

Los Angeles City College
Comprehensive Program Review 2008

Library Department

I. Department Mission

Describe the mission of the Department

Los Angeles City College Library is committed to providing quality services for Los Angeles City College's diverse community and the residents of the area. The librarians and library staff strive to:

Provide prompt, unbiased, courteous, and knowledgeable responses to requests for assistance, placing student and faculty information needs above other library and campus responsibilities;

Encourage and facilitate information competency, critical thinking, intellectual independence, and lifelong learning skills in all students regardless of their education goals (transfer, vocational and occupational, basic skills, noncredit education or personal interest);

Provide quality instructional services and programs in the use of information resources and in support of the college's curriculum;

Provide professionally qualified librarians and skilled technical staff that support the use of information in learning;

Ensure a comfortable and safe learning environment for all students;

Administer fair and objective service policies;

Provide access of collections and services to persons with special needs;

Protect each individual's right to privacy with respect to information requested and materials consulted;

Affirm the vision and mission of Los Angeles City College.

II. Department Overview

a. Response To Demand

Describe the trends in Enrollment, FTES, and Average Class Size.

Given the data, what are the implications for your department? If relevant, discuss each discipline separately

Library Science 101 (Library Research Methods) was taught by faculty in the Learning Skills Department until it was determined that Learning Skills faculty do not meet the TOP Code requirement for the course. Library faculty began teaching the course in Fall 2005. One class with a maximum enrollment of 60 is offered each Fall and Spring Semester. Enrollment has varied from 45 to 60 per semester.

Library Science 102 (Internet Research Methods) is an elective course transferable to CSU but not required as a prerequisite to any other course or program. It was offered in Fall 2001 through Spring 2003 each semester and each winter and summer session. The course was discontinued due to college budget deficits and low enrollments (12 to 27 per class). During Program Review Spring 2007, EPC recommended the course be taught again due to its subject matter emphasizing critical thinking and information literacy skills. It was offered Fall 2007 and Spring 2008 during the last 8 weeks of each semester. For each class, about 30 students registered; however, less than 50% showed up for the first and second class meeting and either dropped or had to be excluded. The instructor contacted (if reachable over the phone or email) students who missed the first meeting. Most students who decided not to attend the class stated that they enrolled during the first half of the semester but later realized that they will not be able to attend because of changes in their work/school schedules or other obstacles. From those who come to the first meeting (Fall 2007: 15 students; Spring 2008: 14 students), the majority stayed in the class and finished the semester. The reason for the high no-show rate might be that Library Science 102 was offered as a short-term class in the second half of the semester. Students might be overwhelmed by final projects and tests for other classes. During Fall 2008, the course will be offered during the entire semester to see if this increases enrollment and retention.

b. Student Achievements

Given the data, describe the trends in Success Rates, Retention Rates, and Degrees and Certificates awarded. What are the implications for your program(s)?

The Library Department has two (2) measurable constructs for retention rates and success rates and they are the two instructional courses which provide students heightened skills for doing research which, in turn, enable them to be more successful in producing reports, doing speeches, writing essays and doing themed presentations in groups. Those courses are Library Science 101, Library Research Methods, and Library Science 102, Internet Research Methods. Each is taught by a member of the College Library Faculty...one as an independent study course transferable to both the University of California and California State University systems.

Library Science 101 has been formally taught since Fall 2005. The enrollments with each semester have increased and since it has been a requirement for Law 051, Legal Research for Paralegals. The average initial enrollments have been between 55 and 60 students. Some loss is experienced as students decide to drop the course and/or students are excluded for not showing up for required orientations. Those orientations have been designed to introduce the student to the course, its requirements, deadlines for assignments, the workbook, and instructor expectations. There are 20 assignments with one hundred questions which introduce the student to the physical design and floor plan of the building and which provide hands-on exercises that teach students how to use the Online Public Access Catalog (OPAC) to access book materials; find news, journal and magazine articles in subscription-based databases; and using traditional book based reference materials to find quotations, book reviews, biographical material and quick data. In the end, students come away with a sense of how to use indices, tables of contents, single- and multi-volume subject based encyclopedias and how all of them function to facilitate both simple and complex research assignments. Comments from students have been very positive and constructive....alluding to how helpful and illuminating the assignments have been in demystifying the research process. Beginning with a 50% completion rate in Fall of 2005, that has increased to an 80%-90% completion rate with over 70% receiving a grade of Pass in the Fall of 2007. At this writing, of the fifty students who remain in the class, all have met the deadline for the first assignment and, therefore, if the final deadline is met, will pass the course.

