

Program: Library

Division: BSSL

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Along with the rest of the campus, our library has witnessed significant milestones and faced unique challenges in the academic year 22-23. This section aims to chronicle the critical updates, celebrate our achievements, and address the barriers we've encountered. As we navigate through the complexities of education in contemporary times, our dedicated team continues to adapt, innovate, and prioritize the needs of our students and faculty.

Achievements:

- Celebrated the completion of the library building expansion.
- Welcomed a new member to our team with the hiring of a library technician.
- Strengthened our partnership with ESL by developing a new BELL-level formula.
- Received SEA support, enabling us to offer free printing, Kids Kits, a Picture Book collection, scientific calculators, a homework supply center, and more.
- Launched the "Rapid Request" service, enhancing our support for research assignments.
- Customized Canvas tutorials to provide asynchronous library research orientations tailored to specific disciplines.
- Showcased our expertise through library "Smart Shops," conducting eight workshops each semester—both online and in-person—that highlight library resources, services, and foster information literacy skill development.
- Engaged with Guided Pathways to continue to evaluate and refine the library's role, resulting in the creation of pathway-specific library resource guides.
- Continued our support for the FCI Dublin classes.
- Continued integration of LibGuides LTI within Canvas.
- Piloted databases like *Black Life in America* and *Hispanic Life in America* to support new campus programs and initiatives.
- Transitioned from Overdrive to Libby.

Challenges:

Financial constraints have forced us to revisit our summer schedule. The recent faculty raises, without a corresponding increase in the part-time salary budget, will limit our summer hours. Without a budget increase, our daily service availability will be reduced from seven to three hours (Monday-Thursday). We request an increase of \$7,000 for our summer part-time librarian budget, moving it from \$23,100 to \$30,000.

Additionally, during the regular academic year (AY), our library grapples with financial constraints related to our part-time librarian budget, which has also become constrained due to stagnation and recent salary increases. These budgetary challenges not only impact our operational capacity but also place undue pressure on our full-time librarians. The library is currently open 51 hours per week during the academic year. By securing additional funding for part-time librarians, we could support being open additional time during the year to free up time and resources for the full-time librarians. This is imperative, especially as our dedicated full-time librarians are actively involved in the campus learning communities, along with pivotal campus initiatives such as ZTC, Guided Pathways, and the Student Equity and Achievement program. An augmented budget for part-time librarians would not only enhance our day-to-day functions but would also bolster our broader contributions to the college's mission and objectives. We request an increase of \$15,000 for our AY part-time librarian budget this will help with the 15 percent raises all faculty have received over the last two years. This would move the Librarians budget from \$64,000 to \$79,000

Another major concern is the Office Supplies budget. In the year, 2018-19 the combined amount of \$4,112 for Office Supplies and Program Operating Supplies has been reduced to \$2,300 per year. The business services office combined Program Operating Supplies into the Office Supplies line item. The cost of supplies keeps increasing due to inflation reducing our buying power. The current budget is \$2,300, which is a drastic decrease and is insufficient to maintain smooth library operations. The total amount needed is \$13,400.

There should be a budget line item for library outreach and marketing. With the increase in efforts to inform our community about the library's services and resources, we need a reliable funding source to purchase supplies, promotional materials, and student snacks. The library requests \$2000 a year.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

At the heart of our library's mission lies a deep commitment to excellence in information competency, inspiring lifelong learning, and strengthening our diverse campus and community. Throughout the year, we've actively observed and responded to the changing needs and behaviors of our students. This section provides an overview of our insights and the proactive steps we've taken to enhance the academic experience, all while championing equity and inclusivity.

- We expanded our student outreach, engaging in more student-centered events.
- We have noticed an upswing in student utilization of library spaces for studying.
- Upheld our commitment to student equity by continuing to offer free printing, supported by the SEA committee, even as we encountered bureaucratic challenges.
- Ensured technological accessibility for all by loaning out crucial equipment, meeting the needs of *most* students submitting requests.
- Enriched our collection with approximately 200 picture books to aid the ECE 79 Teaching in a Diverse Society course.

Committed to fair practices by revising our library policy through an equity lens, culminating in officially adopting a fine-free policy to support student equity further.

3. Got anything new planned for 23-24?

Looking ahead, we are eager to bring forth a series of initiatives and programs for the academic year 23-24. Our vision is anchored in continued growth, collaboration, and the pursuit of excellence. In this section, we'll outline our aspirations and the tangible actions we're undertaking to elevate the library's impact, ensuring we remain a beacon of knowledge, support, and innovation for our community.

- Fully harness the potential of our newly expanded library.
- Relaunch our annual library card drive.
- Re-visit hosting an annual professional development workshop in collaboration with local schools and public libraries.
- Continue to strengthen our ties with the ECE and CDC.
- Persist in our focus on student equity initiatives.
- Delve deeper into the Guided Pathways initiative, ensuring we remain aligned with its objectives.
- Embark on developing a leisure reading collection, recognizing the importance of cultivating a love for reading and catering to diverse literary interests outside of academic materials.
- Support the campus ZTC initiatives through provisioned librarian time, emphasizing our commitment to making educational resources more accessible and affordable for students.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.