

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-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 as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Library (Non-Instructional)***

2. Person(s) completing the questionnaire: *Betsy Sandford*

3. Date of completion: *11/5/2007*

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 mission of the Library is to provide information services, instruction and resources to students, staff, and faculty to facilitate successful learning. Through orientations, one-on-one student interaction, and formal credit courses, the Library seeks to provide students with information competency skills that will enable them to become successful in their academic and career paths, as well as to function in contemporary society as lifelong learners.

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

The Library continues to operate under reduced hours and with reduced or limited funding for materials & electronic database purchases. The Library remains reliant on funding from state grants for materials and electronic databases. The continued phase-in retirement and banked leave of the Systems Librarian has left the Library without a full-time automation specialist with an overview of all library automation issues—student computing, integrated library systems support, etc. The replacement of the Dean, Learning Resources position by the Dean of Instruction position has meant the loss of administrator time and expertise focused on the Library and learning resources issues. The ongoing implementation of the information competency graduation requirements has and will have a continued impact on the Library in working with students and faculty in the subject courses as well as the Library's instructional component. The Information Competency requirement of completion of Library 4 was increased (for students matriculating Fall 2007) to include passing a certified subject infused course.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

There are no new survey results regarding student use of Library services and resources. The Library does collect statistics on circulation, interlibrary loans, orientations, and database usage. Significant trends include a 19% increase in Reserves circulation from 2005/06 to 2006/07. This trend highlights the continued importance to students of the reserve textbook collection and the need to continually update it with new editions. Interlibrary borrowing from Mission and Link+ libraries continues to increase. Borrowing for WV users was up 10% from 2005/06 to 2006/07. Funding to continue to support Link+ and Tricor delivery services is important. Class orientations were up over 10% from the previous year. This number fluctuates from year to year, but the increase corresponds with the filling of the vacant Instruction/Outreach Librarian position last year. The rate of distribution of 2 key handouts is high in Fall 2007 as demonstrated by the need to order midsemester from Printing Services an additional 1,000 Citing Sources and 800 Evaluating a Website guides. Total electronic database usage increased by over 11% between 2005/06 and 2006/07. Grove Dictionary of Art, NetLibrary and Wilson Biographies showed sharp increases in use. Students continue to access Library resources such as these from home, and as the College's distance learning program expands the need for more such resources continues. The Library will continue to evaluate the databases for use and usefulness to students. Additional databases may/could be added as funding permits.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide 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?

No Data is available.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

There are no new survey results regarding student satisfaction with Library resources and services. Student and staff complaints with the Library's photocopier and networked printing services (including copicard and change machines) have continued and increased. Evaluation of the Pinnacle contract and replacement options will be explored during the next year. The replacement of the student computers with newer ones from another lab on campus has reduced the number of complaints regarding student computing and printing from the Angel distance learning software. Newer computers will be installed to support advancing computer technology.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

No data is available.

5. 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)?

Changes each year in the College's Financial Aid and Work Study programs have had a serious impact on student assistant staffing levels. In April 2007 the money to pay work study students was cut off. Part of the April hours and all hours for May student workers had to be paid out of the hourly classified budget. In Fall 2007 four work study slots that were expected to be filled (including two returning student slots) were not permitted to be filled by Financial Aid because of limits on total work study student hiring for the College. Those slots are worth approximately \$1750 per student worker per semester. This represents a loss of \$7,000 of salaries for the Fall 2007 semester alone.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - 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.

There are no new findings concerning SLOs for the orientations since the last program review. Modifications to orientations based on earlier feedback and classroom student participation continue to be made. In Spring 2008 new surveys will be distributed at library orientations.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect 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?

Changes in technology affect the Library in many ways. DVD media is replacing VHS media. Computers must be continually upgraded to provide reliable access to advancing computer technologies. State-wide and college Basic Skills initiatives will impact the use of library services. Because basic skills courses are currently offered in a variety of different disciplines and potentially might include more areas of study as this initiative gains momentum, library materials and resources need to stay current with instructional and student needs of this state funded initiative. Information competency, though not an "official" basic skill, is a necessary skill needed to function in today's society. Opportunities to provide basic information competency skills instruction should increase and be expected to increase student retention and success.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The Library has launched a new web site redesign. New research guides have been developed and placed on the website. Newer computers have been made available for student use. New staff computers at service desks have enabled better service at those desks. Work on the organization of the College Archives has proceeded enabling staff to answer questions regarding the history of the College and the campus. Collection weeding has continued at a faster pace during the past year so that out-dated materials are removed and replaced with current information resources.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The WVC Library provides excellent or satisfactory service within the constraints of a limited budget and an aging and tired facility.

2. Program Strengths:

Electronic resources and remote access

WiFi access within the Library

Information Competency program

Textbook Reserves

Link+ interlibrary borrowing

Helpful staff and faculty

3. Program Challenges:

Age and condition of the facility—furniture, lighting, HVAC, inefficient use of space

Old photocopier machines and limited change making equipment

Rapid technological change—advanced computer technologies, changes in multi-media formats, and changing user expectations (especially of the Millennium generation)

Staff development of all staff concerning issues of technology, etc.

Limited budgets for materials and resource purchases and limited open hours

Phased-in retirement of Systems Librarian

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. Increase materials base budget for books, audiovisual materials, and other resources to previous levels—\$40,000 for books, \$6,000 for audiovisual materials, \$4,500 for processing supplies*
- 2. Increase budget for classified hourly staffing—to reduce dependence on unreliable work study funding and recruit students who can work during prime times--\$10,080*
- 3. Plan for Library/Learning Resources building remodel—planning should proceed for the anticipated remodeling of the building in areas such as service point consolidation, new lighting, furniture, etc.*
- 4. Replace dilapidated and non-ergonomic furniture to make specific student areas more usable and conducive to collaborative student learning*
- 5. Evaluate Library's photocopy/networked printing services and plan for improved service.*
- 6. Expand Library hours and expand Reference Desk coverage hours during Winter/Summer*
- 7. Establish Library Director position.*
- 8. If Library Director position not feasible at present time, increase release time load for Dept. Chair to 0.3 from 0.2*
- 9. Continue to promote service to distance learners/remote users by enhancing the Library web page and creating online tutorials.*
- 10. Promote library services/resources to students to encourage use of the library.*
- 11. Examine long-term major integrated library system vendor needs.*
- 12. Provide opportunities for staff development (including Introductory and Intermediate Flash)*

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, #2, #6 depend on college funding.

#3 Planning for the remodel—preparations in terms of weeding and decisions on open/closed shelving for periodicals and audiovisual materials should occur over the next 3 years. State funding will determine when the drawings are done.

#4 Planning for any small scale furniture replacement/student area redesign can begin this year with implementation depending on a funding source.

#5 Research into available photocopy and networked printing services will begin this year.

#7 & #8 Advocacy for the Library Director position or expanded Dept. Chair release time will be ongoing.

#9 Statistics on the use of the Library's web pages are being collected beginning this year to assist with the evaluation of the pages. The first online tutorial will be available for use beginning Spring 2008.

#10 Promotion is ongoing. Color brochures will be produced by Spring 2008. With the installation of wireless access across the campus in classrooms and with access to projection equipment and a laptop, it will be possible for librarians take orientations out into the classrooms.

#11 Examining long-term major system needs will be begun by the systems librarian as his phase-in retirement schedule permits.

#12 Some funding for classified staff training is provided in the current year's budget.

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

Spending on materials resources can occur as soon as money is made available. Classified student hourly can be hired as soon as money is made available. Changing hours of reference coverage can occur prior to the summer and winter sessions as funding is available.

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: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

Classified Hourly (in dollars): <i>Money was shifted within the Library accounts from salary savings in order to cover the loss of work study funding in the Spring and enable special projects. Some augmentation funding was received for 07/08 (\$2241)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Student computers were replaced with computers from the CAW lab (which received newer computers). Money has been allocated to purchase newer computers from Land Corporation funds.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Some augmentation funding was received for 07/08 for the purchase of books (\$14,132)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.

The newer student computers have greatly reduced student and staff complaints with library computers especially in relation to the Angel distance learning software. The new student computers have not yet been purchased or installed. Additional money for books is being spent now. The classified hourly funding is being used to cover the most recent loss of expected work study staffing.

I. RESOURCE REQUESTS 2007-2008

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 *0.4 FTE (0.1 to increase dept chair release & 0.3 for additional reference hours)*

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

Classified Hourly (in dollars): *Total budget of \$10,080*

Administrative Staff FTE: *FT Library Director*

Facilities (brief narrative description): *\$5,000 for furniture and redesign*

Equipment (brief narrative description with estimated total cost): *\$900 for a mobile projector for outreach; money may be needed to resolve the issues with current student photocopiers and networked printing*

Supplies (brief narrative description with estimated total cost): *Total budget of \$40,000 for books, \$6,000 for audiovisual materials, and \$4,500 for processing supplies. Additional \$2,000 for printing for outreach brochures and handouts. Flash software \$700 for use in tutorials, basic skills instruction and other outreach and instructional efforts.*

Staff Development (brief narrative description): *Additional \$720 for Flash—introductory and intermediate levels of instruction*

Other: *Click once here and type your response*

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