Another source for retention and success rates is the Bibliographic Instruction component of the Library Department. Three of the College Library Faculty conduct scheduled presentations to English, Speech, Law, Foreign Language, Humanities and Social Science, Business Administration, and Psychology classes throughout the semester which provide students with instruction in catalog searches by topic, author, title, etc.; database searching for news, broadcast transcripts, wire services, company information and legal cases at all levels of the courts systems. These sessions have served to introduce fundamental concepts of accessing reliable information for students who are being required to produce reports. We provide students with the ability and therefore, the confidence, to provide required sources to be successful in satisfying requirements in their courses. Again, we have heard and continue to hear positive comments from students...about being introduced to resources they haven't known about.

We will be moving into a brand new state of the art Library in weeks which will provide a more inviting, spacious, and student friendly environment. There will be elevator access to all students; group study rooms, 160 computer stations, wireless access and an open stack system that will be easier for students to access. It will include two (2) electronic classrooms which will enable a more hands-on approach to delivering instruction in the aforementioned classes all of which will contribute to an increase in satisfaction and an increase in retention and success rates.

c. FTEF

*Discuss how the FTEF trends will impact your program. Include any need for increasing or reducing your program faculty. (Develop Resource if necessary.) Given the data, describe the trend in FTEF/FTES ratio .
What are the implications for your program(s)?*

Library Science courses are taught by adjunct faculty librarians with classroom status. Faculty librarian assignments for support of the library are contractually non-classroom assignments. Therefore, each class offered requires an adjunct classroom faculty assignment.

III. Vocational Programs

a. Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.

b. Advisory Board

Advisory Board Member Name	Company / Affiliation	Title	Voc. Program
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Advisory Committee Meetings

Dates	No. of members attending	Voc. Program
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What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

c. Comparable Programs

Outline your plans to investigate other programs that offer comparable training. If known, compare and contrast your program to these other programs in your service area.

d. Program Accreditation

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

No

i. Accreditation Status and Recommendations

What is the program's accreditation status?

N/A

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

N/A

ii. Student performance on licensure or board exams on first attempt.

Provide a brief analysis of student performance on licensure or board exams on first attempt.

iii. Employer Satisfaction Survey attempt.

Provide brief analysis of employer satisfaction with regard to completed survey results.

IV. Curriculum

a. Program Delivery and Effectiveness: Current Courses

Analysis of over-all course offerings and effectiveness

Student responses to the Library Science courses are favorable. Many tell us they wish they had this information earlier in their college career. The same comments are received regarding the Library Orientations/Bibliographic Instruction sessions that are conducted.

Course-by-course analysis of offerings and effectiveness (optional)

Library Science 101 is designed to acquaint students with the facilities and the resources of the Library. With 100 exercises to complete in twenty assignments, students have been able to learn the physical locations of key areas where materials are housed and the functions of service points like the Circulation Desk where Library Technicians provide assistance to users trying to pay fines and to check out books, and the Reference Desk where the College Library Faculty assist students with research based inquiry on assigned topics and instruction in using the Online Public Access Catalog for books and in using the subscription based article and newspaper databases for additional resources for information. Additionally, students become acquainted with primary reference sources as they search for quotations, reviews of books, longitude and latitude of various cities in atlases, quick factual data on any subject imaginable, and the history and evolution of a particular word in the English language.

With this immersion comes a sense of the process, step-by-step, of finding the best information with which to begin the exploration of a topic. Ultimately, a user's ability to critically evaluate one source as opposed to another is enhanced tremendously.

Library Science 102: Student surveys conducted at the end of Fall 2007 semester as well as individual feedback indicate that students benefit the most from learning how to analyze the Internet address (URL) and recognize the "bibliographic" elements of Web documents in order to efficiently evaluate and cite it.

b. Title 5 Updates and Student Learning Outcome Assessment

Analysis of Title 5 Update Status

Library Science 101 will complete Title 5 update Spring 2008 with SLOs.

Library Science 102 completed Title 5 Update in Fall 2007 with SLOs.

Please update requested information below:

Note: Course list includes all courses ever approved for the department, including archived courses. Courses must be updated through the Curriculum Committee every 6 years. Courses that are out of compliance with this requirement are highlighted. Please update and save information on all pages.

If the Title 5 Update Date seems to be incorrect, contact the Chair of the Curriculum Committee.

