

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Library

Date: September 27, 2016

Program Type:

Instructional

Student Services

Administrative Unit

(circle the answer)

College or District Mission Statement:

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

The College of Alameda Library is a teaching and learning-centered library for a diverse community by providing physical and online access to quality print, electronic, and multi-media resources, services, and instruction. The library faculty and staff promote academic excellence and student success by emphasizing skills in library research, information literacy, and critical thinking.

Date of Last Comprehensive Program Review: Fall 2015

<p>sessions and the number of students participating in library orientations by 5%.</p>		<p>Ongoing: _____ 9/27/2016 (date)</p>	<p>was also exceeded. The number of faculty requesting instruction did not increase from the previous year. We will continue to focus on this goal for the next year and assess again in the Fall.</p>
<p>Student Success and Student Equity Increase number of students accessing the Library's electronic databases by 5%.</p>	<p>1. PCCD Strategic Goals: #1, #2, #3, #4 and #5 2. College Goals: A</p>	<p>Completed: _____ (date) Revised: _____ 9/27/2016 (date) Ongoing: _____ (date)</p>	<p>Originally we planned to track the number of students accessing the databases but this info.is not available from our databases' statistical reporting features so instead we will be tracking number of searches in the databases. The databases searches have gone up 44% which exceeds the goal.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships Coordinate with the three other Libraries in Peralta to identify and receive funding for an upgrade on our integrated library system.</p>	<p>1. PCCD Strategic Goals: #2 and #5 2. College Goals: B, D</p>	<p>Completed: _____ 9/27/2016 (date) Revised: _____ (date) Ongoing: _____ (date)</p>	<p>The District purchased the upgrade to Sierra for the Peralta Libraries in Fall 2016.</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.</p>	<p>Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p>	



	2. College Goals: (list the specific goal here _____).	Revised: _____ (date) Ongoing: _____ (date)	
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III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:** Based on data from the last year, the average age of students enrolled in LIS85 is 25. There are twice as many women enrolled as men. The majority of the students that are taking this course plan to transfer to a 4-year college. Seven percent of students enrolled in LIS85 are International students. Only 4 percent of students in LIS85 are first time students, the remainder are continuing or returning students. The data does not show any significant changes when compared to previous year data.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

In 2015-2016, the Library offered LIS85 in Summer, Fall, Spring and Spring Intersession. This was the first time the Library offered LIS85 during Spring Intersession. Productivity for all sections was in the 15% range. Enrollment was between 30-35 students per section.

C. Student Success (retention and completion rates, # of student contacts, etc.). Comments about changes: Student success increased for Spring (5% increase) and Summer (19% increase). For Fall, student success decreased by 8%. For Fall Intersession and Spring Intersession, there is no previous year intersession offerings to compare data but overall success rates and retention rates were high for Summer, Spring and Spring Intersession which were all in the 80th and 90th percentiles.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes: Not applicable. This class is only taught online.

E. Other program specific data or unplanned events that reflect significant change in the program.

In Fall 2016, as part of the Equity Plan, the Library received funding to expand the embedded librarian project. The embedded librarian project makes the librarian an integral part of a course by providing three or more class instructional sessions based on the information literacy standards and framework. The librarian works with the class instructor and students to achieve the following student learning outcomes. These student learning outcomes contribute to overall student success in terms of course completion and grades and map to the College's institutional learning outcomes as follows:

- 1. Articulate a problem, issue or search question. (Maps to ILO #2 listed in 2015-2016 catalog)**
- 2. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)**
- 3. Develop successful search strategies appropriate for specific tools. (Maps to ILO #1)**
- 4. Locate, evaluate, synthesize, organize and present credible information that fulfills the identified information need. (Maps to ILO #2)**
- 5. Identify ethical and legal issues that affect information and documentation. (Maps to ILO #5)**
- 6. Identify potential sources and types of information tools based on the scope and type of information need. (Maps to ILO #1)**

Outcome studies show increased course completion and better selection of information resources for course papers and projects.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

In LIS85, there are differences when disaggregated but there is no obvious trend for most groups except the low income students. Low income students have a lower rate consistently each semester. For DSPS and Veterans the rates fluctuate each semester with some semesters having a higher rate than the average and then other semesters these groups may have a lower rate. In the Library course, LIS85, the instructor is increasing contact with students by using electronic reminders about homework deadlines in order to help keep students from falling behind. The instructor is also contacting students one week before the class begins with “getting started” information so that they have extra time to work out any technological issues before the online class begins. Reminders are also sent to students about in-person help that is available at the reference desk or via reference chat/email.

