Corp Comm Svcs 2015-16.pdfDiscipline/Program/Area Name Library Science

Last Updated By: Never Updated

Established By: Scott Lee on 10/22/2012

Academic Year 2012

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Name of person leading this review

Scott Lee

Last Updated By: Never Updated

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Names of all participants in this review

Van Rider

Last Updated By: Scott Lee on 11/5/2012

Established By: Scott Lee on 10/22/2012

Please review the five year headcount and FTES enrollment data provided on Program Review website. Comment on trends and how they affect your program.

Although district headcount and FTES declined between 07-08 and 11-12, LIB course student headcount increased 11% and FTES increased 8%. The likely causes for this divergence from the district trends are: 1) With an overall reduction in available courses there was greater demand for any courses that existed. 2) LIB 101 is required by SOAR students, and as the number of SOAR students increased, the number of students in LIB 101 also increased.

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Using the student achievement data provided on the Program Review website**, please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.**

Retention:
When comparing rates of retention of students in Library (LIB) courses to students at AVC in general, the differences between the two groups is small. The data provided looks at Mode, Race, Gender and Ethnicity. By Mode there is a 1% difference in favor of LIB Student Population, overall, with a 6% advantage in Traditional classes and a 3% disadvantage in Online classes. By Race, there is a 1% difference in favor of AVC General Population. By Gender, there is a 3% difference in favor of AVC General Population. By Ethnicity there is a 1% favor for Latino students in AVC General Population and a 5% favor for Non-Latino students in LIB Student Population.

Given how close these number are, there is no need for significant changes or remedies to be implemented. LIB faculty, however, will have discussions in the 2012-2013 academic year about these numbers to identify if we feel they indicate a need for any changes or additional study.

Persistence:
According to data, the LIB Student Population has averaged a 12% higher rate of persistence than the AVC General Student Population over a period of times back to the 2006-2007 academic year.

Given the higher performance of LIB Students, there is no need to implement changes or remedies, but this will be part of the faculty discussions this year.

Success:
When comparing rates of success of students in Library (LIB) courses to students at AVC in general, the differences between the two groups is fairly small with one double-digit difference. The data provided looks at Mode, Race, Gender and Ethnicity. By Mode there is a 3% difference in favor of LIB Student Population, overall, with a 12% advantage in Traditional classes and a 6% disadvantage in Online classes. By Race, there is a 1% difference in favor or AVC General Population. By Gender, there is a 5% difference in favor of AVC General Population. By Ethnicity there is a 4% favor for Latino students in AVC General Population and a 9% favor for Non-Latino students in LIB Student Population.

Given how close these number are, there is no need for significant changes or remedies to be implemented. LIB faculty, however, will have discussions in the 2012-2013 academic year about these numbers to identify if we feel they indicate a need for any changes or additional study.

Last Updated By: Scott Lee on 11/5/2012

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

Student achievement data is best represented in the data presented in Part 6 of this form.

Currently there is a need for new computers in the Library classroom (L118) to support LIB courses. The current computers are no longer powerful enough to reliably access the Library's new database system, EBSCO Discovery Service. This has reached a crisis point this semester but there is no achievement data to add to this discussion.

There is a plan to move LIB courses to other classrooms on campus next semester until new computers can be placed in L118. It cannot be said at this point how this will or will not affect student achievement.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

The Library has not used SLO's or PLO's to make budget decisions.

Budget decision that affect student learning for Library courses are generally made outside of our control, such as choosing to eliminate summer courses or choosing to not purchase new computers for L118.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that

resulted in the improvement of SLO, PLO and/or OO findings this past year.

Four years of SLO data are not available for Library courses. Currently there is only data for fall of 2011 and spring of 2012. LIB 107 also has data for one of its outcomes for the 2010 - 2011 academic year, but not by semester. Additionally, there are no PLO's currently identified for the Library. As such, this questions cannot be answered.

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Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

The following are the goals from the 2010 - 2011 program review comprehensive self study and the current status:

1. Increase student accessibility to technology and research capabilities in the Library by replacing and/or enhancing the computer equipment and software in the research area and establishing a computer lab in L-118.

   Not Met: Due to the upgrade in the Library's database system to the EBSCO Discovery Service (EDS), the computers in L118 are no longer capable of being used to teach Library courses. As there is no funding available to purchase new computers, Library courses will be moved to another building in the spring 2013 semester.

2. Transition IMC holdings to Horizon and increase student access to more current printed books and multimedia at both the Lancaster campus and the Palmdale Center.

   Partially Met: The IMC holdings were not fully transitioned to Horizon, but the change to EDS has allowed the Library to provide a wider range of multimedia options to students in Lancaster and Palmdale. Part of this was achieved through the addition of the Films on Demand database to EDS which was funded through a STEM grant awarded to the Palmdale Center.

3. Provide reliable access to computers in the reference area to facilitate student use of the online catalog and Library online databases.

   Met: Reference area computers were replaced in Fall of 2012 and are providing more reliable access to online Library resources.

4. Design a campus wide information literacy program that incorporates research needs,

media, and new technology to increase student access and success by developing information competency skills.

   Not Met: As of fall 2012, this has not been started.

5. Identify and access outside funding resources.

   Not Met: No outside funding sources have been identified due to lack of knowledge or training by Library staff in grant research or grant writing.

6. Increase student access to print reference materials at the Palmdale Center.

   Met: A collection of reference materials (94 items) has been purchased and made accessible to students at the Palmdale Center.

7. Increase access to for credit Library courses at the Palmdale Center.

   Not Met: Due to decreased funding, there are fewer Library courses being offered per year in Lancaster than before. As such, there is no opportunity for expansion of Library courses to Palmdale.

8. Increase student access to circulating materials at the Palmdale Center.

   Not Met: Access to materials at Palmdale has been reduced as a result of decreases in funding to provide services.

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List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

The Library does not have specific PLO's as we do not have an official program. However, we can address issues regarding limits to our ability to support student achievement:

1. The Library classroom (L118) has not seen an upgrade student to computing in five years. While the instructor computer was replaced in the fall 2012 semester, the student computers remain outdated and underpowered to provide value to students or to empower student learning. This semester, the Library transitioned from the EBSCOHost databases system to the EBSCO Discovery Service (EDS) database system. EDS is a significantly improved system providing more access to more resources and an increase in power and functionality. However, these increases have further demonstrated the underpowered and under performing nature of the computers in L118 and have, therefore, made the room

incapable of supporting students in Library courses. As such, we have been forced to move all in-class Library courses to another classroom in another building. However this creates problems as other parts of the Library are regularly used by LIB course faculty to support and enhance student learning LIB courses. The need to move to another building will make connecting the Library to Library courses significantly more difficult. The Library needs to have usable computers in its classroom to enable students getting full education value from LIB courses. Ultimately, L201 should be established as the official Library classroom which will require installing computers and a network.

2. While the Library's databases have undergone a significant upgrade, the print book collection remains woefully out of date due to limited funding for purchasing books over the past decade. Additionally, this funding has proven to be unpredictable as it comes from multiple sources, few of which are used the following year. Specifically, district funding has proven to be unreliable from year to year and prevents Library faculty from engaging in adequate collection development. This affects our ability to properly support students in courses through our book collection.

3. Library services at the Palmdale Center have been reduced to two days per week as a result of decreased funding. This severely limits the ability of Library staff to serve the information and research needs of Palmdale students.

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