Courses Last Updated Before 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments

Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
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Archived & Deleted Courses

Course		Title	Archive / Delete	Comments
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c. Student Learning Outcomes and Assessment

1.a Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.

Library faculty have been involved in the development and implementation of SLOs at LACC from the beginning. Rosalind Goddard and Andy Mezynski attended the district-wide meeting in Spring 2003 at Los Angeles Trade Tech College. Barbara Vasquez participated in the SLO Subcommittee on campus and attended a workshop on SLOs for the general library in March 2008. Analya Sater and Barbara Vasquez initiated inter-campus cooperation and collected SLO samples from other California community college libraries and shared our own ideas to help each other and have some kind of comparison. Andy Mezynski attended a number of meetings and workshops including Identifying SLO's (3/05 and 6/25/07), Assessing SLOs (6/28/07), and Working with Rubrics (7/9/07). Barbara Vasquez attended the campus workshop on Identifying SLOs (7/11/07) and two Illumen demonstrations. Rosalind Goddard attended Identifying SLO's (7/26/07), Working with Rubrics (7/30/07), and Assessing SLOs (8/6/07). SLOs were discussed at Library Department meetings, particular at six of the meetings from 2005 to 2007.

1.b Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.

An SLO for Library Science 102: Internet Research course was implemented and assessed in the Fall 2007 semester. The SLO states: Prepare an evaluative bibliography on a particular topic. The assessment of SLOs indicates that the instructor should put more emphasis on teaching how to evaluate and select scholarly Internet resources rather than on searching the Internet alone. Another change made after consulting the department chair and other colleagues was the addition of proprietary online databases to the course outline in order to introduce students to a rich source of scholarly documents available via Internet gateways (although not on the Web directly). Further assessment is planned and potential changes to SLOs are considered.

2. Program-level SLOs – Has the department developed SLOs for its program(s)?

Award Type	Program	Program SLO Developed?	Program Outcome
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3. Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?

Library Science 102 addresses Information Competency, Creative Thinking, Technological Literacy, and Ethical Reasoning. Students learn to gather online information from subscription databases and the Internet and evaluate the articles and web sites. They use computers in a lab with the course in order to obtain the information. Plagiarism is discussed and then students learn how to do citations. This addresses ethical reasoning and giving authors' credit for resources used.

d. Proposed New Course and Course Changes

1. Enter new courses and course changes planned (Note: All course changes, additions and archives require Curriculum Committee approval).

Course Name	Advisory Committee Recommendation	New technology developments	Similar CSU/UC lower division requirements	Course needed for sequence	Integrating current trends and new information	Other (please detail)
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e. Course Scheduling

Use this link to ClassTracks to access information about historical course scheduling. Review data over the last 5 years with special attention to scheduling in the afternoon and evening, on Fridays, on Weekends, and on-line. Comment on the enrollment in these sections, and on the feasibility of offering classes at non-standard times. Web site available on LACCD intra-net: <http://classtrack.laccd.edu/lacity/> Password: lac4681

Library Science 101 is a independent study course with a flexible schedule. Letters and emails are sent to each student before the beginning of each semester with a list of dates for an orientation to the class. If students cannot attend one of these group orientations, the instructor meets with the student individually. The course can be completed at the student's own pace using a workbook and answer sheet. Originally, a date was given when the entire course must be completed. To encourage higher completion rates, half of the work is due by a mid-semester date, and the rest of the work is due near the end of the semester. This flexible schedule works well for students with complicated schedules.

Library Science 102 has been offered on various days and at various times: morning, afternoon, and evening. It has mostly been offered as a short-term class and meets one day per week. In Fall 2008, it will meet the entire semester during morning hours on one day. The data is not conclusive as to which times are best. We will continue to evaluate the results as classes are offered.

Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain.

Ideally, both courses are offered each semester. Library Science 101 is not required before Library Science 102.

What outreach and hybrid classes has your department offered? What are the benefits and problems associated with outreach and hybrid classes? How can the outreach and hybrid classes be improved?

No outreach or hybrid classes have been offered. Library Science 101 is required for the Paralegal Program. Bibliographic Instruction (aka Library Orientation or Research Orientation) is taught by faculty librarians for classes whose instructors schedule this as part of their class.

