ul style="list-style-type: none"> • 20 vga lcd cables • 20 lcd lamps • 100 batteries / year (AAA and AA) • 20 projector connectors • 20 rca connectors • 1 set of tools for simple repairs <i>In program review</i>	Coordinate with the Office of Research (PCCD) to track graduation /transfer data for LIS 85 students <i>In program review</i>

YES	Hire Access/ Circulation/Electronic Resources Librarian [Coaston] <i>In program review</i>		Budget \$200,000 per 3 years for computer hardware & software upgrade (now approx. 100 computers—costs will rise with additional computers in new facility) <i>In program review</i>		Schedule LIS 200 as a face-to-face class fall 2013 <i>In program review</i>
YES	Hire Systems & Training Librarian [Mack] <i>In program review</i>		Add 15 computers to library classroom (L- 104) <i>In program review</i>		Develop new methods to facilitate student- librarian contact <i>In program review</i>
YES	Hire Evening Instruction Librarian [New position] <i>In program review</i>		Replace furniture in library classroom (L- 104) <i>In program review</i>		Create one-shot orientation assessment instruments <i>In program review</i>
YES	Hire Instructional Assistant [New position – new library] <i>In program review</i>		Replace Librarian laptops <i>In program review</i>		Develop new handouts-online tutorials <i>In program review</i>
YES	Complete library reorganization plan (Hire: 2 Principal Techs, 1 Senior Tech, 1 Library Tech II) <i>In program review</i>		Purchase digital television for library use (Library) connectors 20 rca connectors 1 set of tools for simple repairs		
YES	Restore student hours from 11 hours / week to 13 hours / week <i>In program review</i>		Purchase Camtasia <i>In program review</i>		

YES			Authenticated Wireless Access in Library & Campus <i>In program review</i>		
YES			Implement Authority Cleanup Project / Ongoing Authority Maintenance [PCCD Libraries & IT] <i>In program review</i>		
YES			Patron Images [PCCD Libraries & IT] <i>In program review</i>		
YES			Ecommerce [PCCD Libraries & IT] <i>In program review</i>		
YES			Bursar's Office Input and Output (PeopleSoft) [PCCD Libraries & IT] <i>In program review</i>		
YES			Teleforms [PCCD Libraries & IT] <i>In program review</i>		
YES			Implement Remote Authentication (MultiIP WAM) [PCCD Libraries & IT] <i>In program review</i>		

YES			<u>AV Equipment</u> <ul style="list-style-type: none">• 10 lcd projectors• 2 flatscreen digital televisions• 5 projection screens• 1 interactive touch display• 2 portable audio systems• 5 microphone stands• 2 wireless microphone systems• 10 portable cd/cassette players• 15 portable speakers for lcd projectors• 30 mini audio headphones• 10 blue ray dvd players <i>In program review</i>		
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Core Data Elements: Laney College Library

Comparative Quantitative Library Statistics Laney College Library 2006/07 - 2011/12

Laney College Library	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Library Visits	223,562	254,269	287,408	309,951	282,360	330,495
Students Served	11,923	11,923	14,913	14,735	13,972	13,457
Faculty & Staff Served	579	610	617	602	518	510
Library Service Hours (per week)	72	72	66	58	58	58
General Circulation	8,533	6,574	7,542	7,025	8290	7920
Reserve Use Circulation	38,296	33,862	37,969	43,503	37,018	39002
Orientations (Instruction Sessions)	75	71	85	77	94	76
Orientations (Students Served)	1,681	1,458	1,556	1,621	1,852	1,564
Reference Sessions	11,425	11,827	11,895	10,870	12,518	11,664
Library Instruction Course Sections	0	2	2	3	0	3
Library Instruction Course Students Enrolled	0	8	25	42	0	68
Materials Budget (Book/Periodical/AV)	\$201,863 (Measure A)	\$150,390 (Measure A)	\$111,688 (Measure A)	\$110,000 (Measure A)	\$110,000 (Measure A)	\$140,000 (Measure A- \$100,000 + \$40,000 District Databases)
Book Collection	87,350	88,317	89,063	89,323	89,416	89,443
Books Added	2,526	1,723	1,171	1,040	1112	1077
E-Books Added			2,681	3,174		11
Audiovisual Media Added	44	54	134	90	19	40
Periodical Collection	135	130	130	114	108	108
Listening/Viewing Center Collection	not available	3,212	3,335	3,431	3,447	3491
Listening/Viewing Center Usage	not available	9,008	8,728	8,620	9,007	8701
Electronic Database Collection	24	31	30	21	16	39
Electronic Database Usage	16,776	18,592	18,115	18,839	16,033	24,148
Percentage of Collection Pre-2000	91	90	89	88	not available*	80%
Percentage of Collection Pre-1990	84	80	79	78	not available*	71%
Percentage of Collection Pre-1980	68	65	64	63	not available*	58%
Internet Usage: Number of Users	30,191	29,786	38,488	41,825	43,740	37,755
Internet Usage: Number of Hours	24,208	12,916	16,837	18,065	18,402	16978

*Data not available due to system migration

Library Collection Expenditures (Transfer, CTE and

Basic Skills)

Laney College Library, 2011-2012

	Titles	Copies	Expenditures
Basic Skills	171	171	\$8,866.64
Career Guidance	7	7	\$159.55
Career Guide (Basic Skills)	28	28	\$1,227.12
Professional Development	19	19	\$1,329.70
College Readiness	9	9	\$434.80
College Readiness (Basic Skills)	1	1	\$24.77
Transfer	617	624	\$27,830.72
CTE	23	24	\$1,325.84
Totals	875	883	\$41,199.14

Faculty Data Comparative (PCCD, Fall 2012)				
	COA	BCC	Laney	Merritt
Contract Librarians	3	1.6	2	2
FTEF				
Hourly + Extra Service	.8	1	4.1	.6
FTEF				
% Contract/Hourly	79%	62%	33%	77%