Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

|  |  |  |
| --- | --- | --- |
| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** |
| I.A  Department Name: | Library |  |
| I.A Program Mission Statement: | The mission of the De Anza College Library is to provide students with the information skills they need to be successful at De Anza as well as in upper division courses, in the job market and as information consumers and creators throughout their lives. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Learning Resources | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Academic Services | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served | 0 - The library serves all faculty as students use the library and its labs to complete assignments. Library staff work directly with faculty in placing items on reserve. Librarians work directly with faculty when teaching library orientations. The library conducted 104 customized library orientations in 2013. | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served | The Library Program has both an instructional and an academic services component.  X - Library instruction includes the four 1 credit online classes, custom designed library orientations for classes, and individual instruction at the library reference desk.  Total enrollment in LCEN (now LIB) classes increased from 161 in 2008-09 to 179 in 2009-10 to 208 in 2010-11, to 298 in 2011-12 and increased again to 323 in 2012-13. Enrollment grew by 100% during this period. The library has added 3 sections for a total of 12 offered annually. LIB courses are part of the standard load of two full time library faculty. No release time, adjunct faculty or over-load was used.  Library orientations provide customized library instruction to develop research skills to approximately 3,000 students per year. Library faculty provided 101 orientations in 2008-09, the numbers then declined a bit and recovered to number 104 orientations in 2012-13. See ca.comm.colleges.survey2010 question #64, CA.cc.survey2012 question #57 and ca.cc.survey2013 question #44.  The Academic Services components of Library Services are many. Three such services are used here to illustrate size and breadth. These three areas are; gate count, reserve checkouts and database searches.  A floor sensor at the library entrance generates the library gate count and counts library visits to the LC building. The gate count rounded to the nearest thousand for the previous 5 years is:  2008-09: 782,000  2009-10: 835,000  2010-11: 784,000  2011-12: 744,000  2012-13: 756,000  O - Library gate count peaked in 2009-10 and has declined slightly to last year’s number of 756,000. This decline is in line with the decline in on campus enrollment. This figure does not include the approximate 100,000 visits per year to the Library West Computer Lab. Altogether, the library and its labs host close to 1,000,000 visits per year. ca.comm.colleges.survey2010 question #76, CA.cc.survey2012 question #69 and ca.cc.survey2013 question #47.  Students and faculty all understand that the cost of course textbooks is a heavy burden on students. The library successfully petitioned the DASB to provide funding for the purchase of textbooks for the Library’s Reserve Collection. DASB has provided the Library with this funding for more than 5 years. The first few years of the grant was in the amount of $10,000. That grant has now been increased to $15,000 per year. Below is the circulation data of reserve items for the most recent 3 years. The two previous years are not included because the circulation numbers used for reserve items also included other items like headphones, calculators and laptops.  2010+11: 47,172  2011-12: 47,723  2012-13: 57,113  Reserve items are the highest circulating items in the library collection. Reserve circulation is increasing, as the Library is now able to purchase more textbooks for students, providing more options for students and lessening the economic burden for them. See CA.cc.survey2012 question #51 and #52 and ca.cc.survey2013 question #42.  All library databases are now accessible remotely 24/7 by all students, staff and faculty simply by using their Campus wide ID. The Library subscribes to many high quality academic databases. The largest and most popular of these academic databases is EbscoHost’s Academic Search Premier. De Anza’s students performed more than 2,200,000 searches in EbscoHost and retrieved more than 125,000 full text articles in 2012-13, illustrating the importance of academic databases for student success. See EBSCO.2012.2012.report.pdf | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served | O - Many staff use library resources for professional and recreational purposes. No distinction is made between faculty and classified professional library accounts, so it’s impossible to have an exact number. All staff can now use their Employee ID as a library card and have access to all the library’s ebooks and research databases from home. | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| II.A.1-Growth and Decline of targeted student populations | Enrollment of targeted student populations has grown both in total number,  2008-09: 33  2009-10: 36  2010-11: 59  2011-12: 69  2012-13: 115  and as a percent of total enrollment  2008-09: 20%  2009-10: 20%  2010-11: 28%  2011-12: 23%  2012-13: 36%  The overall success rate has ranged from 59 to 66 percent over the study period. There is no clear correlation between percentage of enrollment of targeted populations and overall success in LIB course. | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:  (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |
| II.A.2 Trends in equity gap: | LCEN/LIB equity gap  Non-targeted – Targeted success rate = equity gap  2008-09: 70-55 = 15  2009-10: 62-47= 15  2010-11: 68-47= 21  2011-12: 67-55 = 12  2012-13: 69-50 = 19  The equity gap remains large and is possibly increasing. This is a big challenge for library faculty to address. First, it must be made clear that all LIB courses are taught online. Research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills. One could argue that these disadvantages are magnified in a course with searching and research skills as its content. | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.  Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | The 2008-11 Comprehensive Program Review stated that library faculty would develop better communication with students struggling in LCEN/LIB course. This has been achieved through the use of Catalyst and email.  Library faculty will study the academic literature on the subject in order to increase the effectiveness of the curriculum. Library faculty will work with the staff of the Distance Learning Center and the Staff and Organizational Development to learn of best practices and apply them to their courses. Library faculty would welcome workshops on the De Anza campus, which bring together faculty to develop effective methodologies to increase the success rate of targeted student populations in distance education.  