Many students and faculty have requested the information in the Bibliographic Instruction sessions be made more widely available or required by students when they enter college. In lieu of this, faculty librarians will begin offering workshops to students on various topics to the general student or as workshops that instructors can require or offer as extra credit for their courses. Workshop topics will include: Searching for Books, Locating Journal and Newspaper ARTicles, Research Strategies, Internet Basics, Internet Searching and Evaluation and MLA Format for Citations.

f. Course Consistency

How does the department determine that classes are taught consistently with the course outline? You may consider such approaches as:

Class syllabi are collected and reviewed for a majority of faculty, mentoring of part-time faculty to ensure integrity of course outline, evaluation of full-time program faculty, evaluation of part-time program faculty, program-wide or course-wide exams, distribution of appropriate course outline to faculty, department chair's review of individual instructor's finals or other exams

Each of the two courses have been taught by the same two instructors respectively to date. They follow the course outlines and are responsible for updating them. The department chair and other library faculty are consulted when changes are made.

V. Departmental Engagement

a. What standing committees does your department maintain? What are their charges and membership?

The Library faculty meet monthly September through May to discuss operation of the library, to discuss instruction and curriculum, to review policies, and to exchange information. The Department Chair meets four to six times per year with the Library Technicians and IA/IT for the similar reasons.

b. What interdepartmental collaboration has your department been involved in during the past six years?

The librarian responsible for Collection Development regularly requests book suggestions from faculty via emails and personal contact. The Department Chair emails information about the Library Orientations available. Some years, this information is included in the Mandatory FLEX Day packet. A FLEX activity has been offered to faculty on library resources.

Librarians attend departmental meetings to market Bibliographic Instructions sessions.

Cataloging librarians from the 9 campuses meet and email for training, updating, and establishing policy for the shared cataloging of the book database. The addition of electronic books has been a recent concern.

c. What has your department done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

A Reciprocal Borrowing Agreement between John F. Kennedy Memorial Library, California State University, Los Angeles, and Los Angeles City College Library was finalized July 2007. This allows students who complete a registration process to borrow books from the other library.

Los Angeles City College Library participated in the UCLA Information Studies Internship program by supervising and providing evaluation of an intern Spring 2008.

VI. Professional Development

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

Only one librarian is a member of American Library Association and California Library Association. This person pays the membership fees personally. None of the librarians have attended the conferences of these professional library organizations in many years.

A proposed plan would be to have membership to these organizations paid by the college for each full-time librarian (ALA: \$60 First Year , \$90 Second Year, \$120 Third and Later Years; CLA \$165 per year) and for fees and travel expenses for one person each year be paid by the college to attend one of these organizations bi-annual conferences.

List all professional development activities engaged in by each faculty member in your program in the last 2 years. Activities may include:

- *Conference attendance*
- *Conference presentations*
- *Other off-campus presentations*
- *Publications*
- *Grants*
- *On-Campus presentations*
- *Leadership/ Membership in professional organizations (specify)*
- *Leadership/ Membership in campus-wide or District-wide committees (specify)*

Faculty Name	Professional Development Activities
Dorothy Fuhrmann, Full-Time	Workshops: CSULA Part-timers workshops, various TLC workshops, Infopeople cataloging Conferences: None. Listservs: Autocat (Cataloging), cjc-1 (Community and junior college librarians) Library Link of the Day, Classes: Online Excel (Spring 2007) Online Word class (Summer 2001) Hypertext Markup (Fall 2000); Receiving and giving training, supporting users on: SIRSI: Serials SIRSI: Cataloging, Circulation, Reserve DRA: Cataloging, Circulation, Reserve, Serials Committees: Elections; Student ID conversion; MLK Library design; Alternate for Academic Senate; Automation; and Alternate for Automation for Conversion from DRA to SIRSI this decade District Wide Catalogers (often the host)
GODDARD ROSALIND, Full-Time	Campus Committees: Chair of LACC Book Program Committee, One College/One Book Reading/Discussion based program. Staff Development Committee; African American Heritage Committee; Member, American Library Association and Association of College and Research Libraries (ACRL) a division of the ALA. Library Instruction Roundtable; California Librarian's Black Caucus; Library Instruction roundtable/association. UCLA Information Studies Department Alumna; Served as a mentor to a second year Information Studies Graduate Student at UCLA; Adjunct Faculty, College Library, Santa Monica College; Senator, LACC Academic Senate; American Federation of Teachers appointee to campus Staff Development Committee; Bibliographic Instruction providing on demand instruction in use of web, Online Public Access Catalog and Article Databases; Advisory Board Member of community based African American Theatre Company; Attend jazz series concerts and lectures by authors and other public figures.

