`INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***LIBRARY SKILLS***

2. Person(s) completing the questionnaire: *Maryanne Mills*

3. Date of completion: *November 5, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Library Skills program supports the College's mission and goals by providing students with the information-seeking skills they need to be successful academically and in their chosen career path. By providing them with information gathering and critical thinking skills, this program offers students the opportunity to enhance their ability to research and become lifelong learners.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Library 4, Information Competency, became a requirement for graduation beginning in Fall 2005. Enrollment has increased steadily over the past two years with sections being offered each semester along with Winter and Summer sessions.
Phase II of the Information Competency graduation requirement began in Fall 2007. All students entering college this semester must take Library 4 and one information competency infused course for the Associate Degree.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The Library Skills program continues to expand. Library course enrollment increased from serving 169 students (9 sections) in 2005-2006 to 509 students (23 sections) in 2006-2007. Currently, associate faculty assist the information competency librarian with the teaching load. A full-time librarian sometimes offers to teach a section through overload. As the number of sections equalizes, leveling off at about 22 sections of Library 4 per year (with current enrollment levels), we foresee a need for continued assistance from associate faculty to teach sections of Library 4.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

As there is no new data available this year, Library Skills instructors continue to work with last year's conclusion: a large number of under 21 students are enrolled in Library 4 compared to the West Valley College average. Instructors continue to enhance their instruction for the under 21 audience by utilizing active learning techniques for face-to-face classes and multimedia elements in online classes.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Looking at last year's data, retention rates were an area that needed improvement. Beginning in Spring 2007, instructors began implementing retention suggestions publicized by the Matriculation Office including early progress alerts and mandatory one-on-one meetings or telephone conversations with at-risk students. For face-to-face classes, the instructor now requests information cards from students requesting their name, photograph, telephone number and whether they have taken English 1A. Instructors use this information to learn students' names quickly, establish rapport and track the progress of students that may have difficulty understanding research concepts.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Maintaining current FTE will suffice if enrollment does not increase.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Due to the nature of social networking, it has become apparent to instructors that offering a new course covering aspects of Internet privacy may benefit students of the Millennium generation. Further investigation is needed. For instance, are other college libraries teaching a course of this nature? In order to teach such a course, is a Masters Degree needed in a different subject area besides Library Science? Will offering such a course conflict with the mission of another WV discipline?

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

NA

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

a) Students taking Library 4 have to complete an annotated bibliography as the final project. A rubric is used to grade students on several criteria. The rubric is also the SLO tool. Instructors have found that students that have not taken English 1A have a difficult time grasping what a citation is and why it has to be in a specific format. Students that have taken English 1A do not quite understand the differences between an annotated bibliography and a works cited list. In addition, students are asked to write an evaluative annotation to each of their citations. In the first few semesters, many students did not understand the differences between summative annotations and evaluative annotations.

b) After analyzing data from 2 semesters, changes in the curriculum and pedagogy have been made to address the issues above. To address the confusion of what an annotated bibliography is and how it differs from a works cited list, instructors have posted sample bibliographies on Angel for students to view. Each week, the instructor dissects a part of the bibliography. Once a week, class time is devoted to students writing citations independently. To address the confusion between summative and evaluative annotations, half of one class period is devoted to understanding the differences between the two, and students are

then given the opportunity to practice evaluative writing skills.

c) *After implementing the changes mentioned above in the Spring of 2007, grades on the annotated bibliographies have risen. We conclude that a more clearly defined assignment with opportunities to practice writing citations and annotations has led to better grades and retention levels.*

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

Since the last Program Review, the library has seen a number of subject discipline courses infuse their courses with information competency (IC) elements. Standard II.A.3.b of the WASC accreditation standards states that information competency plays a critical role in the capability of the student to be a productive individual with the ability to acquire knowledge through a variety of means. West Valley College has embraced this challenge and as of Fall 2007, 19 subject courses have become certified as IC courses. The library continues to reach out to departments to make IC elements ubiquitous throughout the campus.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The Library initiated two initiatives in the past three years. In Fall 2005, Library 4 became a graduation requirement (Phase I of the IC graduation requirement). In Fall 2007, the information competency infusion initiative that began back in 2002 evolved into the second phase of the IC graduation requirement: Students entering in the Fall 2007 must take Library 4 and one IC certified course. This second phase allows subject courses to integrate elements of information competency into their coursework. Once approved for IC by the Curriculum Committee, the course becomes "IC certified".

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Library Skills classes will average 22 sections per year in the coming year if student enrollment stays constant. The library must maintain a base of instructors able to teach this number of sections. Currently the library has associate librarians that assist in this endeavor and one full-time librarian that assists from time to time. If enrollment in the college increases, the library foresees that other Librarians may need to be hired to teach additional sections of Library 4.