Of course students taking library credit courses make up a very small percentage of all library users. The library, with the assistance of Institution Research, began collecting a ‘students with library activity’ number starting in spring 2010. A ‘student with library activity’ has checked out at least one item from the library in the quarter of the report. An item could be a book, a DVD, a computer in one of our labs, a laptop, a calculator and a few other items.  These reports consistently show that students from the targeted student population use the library at a rate commensurate and often above each group’s representation in the general college population. To take Summer quarter 2012 as an example;   * African American, 6% of library users, 5% of college population * Asian 49% of library users, 44% of college population * Latinos, 19% of library users, 19% of college population * Filipino, Pac. Islander, 6% of library users, 6% of college population   The numbers for the other 3 quarters of the 2012-13 year show a similar pattern with one exception where the generation student population is larger by one percentage point.  To summarize, students from the targeted student populations rely on library resources to help them succeed in their course work. See Library.Activity.Report2012.2013 for full details. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html>  If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.Plan if success rate of program is below 60% | The overall success rate has been over 60% for every year but 2008-09 when it was 59%. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | As stated above in II.A.3, library faculty will study the academic literature on the topic.  Over the past three years, library faculty retained students in courses longer in order to guarantee WSCH because of the budget situation. Library faculty have now gone back to their earlier practice of dropping students who do not turn in the first few assignments. This will improve the success rate of all groups. The equity gap will shrink if more students from the targeted student populations are the students who struggle early on in a course.  See II.A.3 | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | The overall success rate has been over 60% for every year but 2008-09 when it was 59%. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | The overall success rate has ranged from 59 to 66 percent over the study period. There is no clear correlation between percentage of enrollment of targeted populations and overall success in LIB course. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations |  | Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” | The previous comprehensive program review identified two areas for improvement, increased staffing and more information literacy instruction.  Here is an updated chart with the same peer colleges used on the previous CPR, showing library staffing of comparably sized California community colleges.   |  |  |  |  | | --- | --- | --- | --- | | College | FTE Students | FTE Faculty & Staff | FTE Student/FTE Staff ratio | | **De Anza** | **21,471** | **15.93** | **1,348** | | Diablo Valley | 18,395 | 12.55 | 1,465 | | Foothill | 16,659 | 12.70 | 1,312 | | Palomar | 20,546 | 28.5 | 721 | | Riverside | 30,182 | 32 | 943 | | San Francisco | 30,266 | 65.53 | 462 |   Library Trends 2001-2002 to 2009-2010, CA Community Colleges Chancellor’s Office, see library\_trends\_2001-02\_2009-10.pdf  The chart above is the most recent data the system has on library staffing relative to FTES. The list breaks down to a clear have and a have-nots groups. The De Anza College Library fits into the have-nots group with few staff relative to the student population. The Library continues to be hampered by low staff and faculty levels so the issues identified in the previous CPR; no back-up for staff and faculty absences and security concerns, especially at night, remain.  The Library’s Information Literacy initiative is still limited to our LIB courses, the 100+ library orientations taught each year and interaction with students at the reference desk. The Library needs at least one additional librarian to act as an Information Literacy evangelist to work with faculty colleagues across campus.  One concrete improvement will soon be implemented. The previous CPR stated that the poorly designed 20-seat library instruction lab needed to be upgraded. The Library will have a new state-of-the-art 48 seat instructional lab when it reopens in Spring 2015. | 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. |
| II. D CTE Programs: Impact of External Trends: |  | 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. |
| II. E CTE Programs: Advisory Board Input: |  | 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. |
| III.A. 1 PLOAC Summary | **100%** | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | PLO #2 statement: Identify and utilize the broad range of resources and services (e.g.: reference; orientations; database; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives.  Library orientations were assessed for the first time during Spring 2012 (SSLO #4). As a true hybrid of instruction and services, the library provides instruction not only through its credit courses but through Reference and Library Orientations. The method for assessing orientations utilized hands-on lab assignments immediately following the lecture/demo portion of an instructional session. These exercises (tailored for each class) produced tangible outcomes (e.g. find scholarly journal articles or books, with results approved by course instructor or librarian) that reflected whether students’ achieved some basic information-seeking skills.  Enhancement: more proactive collaboration between librarian/classroom instructor in creating more effective lab exercises to ensure student success in applying introductory library research skills. | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | 100% | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | None (Students met expectations) | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | The Library B budget has remained steady and is sufficient for the current level of library services. The library has ended recent years with a remaining balance because the library shifted significant purchases to the Lottery Account in response to ongoing college deficits. Now that the college budget has improved, the Library will ensure that the B budget is spent by shifting some of these costs back to B.  The Library has secured an ongoing commitment of $100,000 annually from Lottery. Lottery is used to fund all purchases of books, DVDs and the substantial portion of the databases purchased through the Community College Library Consortium.  In its effort to reduce spending in recent years, the Library has substantially cut print magazine and journal subscriptions. 5 years ago, the Library spent roughly $25,000 per year on print periodical subscriptions. The Library now spends half that amount. The Library also practically eliminated the purchase of print reference books in recent years. The Library must now remake the reference collection, most likely with the addition of a reference ebook collection. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with Budget, please ask your Division Dean to give you the information. |