<p>Mezynski, Andy, Full-Time</p>	<p>LACC Committees: Curriculum Committee (member); Information Technology Committee (member); Computer Literacy Graduation Requirement Initiative (participant).</p> <p>Conference: (March 2007): "Information Competency Graduation Requirements at California's Community Colleges" hosted by California Academic & Research Libraries, Community College Interest Group in Diablo Valley College, Community Conference Center.</p> <p>Workshops: March 2005 - "Identifying SLOs" (1 hour) LACC Teaching and Learning Center; Oct. 2006 - "Student Discipline" (1 hour) LACC Teaching and Learning Center; Jan. 2007 - "Strategies for Handling Disruptive Public Behaviors" (6 hours) UCLA; June 2007 Identifying SLOs (2 hours) LACC Teaching and Learning Center; June 2007 Assessing SLOs (2 hours) LACC Teaching and Learning Center; July 2007 Working with Rubrics (2 hours) LACC Teaching and Learning Center;</p> <p>Ongoing participation in online discussion forums such as: Web4Lib: Web Systems in Libraries Mailing List, ILL: Information Literacy Instruction Email List.</p>
<p>SATER, Analya, Full-Time</p>	<p>On-going reading group that meets every month, Mondays 7pm-9pm, we read one book per month and discuss it. Getty Museum Jan 10, 2006, visit the collection. LACMA 12-16-06, 4-13-06, 8-10-06, 9-30-06, 10-28-07, 3-02-08, as a member attending previews of Hockney, Magritte, and Klimpt, Latour & Rembrandt, the Arts in Latin America exhibits, BCAM new wing of modern art. Hollywood Bowl, Beethoven evening, July 2006. Los Angeles Festival of Books, 4-28-07. Disney Hall subscriber to classical music concerts 9-06 to 6-07, and 9-07 to 05-08, 6 concerts per year. "Transmission", art exhibit, San Diego Museum of Art, 10-7-06. "ALLOUD", Los Angeles Central Library, E.P. Jones author interview, 9-21-06 and 3-05-08 Antonio Skarmeta interview about his new book "The dancer and the thief". Griffith Observatory, 8-16-07. Simon Bolivar Youth Orchestra, Disney Hall, 11-1-07. Huntington Library, museums, library, and gardens, December 2007. Visit to Universidad Autonoma de Baja California Library, Ensenada, Mexico, 1-9-08. "Chilean women and the global politics of writing", creative writing workshop lecture, 2-25-08, UC Irvine.</p>
<p>VASQUEZ, BARBARA, Full-Time</p>	<p>2/17/05 - Sirsi Library Online Catalog Workshop; 2/25/05 – Sirsi Library Online Catalog Workshop; 4/15/05 – SLO Workshop; 6/3/05 – CSULA Community College Librarian Workshop; 11/18/05 – Community College Library Workshop at CSULA; 3/12/06 – Journalism Emeriti Meeting; 10/4/06 – Infopeople Workshop on Accessibility; 2/2/07 – UCLA Workshop on Assessment; 2/23/07 – Community College League of California Library Directors Meeting; 3/13/07 – Student Success Workshop with La Guardia at LATTTC; 4/27/07 – CCL Workshop on New Technology Applications; 3/6/08 – SLO for Libraries Workshop by CCL; 3/19/08 – OCLC QuestionPoint 24/7 Reference Service; AFT Guild; Work Environment Committee (Chair 2007-2008); Department Chair Council; Department Chair Caucus; Prop A/AA Executive Committee; Prop A/AA General Committee; Props A/AA Infrastructure User Group Committee; Landscape User Group Committee; Shepherd, MLK Library Project; District Library Chairs (Chair 2004-2005; 2006-2008); Academic Senate; Academic Senate Elections Subcommittee (Chair); Academic Senate Academic Accommodations Subcommittee; Shared Governance Committee; SGC Facilities Planning Committee; Paralegal Advisory Committee; Probationary Evaluation Committees (Chair for Agatha Perez and Rhonda Guess; Participant for Anthony Clark); Tenure Evaluation Committee (Chair for librarian at ELAC, Antonio Ng) Accreditation (Leader of Standard II.C.); SLO Committee</p>

VII. Support and Activities

a. Instructional Support Services

Item	Yes / No
Is there adequate secretarial/Instructional Assistant support for this program?	No
Are the necessary media services to support this program readily available?	No
Are the library references provided by the college sufficient to support up-to-date program instruction?	No

Item	Yes / No
Are library resources integrated into the program curriculum and coursework?	Yes
Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	No
Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	No

If "no" was answered to any of the above, please explain.