Library 4 is offered face-to-face and online. There has been one section focusing on DESP students and the hope is that more will follow. It is also UC and CSU transferable.

2. Program Strengths:

West Valley is one of the few California community colleges with such a rigorous information competency program. We were cited as a "Best Practices" program by Shawna Hellenius of Cosumnes River College:

http://www.crc.losrios.edu/Documents/library/IC_Graduation_Requirement_Methods_Web_Version.pdf

3. Program Challenges:

There are several challenges that face the Library Skills program. They are addressed below.

1. *Library 4 is tied to the larger information competency graduation requirement. Starting in Fall 2008, entering students must take Library 4 and two IC certified courses (Phase III). At this time, the IC Implementation Task Force has to decide whether to request that the Academic Senate table Phase III until more infused courses are available, or go forward with 21 infused courses (2 more to be added in Spring 2008). The Task Force will decide in November 2007 what to recommend to the Academic Senate regarding Phase III.*
2. *Getting first year students to take Library 4 in their first year of college.*
3. *The primary responsibility of the information competency instructor is to teach Library 4 classes. This instructor is concerned that the constant repetition of the same course 10 times a year may lead to job fatigue and boredom from the monotony of the curriculum.*
4. *The instructor for Library 6 will retire in a few years.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

1. Addressing the learning styles of the under 21 student*: Taking into consideration the young age of the Library 4 population, employing Web 2.0 tools and other computer technologies may offer students the opportunity to become more interactive, especially with the online classes. Their interest in research may be piqued if Library 4 can take advantage of multimedia tools and social networking advances. Library 4 will continue to investigate tools as they become available and may recommend changes to our website or the purchase of new hardware and software for this purpose.*

2. Recruiting first year students to Library 4: *The Library wants to attract a larger number of first year students to Library 4. The department has applied for a Matriculation Office one-time grant to develop advertising collateral targeting first year students and to develop a Library component to the Counseling and Career Program orientation sessions.*

3. Completing Phase III of the Information Competency Requirement: *The information competency librarian will continue to initiate conversations with subject faculty across campus to increase the number of IC infused courses. It is up to the Academic Senate to determine whether Phase III will proceed as planned in Fall 2008. Whether Phase III becomes effective in 2008 or later, the Library will continue its efforts in this area.*

4. Maintaining the number of Library 4 and 6 Instructors: *The Library will continue to offer current full-time library faculty and associate faculty additional sections of Library 4. The information competency librarian will investigate options that will alleviate the possibility of job burnout as the primary instructor of Library 4. The Library will need to develop a plan on replacing the Library 6 instructor.*

5. Developing a new course on Internet Privacy*: The Library will investigate the option of offering this new course. (see section C)*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

1. Keeping up-to-date on new technologies that may help to engage the Milleniums is an ongoing process. Librarians track new tools as a matter of professional development. It is difficult to put a timeline on this endeavor as technology is constantly changing and as soon as we investigate one tool, another one has taken its place.

2. If the Library is awarded the funds to develop the ad collateral and Library component for orientation sessions, the projects will be completed by Fall 2008.

3. The IC Implementation Task Force will know in December 2007 whether Phase III will proceed as planned. Again, it is difficult to determine how many more courses will be infused over the coming years.

4. The Library will evaluate on a semester-by-semester basis how many additional instructors are needed to teach Library 4. Ideas on how to stave off the monotony of teaching the same curriculum will begin in Spring 2008. With the retirement of the Library 6 instructor in a few years, the Library will need to come up with a plan to fill that position in the next academic year.

5. Initial investigation of this new course will take place in Spring 2008.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Numbers 2 and 5

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response* -Associate faculty FTE (0.2-0.268 FTE for library instruction) was funded. -0.2 FTI for web tutorial project for one year was not funded.	☐ Yes ☐ No ☒ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): -*20 laptop computers@$1500 each* was not funded. -6 laptops for a total of 16 laptops was funded.	☐ Yes ☐ No ☒ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *-Stipends of $5500 was requested in last Performance Review for subject faculty to develop web tutorials.* *-$3000 was requested and granted in LandCorp one-time funds.*	☐ Yes ☐ No ☒ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

With associate faculty, we have been able to offer more sections of Library 4. The addition of 6 laptops to make a total of 16 available in the Ranganathan Room has allowed Library 4 classes to meet in the Library to work on projects instead of a classroom across campus. The $3000 stipend has allowed three subject faculty to assist in the development of information competency web tutorials. At this time, 1 is complete, another is halfway done, and the third is still on the drawing board.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *If enrollment increases, additional FTE may be required to teach Library 4.*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): Captivate 3.0; interactive whiteboard, Nvidia graphics cards for librarians. Total cost: $2575.00 (approximate)

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu