I.   Program Description

A.   What is the primary mission of your program? (check all that apply)

X	Basic Skills	X	Cultural and Personal Enrichment
X	Transfer	X	Academic Support/Learning Resources
X	Career/Technical		

B.   Program Description

1   If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

CTE programs refer to CTE Program Review Addenda Reports: *www.deanza.edu/gov/IPBT/resources.html*

0   # Certificates of Achievement
0   # Certificate of Achievement-Advanced
0   # AS, AA Degrees

If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions.

2   Otherwise, skip to section **II** below.

a.   How many people are served?

All	# Students	All	# Staff
All	# Faculty		

b.   Number of employees associated with the program?

42	# Students	4	# Faculty
10	# Staff	.4	# Part-Time Faculty

II.   Methods of Evaluation and Assessment

A.   Attach the "Program Review Data Sheet".   Briefly, address student success data relative to your program by answering the items listed below (refer to the link): *www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/De AnzaProgramReviewDiv/htm*

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The percent of underrepresented populations has basically remained the same over this period with a slight decline (23% > 20%). All LCEN classes are taught as distance learning classes.

2   Trends related to closing the student equity gap relative to the college's stated goals, refer to
http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16

Explanation:	The equity gap has remained roughly the same over the reporting period at around 15%. The success rate for both targeted and non-targeted student populations have declined at roughly the same rate over the reporting period. This decline needs to be addressed by teaching faculty. Currently there are two faculty teaching LCEN classes. One faculty drops students with zero activity after the first few weeks. The other instructor does not drop students at all. The differing behaviors could affect these numbers. Both library teaching faculty agree that in the future they will follow the college's suggested drop dates, which should result in higher success rates in the future. As far as closing the equity gap, all LCEN classes are taught through distance learning. In general, distance learning faculty cannot identify students from targeted groups. Library faculty welcome an opportunity to learn pedagogies in distance learning education that can help close the equity gap. Library faculty often work with iLead students for library orientations. The library will approach iLead to investigate if library faculty can play a more active role in fostering success of iLead students. The library also offers services to other challenged student groups. The library maintains two workstations, one near the reference desk in LC and one in the Library West Computer Lab, which have specialized software for use by students with special needs. Two additional workstations with specialized software are located in the Assistive Technology Room in LC105. The De Anza Student Veterans Association is located in the library next to the Decillis Special Collection. Library faculty, with the help of John Swensson and others, have developed the Current Conflicts collection of books and films to help educate our community about the wars in Iraq and Afghanistan and serve as a resource for our returning veterans.

3   What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: *www.deanza.edu/gov/IPBT/program_review_files.html*, *"Program Review Reports, 2009"*

Explanation:	The 2008-09 Comprehensive Program Review section stated the need to promote more individual attention to our distance learning students through the use of technology. Library instructors have become more proficient in the use of Catalyst. Library instructors work individually with students through email, phone and face-to-face interactions. The student equity gap remained steady and above the goal of a 5% gap. Library faculty will endeavor to reduce this gap in the distance leanring environment. Library faculty would very much like to learn new pedagogies and strategies in the distance learning teaching environment to close this gap.

4   Overall enrollment growth or decline of all student populations

Explanation:	Total yearly enrollment has grown from 115 to 161 over the three year period, which is an increase of 71%.

B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	None
Explanation:	

C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: *www.deanza.edu/gov/IPBT/program _review_files.html*, *"Program Review Reports, 2009"*

Explanation:	

D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: *www.deanza.edu/gov/IPBT/resources.html*

Identify any significant trends that may affect your program relative to:

1) Curriculum Content;

2) Future plans for your program e.g. enrollment management plans.

	No significant changes
Impact:	
Explanation:	

E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	No significant changes
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: *https://www.deanza.edu/slo*

A. For programs whose PLOs primarily align to the <u>Institutional Core Competencies</u>, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	X	surveys

Other, describe here:	Surveys: All library faculty and staff have been involved in this process. Librarians decided to start with a comprehensive survey that asked users about various functions and services of the library. The design goal is to then follow up the general survey with more focused surveys to evaluate different library services in more detail. The initial comprehensive survey was jointly developed by library faculty in spring 2010. The survey was conducted during several weeks of spring quarter 2010 via a SurveyMonkey link from the library web site , as well as via print surveys given out during library instruction sessions. 145 users responded to the survey, and results were tabulated using SurveyMonkey. Survey results were shared at an all staff meeting in October 2010. Course-embedded SLOs have been developed by the two LCEN instructors and reflect the PLO for the library's instructional program.

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA		complete	100	in progress		to be assessed

3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

> Following the all staff meeting in October 2010 where the initial survey results were shared, staff from the circulation desk volunteered to develop a survey focusing on circulation and reserve services. The survey has been completed. Survey results will be shared with all staff soon. The next survey, planned for spring 2011, will focus on open computer lab operations. The creation, implementation, and analysis of the new survey will involve computer lab staff and library faculty.

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

| summarize results: | Survey results indicated that library users want better signage inside the library. | Plan/Enhancement: | A taskforce of three staff members has been created to develop a plan to improve signage. This taskforce will present their recommendations initially to library faculty, and then to all staff during spring 2011. |
| summarize results: | Survey results indicated that library users want a short, comprehensive description of core library services and resources that they can take with them. | Plan/Enhancement: | One librarian has drafted a library print brochure. The final brochure will be finished spring 2011. The brochure will also be made available through the library web site. |

B.   For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1   Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

☐ course-embedded   ☐ surveys
Other, describe here: ☐

2   Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

☐ NA   ☐ complete   ☐ in progress   ☐ to be assessed

3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

☐

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

| summarize results: | | Plan/Enhancement: | |
| summarize results: | | Plan/Enhancement: | |

Department Summary

IV. **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

See: *www.deanza.edu/gov/IPBT/program_review_files.html,* *"*Program Review Reports 2008-09"

V. **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three <u>faculty and/or staff requests</u> below in ranked order: (copy this section as needed)

1	Rank		replacement		X	growth

Position:	Librarian (Information Literacy)		
Department :	Library	Contact Person, ext.	Tom Dolen, x8764

Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

1

The College recently adopted Information Literacy as a core competency. The Information Literacy Librarian will develop innovative information literacy programs within the library, as well as partner with interested faculty in other departments on information literacy initiatives. Within the library the Information Literacy Librarian will promote information literacy through course level instruction, in library orientations, and through reference service. In addition the Information Literacy Librarian will develop online tutorials and other resources to teach information literacy to our students at anytime, from anywhere.

2

Highlight FTE, PT/FTE ratios and WSCH that support your request below:

The Information Literacy Librarian will work with current LCEN instructors to evaluate current course offerings and develop a plan to increase WSCH, increase student success, and address the equity gap.

3

If applicable, discuss PLOAC assessment results that support the program need for this resource below:

Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

4

The Information Literacy Librarian will work with both library faculty and faculty from other departments. Updated LCEN courses and any additional LCEN courses will target increased WSCH. Working with faculty from other departments to help infuse information literacy across campus, student success and WSCH should increase. Additionally, the Information Literacy Librarian will develop web based information literacy tutorials, which students can use anytime, anywhere. Students of distance learning courses, and others, will use this resource resulting in increased student success and WSCH.

2	Rank	X	replacement		growth

Position:	Weekend Library Assistant		
Department :	Library	Contact Person, ext.	Tom Dolen, x8764

1   Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> The Weekend Library Assistant is a hourly classified position that works up to a maximum of sixteen hours per week. The position was created several years ago when the library was open on Saturdays and Sundays. For the current year, the Weekend Library Assistant staffed Library Express from 4-7 PM on Fridays and also worked weekday evening hours in support of the circulation desk, as well as taking on other projects, such as stack maintenance. As it is currently configured, this position provides much needed backup to the evening Senior Library Technician at the circulation desk as well as providing for enhanced security in the library which is 48,000 square feet, and spread over two floors. If and when the college decides to offer more weekend courses to increase WSCH, the Weekend Library Assistant will be essential.

B.   As applicable, list your requests for:

<u>Materials, "B" Budget, facility refresh, Measure C equipment</u>   Refer to:

   www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

1	Rank	X	replacement		growth
Item Description:		Sirsi Library Server refresh			
Cost Estimate :		65000		Contact Person, ext.	Tom Dolen, x8764

1   Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> The library uses Sirsi Workflows server and software for staff library functions as well as for the web based library catalog. Both the production and test server are scheduled to be replaced during 2011-12. The new server and updated software will provide quicker performance of all tasks, including the web based public catalog. Library user privacy and security will also be enhanced.

2   Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

   Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

4

2	Rank		replacement	X	growth
Item Description:		Increased B budget for online research databases			
Cost Estimate :		100000		Contact Person, ext.	Tom Dolen, x8764

1   Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

> Until the last few years, the subscription cost for online research databases was covered by the B budget along with the state TTIP program dollars. Lottery and instructional materials funds were used for the purchase of books and videos. TTIP funding ($36,000 in the program's final year) was ended in 2009. The library's B budget has shrunk over time. Currently the majority of the library's annual cost of approximately $80,000 comes from the lottery account, thus reducing the library's ability to buy current books and videos to support the college's curriculum.

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

Rank	replacement	growth
Position:		
Department :		Contact Person, ext.

In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

1

2   Address FTE, PT/FTE ratios and WSCH that support your request below:

3   In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

4

B. As applicable, list your requests for:
Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment,** requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

Rank	replacement	growth
Item Description:		
Cost Estimate :		Contact Person, ext.

From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1   Additional factors:

2   Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

4