There is no secretarial support in the Library. It is needed.

In the new MLK Library, there are 160+ computers in open areas for students, 100 computers in two library classrooms, and 40+ computers for staff, public desks, print stations, etc. The Library has one IA/IT. Three additional IA/ITs are needed to cover the hours of service and multiple areas of the library where computers are located.

One Library Technician supporting the Cataloging Department was not replaced in 2007 due to candidates not meeting requirements when interviewed. A replacement Library Technician is needed. (Total Library Technicians currently in the library is 5.5; Title 5 minimum for LACC is 17.)

Approximately 400 hours per week of student assistants are needed. With no student assistant budget in Program 10100, the Library depends on Federal Work Study students, as does the entire campus. The Financial Aid Office does not receive enough money to provide the needed student workers throughout the campus.

The library has 4.8 full-time librarians, including the Department Chair's full assignment plus hourly librarians whose hours total approximately 2 librarians. Title 5 minimum number of faculty librarians is 9 for LACC. Two additional librarians are needed to cover reference, bibliographic instruction, and to supervise the circulation and periodicals areas.

Media services support is not needed.

The Library resources budget is not adequate to sufficiently support the up-to-date needs for all area of the broad LACC curriculum. Title 5 minimum standards for books, periodicals, and online databases are never met by the library budget. For example, in 2007-2008, the combined 10100 and SIEF funds for books was 18 percent of the minimum required for Title 5. For periodicals, 10100 funds were 15 percent of the Title 5 minimum. For online databases, no 10100 funds were in the library budget; the combination of TTIP and SIEF funds was 62 percent of the Title 5 minimum. This does not allow the library to keep all areas of the curriculum updated.

Course Outlines for new courses and programs require the signature of the Library Department Chair. This information is used by the library to plan for resources to support each course.

Many classes have library/research assignments. Reference Librarians assist students and instruct them on how to do their research to meet the information needs of their assignments, help with citations, and answer other questions in order for the student to succeed in their assignments and studies. Bibliographic Instruction sessions taught by librarians are regularly scheduled for classes brought in by instructors. Drop in workshops are planned.

The current library building is in need of more thorough cleaning. Books, periodicals, and shelves are never dusted. Floors are not cleaned regularly nor thoroughly. There are not enough custodians, nor do they have the equipment and supplies, to keep the campus in the condition that it should be. More maintenance should be planned, budgeted, and executed, especially since more buildings and satellite locations are being added than being eliminated.

One Security Officer is assigned to the Library 40 hours per week. An additional Security Officer is needed 20 hours per week to cover the remaining hours the Library is open to be sure persons in the Library are safe. More Security Officer hours would be needed if Library hours were extended. Cameras on the third floor and outside of the MLK building will be monitored first by the Security Officer at the front of the Library where he will be stationed, and eventually the cameras will connect to the campus Sheriff Station. At first, alarmed doors in the MLK building will only be heard in the library. Eventually, the alarms should also be monitored at the Sheriff Station.

b. Student Services, Academic Support, and Marketing

Describe the availability and adequacy of academic counseling and advising for students enrolled in the program. Who performs these services?

The Library advertises and recommends Library Science classes to students who come to the Library and those in classes receiving Library Orientations. The Library Chair met Counselors in one of their department meetings describing the Library Orientations and courses available.

Academic Support Services

Identify the academic support services which are used most often by the students and faculty of this program.

Service	Frequently	Sometimes	Not at all
Specialized testing (OSS)			X
Tutorial services: writing center			X
Tutorial services: Pi Shoppe			X
Tutorial services: Learning Skills			X
Accommodations for disabilities			X
Use of All-College Computer Lab			X
Use of specialized departmental lab			X
Consultation for teaching/learning problems			X

Marketing

What impact do you feel the college catalog, class schedule and college web site have on marketing your program? Describe your program's plan for working with the institutional marketing personnel in developing new promotional materials to enhance the marketing of your program.

The Library does not use the Academic Support Services but regularly refers to students to these support services, depending on the need of the student. At times, the Library consults with these support services regarding their hours and services they provide. For example, the Library consults with OSS regarding which software and hardware to purchase to accommodate students with special needs using computers. The library routinely directs students to the All-Campus Computer Lab, Learning Skills, and the Math lab.