| IV.B Enrollment Trends | There has been no effect. All LIB courses are taught by full time librarians as part of their standard load. | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | Information Literacy Librarian | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | Information literacy is one of the five Institution Core Competencies identified in the college mission statement. The request ties in with both library PLOs and Library\_PLO\_2 most closely. The five current full time librarians teach information literacy skills in the LIB courses, during library orientations and in interactions with students at the reference desk. The Information Literacy Librarian will concentrate on two critical areas that have been identified but due to our current staffing levels, we are unable to address. 1) Work in a systematic way with faculty in all departments and programs on information literacy initiatives, as well as partnering with educational entities in our community, 2) Develop web tools that teach information literacy skills and connect with students using social media.  Information literacy is a skill that empowers students to succeed in their course work at De Anza, as well as throughout their lives in their careers. The Information Literacy Librarian will assist faculty in designing assignments leading to information literacy. Targeted student populations include, distance learners, Basic Skills students, and others new to the college experience. The Information Literacy Librarian will instruct in person, as well as via online tutorials and learning resources and will leverage social media, such as Facebook, Twitter and emerging technologies to enhance the library’s web presence | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed | Evening/Weekend Circulation Supervisor  The Library currently has 2 circulation supervisors to manage a busy service desk that is open for 12 hours every day. The absence of one of more supervisors puts severe strain on the circulation area and our student employees who work there. The addition of an Evening/Weekend Circulation Supervisor would ensure that there is adequate supervision of this area at all times.  Library Express is an area of the library that provides student access to course materials, computers and a quiet study space when the library is not open. Library Express will grow 40% in size in the Library remodel, expanding to accommodate 10 computer workstations and seating for approximately 50 students. Adding this position will allow the Library to extend the hours of Library Express later into the evenings on weekdays and allow the Library to offer its academic resources to students on Saturdays and possibly Sundays. This will benefits our evening students, and students who do not have access to high speed internet and computers at home. | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary. |
| V. A.4 Equipment Request | None at this time. See V.3.B Future Plans | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity |  | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification |  | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| V. A.7 Facility Request | None at this time. See V.3.B Future Plans | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification |  | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | The library has received an augmentation of approximately $35,000 per year in order to continue licensing Sirsi Integrated Library System (ILS) software and to purchase continued support.  A library’s ILS supports all essential functions of the library including: the public library catalog, accounts management, circulation, acquisitions, cataloging and inter-library loan.  The Library successfully migrated from SIRSI to OCLC’s WorldShare Management (WMS) system in Fall 2013. This was a massive undertaking that involved all staff in the effort to migrate all bibliographic and patron data to the new system. All staff and faculty underwent extensive retraining to learn the new system. WMS is a cloud-based system with many new features that supports our students’ research needs. Continued augmentation at the same funding level is essential. | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | Library staff are currently focusing on online training for the new Worldshare Management integrated library system.  Library faculty and staff are regular participants of workshops given by the Office of Staff and Organizational Development. Library faculty and staff also regularly attend professional conferences and workshops off campus as well as using CCC Confer and similar opportunities for webinars on a variety of topics related to librarianship and student success. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| V.B.3 Future plans | The Library is currently in the planning stage of a $12 million remodel. The design goals for the remodel are to make the library a brighter, more comfortable and welcoming learning space. Highlights of the remodel include:   * State-of-the-art instructional lab with 48 seats * Redesigned circulation and reference desks * Lounge type furniture in the North Reading Room * Power Bars (similar to MLC) spread around the building * Wireless upgrade and lots of power outlets for student laptops, tablets and phone * 8 clearly visible, glass walled group study room with technology on the first floor * Large collaboration space on the first floor to provide a flexible learning space for students to do group work in an informal setting. The collaborations space will also be used for library events such as book readings, and also for Learning Resources Division and community events   The LC building will close for remodel after the 2014 Summer session. Library Services will move to the second floor of LC West until the remodel is scheduled for completion. The newly remodeled Library will reopen Spring quarter 2015.  The Library has successfully leveraged Measure C funding to refresh both computer labs, reference desk and staff computers. The Library is in the process of purchasing PC Reservation software and hardware to manage student computer sessions in our open labs. PC Reservation was the Library’s Equipment Request in last year’s program review update, so this must be considered a success. The purchase of laptops and iPads for student checkouts has been approved and will take place next year.  Finally, Measure C funds will be used to refresh the Library West Computer lab this summer. The refreshed lab will include 70 Dell desktop computers and 30 iMacs.  The newly remodeled learning spaces will enhance student learning and success for years to come. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Tom Dolen, Library Coordinator  [dolentom@deanza.edu](mailto:dolentom@deanza.edu)  x8764 | APRU writer’s name, email address, phone ext. |
| Last Updated: | May, 1, 2014 | Give date of latest update (Set next box to YES when done and ready for Dean review). |