De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Library |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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.  To promote information literacy, librarians teach students to locate, evaluate and use information effectively. The library staff selects accurate, diverse, comprehensive and current academic resources. The Library provides access to technology and a welcoming learning space that supports students' educational needs. Resources are readily available to students whatever their needs and wherever they are located. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Learning Resources/Academic Services |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? |  |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) |  |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> |  |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | The Library conducted fewer than 10 library orientations during the year. This is down quite a bit from past years when librarians conducted 100 plus customized library orientations. The reasons for the sharp decline are the transition to all online courses and the retirement of our instructional librarian.  Fortunately, a new equity and instructional librarian was hired. We are confident that this area of library instruction can be built back up with the new hire and more classes moving back to face-to-face instruction on campus.  All Library subscription databases are available to faculty to use for class readings and viewings (streaming video). Subscription databases are also available for the research needs of faculty.  The Library had received several requests from faculty to purchase the JSTOR database. The Library received additional funding for databases in 2020-2021 purchased a subscription for JSTOR. Usage for the first year was solid.  The Library has partnered with the Film & TV Department to manage the Swank collection of streaming films. This collection is used in Film & TV courses. The Library coordinates with Film & TV to continually update the film collection and make the films available to students via the library web page and library catalog. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | The Library created 3 chat channels in response to instruction going all online in spring 2020. These chat channels are Reference/Research Assistance Desk, Technology Help Desk & Circulation Help Desk. Library faculty and classified professionals worked cooperatively to staff all three channels from morning to early evening Monday – Thursday.  Reference/Research - Librarians conducted 280 chat sessions with students. Especially early in the year, many questions concerned other services across campus, especially the bookstore.  Technology Help Desk – Library Classified Professionals conducted 436 chat sessions with students focusing on getting students onto MyPortal and Canvas. Staff also helped students with computer applications and referred students to Financial Aid to request funding for laptops and internet services.  Circulation Help Desk - Library Classified Professionals conducted 143 chat sessions with students focusing on questions about library fines and returning materials to the library.  The Library was only physically open to students during the summer session. Usage was fairly low as many students continued to only take online courses. The Library circulated 115 books (mostly textbooks). The computer lab usage was low, but students who did use the lab were very thankful. Some had no other quality print options. The Library offered free printing.  As more classes return to campus the library will employ a mix of traditional and online services for students including the chat channels and a ticketing system for research and technology help questions.  Thousands of students continued to use Library online resources such as academic databases and streaming film services. Streaming film services saw substantial growth in usage as films were integrated into Canvas.  The Kanopy film site was visited 54,000 times. More than 28,000 films were viewed. Total viewing time was 660,000 minutes or 11,000 hours.  Students viewed 70,000 full-text articles on Ebsco. Students viewed 41,000 full-text articles on Proquest.  Students viewed 7,800 ebooks. |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Staff are free to use any library resource including print books, DVDs and audiobooks. Classified professionals have access to all library databases from off campus on a 24/7 basis. |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 3.43 down from 4.43 the previous year. Our instructional librarian retired and was not immediately replaced. |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 – The Library was only physically open during the summer session. Before the pandemic the library would typically hire around 50 student assistants over the course of the academic year, equivalent to approximately 10 FT positions. Students worked in both the library and computer lab. |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 0 |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 9. No change. |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | The current staffing level meets current needs. The Library West Computer Lab has been closed. The 2.5 staff who worked in the Library West Computer Lab will continue to work in the library’s computer lab and at the circulation desk, so the student service level has been enhanced. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | The trend for the past three years has been a decrease in enrollment. Strategies discussed in the last program review included more marketing of LIB courses and outreach to the counseling department. It is unclear if those strategies would have had an effect on enrollment given the impact of the Covid related decline in enrollment across the college. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | There was an increase in enrollment of impacted groups from 2019-20 to 2020-21 (both years outperformed college-wide percentages) but a large drop in 2021-22. It is impossible to say definitively what contributed to the decline. 2021-22 is a true outlier in LIB course trends as it pertains to enrollment of impacted student groups. More outreach to the learning communities could help reverse this. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | There has been a slight decline in success rates for the LIB courses (while still outperforming college-wide rates by roughly 10%.) The trend before Covid hit was an increase in the success rate, while the decline has just been the past two years. Given that the increase in student success came after faculty began emphasizing greater communication with students, we will continue reaching out to students via email and Canvas. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | While there are some gaps in success rates they are, according to the  Impact Tool, “. . . a negative percentage point gap that is not statistically significant.” Outreach to different learning communities could help close these very small gaps. |