The college catalog, class schedule, and the Library web page include information about the library and the two Library Science classes offered. Recently, the class schedule has highlighted the new MLK Library being constructed. The library has no plans to develop new promotional materials with institutional marketing personnel. The Library will continue to advertise the courses in-house and communicate their value with the Counseling Department.

c. Programs, clubs, organizations, and special activities for students

List the clubs which are designed specifically for students in this program. Describe their significant accomplishments.

The library does not have any of these activities outside normal library support of students.

List any awards, honors, scholarships or other notable accomplishments of students in the program.

Not applicable.

VIII. Resources: Personnel, Equipment and Facilities

a. Classified Staff, Student Workers, and Faculty

Classified Staff

<u>Staff Name</u>	<u>Job Title</u>	<u>Projected for Retirement</u>
Carmencita Amador	Library Technician-Circulation	No
Jose Guzman	Library Technician	No
Larissa Guce	Library Technician	No
Maria Leverich	Library Technician 1/2 time	No
Paula Leiva	Library Technician	No
Roman Minasyan	Instructional Assistant Information Technology	No
Sirikanya Nithimapinun	Library Technician	No
Vacant Position		

Student Workers

<u>Student Name</u>	<u>Type</u>	<u>End of Employment</u>
Varies each semester		

Faculty

Projected faculty retirements

4 out of 5 full-time librarians are approaching retirement age. Depending on health and personal needs, the four will probably retire within the next 4-10 years.

Are available faculty and clerical staff adequate to support the program?

Additional staff is needed to support the increased numbers of computers and the resulting need for assistance to the students using the computers and the software. A mix of Instructional Assistants and Computer Technicians are needed. The Campus IT department needs additional technicians for the increased use of the network.

If information competency requirements, library science classes or bibliographic instruction are increased, more librarians will be needed.

b. Equipment inventory, including technology and software

Does your department maintain an equipment inventory?

Yes

Discuss the department equipment needs. Include both equipment/technology upgrades and expansion.

Library department equipment includes books, periodicals, microfilm reader printers, copiers, databases, computers, printers, typewriters. New books need to be purchased to update the collection providing up to date information to students who want to use books. Periodicals and databases need a continuous budget; fulltext databases provide access to periodicals from anywhere on the internet.

Computers, printers, servers, etc. need to be updated every 3-6 years. A budget/plan funded to purchase a percentage each year would be ideal. Software to go on the computers needs to be updated whenever the software changes sufficiently.

The campus needs to have up to date technology and reliable network access, all of which needs to have a budget/funded plan for improvement.

With all of these things, comes a need for people to deal with them: Catalog books, provide access to databases and periodicals; install and maintain new equipment, be ready to bring on technology.

c. Facilities

Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.

The new MLK Library has adequate facilities, classrooms, and faculty/work space to accommodate 16,200 FTES.

IX. Planning and Budgeting

(Past / New Planning Goals & Activities are in separate report.)

a. Budget and Expenditures

Describe the trends in budget and expenditures in your department.

Library materials budgets, historically low for more than twenty years, improved during the 2002-2008 time period until the last year when the library was not given only \$10,000 in the basic budget and then SIEF funds of \$21,000 in February 2008. The number of books added went from 2,000 to 5,000 in the first year and remained high for three years. The budget for physical magazines allowed for no increase in the number of subscriptions and is very low -- 150 per year. The primary budget for the subscriptions for the 11 online databases that the library provides has come almost entirely from State funds, not Program 10100. If the State discontinues these funds, the databases will disappear unless the campus can fund the \$70,000+ cost per year. These databases provide a much wider variety of materials, particularly magazines and journals, than the library was able to supply to the students. Furthermore, the databases can be used from anywhere on the internet at all hours providing library resources for courses taught on campus and distance education courses. Budgets that were in unrestricted funds are now from restricted funds, usually State Instructional Equipment and Library Materials, which fluctuates and is allocated late in the fall semester. The Paralegal program in an attempt at ABA certification was promised law resources which were selected and are placed in the library. The budget has been provided from several sources, and payment has been slow waiting for funding to be identified each year, causing many stops and starts of law titles. A Nursing program started during this time and no additional funds were given to the library to improve the nursing holdings. Expenditures for salaries and benefits have been greater than budgeted every year. This year's budget is less than last year. Additional staff will be needed to support students who come to use the increased numbers of computers in the new library building.

c. New Departmental Planning Assumptions

In the space below, please list the planning assumptions that will guide your department during the next 6 year period. Include assumptions for at least the following areas:

- *Expected demand*
- *Anticipated curricular trends*
- *Anticipated pedagogical trends*
- *Anticipated technological trends*
- *Anticipated trends in student preparation and/or demographics*
- *Relevant Advisory Group recommendations*

Assuming no economic or society crash:

The number of students using the new library building will increase.

Improved technology will become available and will be involved in classroom teaching.

Students will be required to use computers and future programs to succeed in class. There will be increased need for campus computer stations, even though a high percentage of students will have computers and access to software and the internet outside of campus.

Requests for wireless access to library resources and all network and internet will increase.

Communication methods with students will change.

More technology in the building will require more staff and budget for equipment, software and training in the building and in the campus technology support. Network use will increase and that will need to be supported and upgraded more often than before.

A sizable percentage of students will still arrive unprepared to do college-level work and/or library research. LACC will remain an entry way to education for immigrants, underprepared students, and returning adults, while also serving as a conduit for transfer. Textbooks will remain expensive for the foreseeable future and a reserve textbook collection will be heavily used. Electronic textbooks may become the standard, but it may not be cheap enough or available soon enough.

Staff will be routinely required to retrain themselves on the technology, the software, and, in the case of the library, the databases in order to teach and support the students in their search for needed information and the integration of that information into their required classwork and life.

d. Self-Assessment of Challenges Facing Department

Please present the Department's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

Major challenge facing the library is getting moved into the new building. Because of construction, access to the new building will be difficult for months. Access for the patrons and security concerns need to be evaluated and problems addressed during the isolation and after when the problems of Vermont Street are a 1/4 block away.

After moving, work processes, policies and assignments will have to be reevaluated and changed to fit new circumstances.

Library Science 101 will need a complete overhaul.

Replacing staff upon every retirement and resignation has always been a problem which contributes to the difficulty in providing prompt helpful service at the various service points. We appear to be going into another long period of declining staff and we face a number of retirements in the next 10 years.

X. Final Summary by Discipline

a. Based on your program review, summarize:

1. *Department Strengths - What is your program doing well?*

Serving students with new building, double staffing reference desk to assist students with research, conducting bibliographic sessions, and providing adequate number of computers for students.

2. *Department Weaknesses – What areas can your program improve?*

Need to organize archives. Need to implement Information Competency/Literacy as a course and/or requirement for graduation for transfer students.

3. *Discuss anything else you would like to share about your program that has not been addressed*

b. Seven Principles for Good Practice in Undergraduate Education:

- *Good Practice Encourages Student – Faculty Contact*
- *Good Practice Encourages Cooperation Among Students*
- *Good Practice Encourages Active Learning*
- *Good Practice Gives Prompt Feedback*
- *Good Practice Emphasizes Time on Task*
- *Good Practice Communicates High Expectations*
- *Good Practice Respects Diverse Talents and Ways of Learning*

Additional information about the seven principles for good practice can be found at the following web sites:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

<http://www.tltgroup.org/seven/home.htm>

Please identify and discuss one principle that you feel your program does well and one principle that you feel your program could improve upon as a good practice in serving your students.

Principle Library does well: Encourages Student - Faculty Contact: One of the main services of the library is to provide research assistance for students. The library double staffs the reference desk in order to give each student the adequate time needed to help them find their materials and learn how to do research. The other public desks provide assistance with checking out materials and help with the technology provided in the library.

The library staff incorporates all of these principles in its daily operation. Seventeen group study rooms with internet access encourage students to work together. Each transaction with students involves learning. Every question asked receives immediate attention. Skills involving research and how to research more effectively and quickly are part of each reference interview. Students often do not know how much information is available and how to access it; as librarians assist the students, the students are encouraged to succeed and to go beyond their initial expectations for information and outcomes of their assignments. Students often return to report the grades they received as a result of help from the librarians. The library staff is very diverse multiculturally and in abilities. Information is offered in many ways, such as print and electronically.

Principle Library can improve: Incorporate new ways of learning with more workshops and explore other avenues of bringing information to students such as 24/7 Reference Service.

Evaluate each aspect of the program by indicating the appropriate status

LIBRARY SCIENCE					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment		X			
FTES		X			
FTES / FTEF		X			
Retention Rate		X			
Success Rate		X			
Degrees and Certificates					X
FTEF		X			
Course Offerings		X			
Course Outline Consistency		X			
Vocational Program					X
Student Learning Outcomes			X		
Departmental Engagement		X			
Professional Development		X			
Support & Activities					X
Equipment		X			
Physical Facilities	X				
Budget & Expenditure			X		
Objectives		X			
Resources		X			