| II.E. | 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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | None |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Not at this time |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | The library has loaned laptops to students for many years. Due to the cost of replacement, the loan period has been short (one day). Students have requested quarter-length loans.  The library was able to purchase 15 low-cost Chromebooks and for the first time this quarter is offering quarter-length loans to students. The library will access the success of the Chrombook project and may increase the number of Chromebooks for student use as needed. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | The high cost of textbooks continues to be a barrier to student success. The Library Reserves Collection is by far the most used collection in the building. The Library receives annual funding from DASG to purchase textbooks (currently $10,000). Demand for textbooks exceeds supply. Fortunately, the library was awarded additional funds this year through the Resource Allocation process. Print versions of OER textbooks will also be purchased. The library will ask for continued funding this year.  Students can use free scanners in the building and can save portions of textbooks on a mobile drive or can save to the Web.  The Library has identified that one of the major gaps is that many students in our targeted groups are not aware of our services or assume that those services incur a cost to use. Assistance from the marketing department would be helpful in reaching out to those students more effectively. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | The Library is requesting $32,700 to purchase textbooks for the Reserve Collection. The Library is also requesting $10,900 to purchase print versions of OER textbooks. Expanding the Reserve Collection will help to reduce the financial burden to students of high-cost textbooks.  The Library is requesting $16,350 to purchase 100 TI-84 calculators. These calculators will be loaned to students for the quarter to help reduce financial strain on students. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Not at this time |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | The Library did not conduct a SSLO during this period. A project and assessment will be done during spring 2022. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | LIB 1 & Lib 53 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) 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. | B budget continues to suffice for operational expenses including adjunct evening librarians and student employees who work library and computer lab service desks. The Lottery allocation of $125,000 for library materials and databases is insufficient as vendors increase prices 4 percent each year on average. The $125,000 base has not been adjusted for nearly a decade. Fortunately, the library has received Lottery enhancements which has enabled the library to maintain database subscriptions.  In January 2020, the Library completed a migration to a new Library Service Platform (LSP). The migration to the LSP and the first-year subscription cost has been funded by the State of California. The annual cost is approximately $25,000. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | None |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Growth - Online Education and Open Educational Resources (OER)Librarian |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The Library requests a Librarian faculty position for the 2021-22 academic school year. This would restore a position that was recently eliminated after the retirement of a librarian in 2015- 16. Librarians serve in a unique capacity at De Anza in that they provide formal instruction (such as WSCH generating courses, library orientations) and a broad array of essential academic services (e.g.-one-on-one bibliographic instruction at the Reference Desk, research assistance, and program development). Each librarian also oversees a functional area such as circulation/reserves, technical services, and the computer labs. addition, librarians are responsible for collection development, the library web page, and outreach to academic departments. Librarians are active across the campus: they build relationships and collaborate with faculty peers, serve as outreach, and also participate in a variety of committees including shared governance (Academic Senate, Curriculum, and Technology committees).  One of our equity concerns is the lack of research assistance available to online education students. According to statistics provided by the Online Education Office, there were a minimum of 12,000 student Canvas accounts created each quarter from Fall to Spring 2017-18 and the number of students in online and hybrid class sections continues to grow. Post-pandemic, the number of online and hybrid classes will remain higher than the pre-pandemic level. This position would address this need by promoting and coordinating online research services to off-campus library users. In addition, this librarian will closely collaborate with the Online Education Department in the coordination, promotion, and assessment of the Library’s services and resources. This position would take the lead in assessing the quality and impact of library services at an individual and programmatic level.  Open Educational Resources (OER) Open Educational Resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. 13,000 students at De Anza used OER in 2017-18 and saved $1.9 million. The Online Education and OER Librarian will work closely with the campus OER Coordinator, department chairs and the wider De Anza College community to promote the adoption of high-quality OER and will design and develop library services for OER. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Not needed. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. |  |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Library staff and faculty have participated in a variety of workshops put on by the Office of Professional Development. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Technology items will be assessed through usage statistics and technology surveys. Springshare provides multiple tools to access a variety of library services and will actually enhance the library’s ability to assess itself with tools such as an online survey tool. |
|  | Submitted by: | APRU writer’s name | Tom Dolen |
|  | Last Updated: | Give date of latest update | May 6, 2022 |