To help improve retention and completion rates for all College courses, the library provides a quiet, clean and welcoming place where students can study and receive help from a librarian with their information needs in-person or online. The Library has significantly increased the number of library instruction sessions through heavy outreach and a new project called the Embedded Librarian. Research shows that library usage and instruction increases rates of retention and success for community college students. A recent study completed at Pasadena Community College shows that "students who use the library showed an increase in both retention and success - as high as 14% greater than students who never checked a resource out of the library" (Basic Skills Handbook. <http://www.cccbsi.org>, Chapter 4). In addition, the library recently increased access to reference for online students by increasing the hours that online reference chat and e-mail is available, including during intersessions. The Library continues to expand their marketing efforts to increase awareness about these relatively new online reference services.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program? **The Library has piloted a new program that embeds a librarian in the classroom called Embedded Librarian. This was included in the Student Equity Plan and is funded via that plan. Instruction statistics have doubled since starting the Embedded Librarian Project. In addition, student equity funds have been utilized to expand online information resources such as a film database and an e-book database. Our database usage statistics also indicate heavy usage of these innovative resources.**

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
 - **Increased the number of orientation sessions and number of students attending them by 50%**
 - **Moved latest 6 months of current periodicals to the Browsing Area of the Library and revised the Circulation Policy to allow them to check out. Previously these items were library use only.**
 - **Added Content Café to the webpac**
 - **Moved the New Book Display to a more prominent location in the Main Entry of the building**
 - **Revised Reference Tally sheet to begin gathering data on e-chat and e-mail reference transactions.**

- Offered online reference service during Intersessions
- Developed Code of Conduct Guidelines for Library student workers
- Moved Opposing Viewpoints series from the Reference Collection and into the Circulation Collection so students can check these books out.
- Heavily weeded the reference collection and several other outdated sections of the collection.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

These changes were based on the assessment of student learning outcomes and service outcomes. Assessment tools and data utilized to determine changes include Circulation statistics, Collection usage data, Reference statistics, orientation statistics, database usage reports, funding statistics, gate count, service statistics, qualitative data (such as feedback from instructor’s regarding orientations), course surveys and Campus-wide Surveys. Librarians met regularly in fall and spring to analyze data collected, plan based on data results, implement changes based on discussion of assessment results and assess changes based on further data.

- Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future. **Although accreditation standards only require each SLO and SO be assessed at least once every 3 years, the Library/LIS Department has made it an area goal to annually assess all student learning outcomes (for all courses) and service outcomes. The Library has successfully met this standard for the last year. Evidence is discussed at librarian meetings, posted on the webpage and available within Taskstream.**

	2015-16	2016-17	2017-18
LIS85	SLO1 – SLO6	SLO1 – SLO6	SLO1 – SLO6
LIS500	SLO1 – SLO6	SLO1 – SLO6	SLO1 – SLO6

* Although accreditation standards only require each SLO and SO be assessed at least once every 3 years, the Library/LIS Department has made it an area goal to annually assess **all** student learning outcomes (for all courses) and service outcomes. Evidence is available within Taskstream.

SO (Service Outcome) Assessment Plan:

	2015-16	2016-17	2017-18
<i>Library Service Outcomes (SOs)</i>	SO1-SO3	SO1-SO3	SO1-SO3

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

In Aug./Sept., as part of the or APU process (annual) and Program Review (every 3 years), the Library meets every Fall to review/update the Mission, Goals, SLOs and SOs for the Library. At this time, the Library also reviews the mapping of Library SLOs and SOs to the College ILO's to insure alignment. Updated Mission, Goals, SLO's, SO's and mapping to ILO's are posted on the Library webpage (under Planning Documents link) and included in all planning documents such as the Library Program Review, Curriculum Review (every 3 years), APU, and Annual Budget Request.

In addition the Library meets to discuss their Assessment Plans for each outcome and assign the responsible party. The agreed upon plans/tool/rubric are then entered into Taskstream by the responsible party. Over the next 2/3 months, the responsible party then oversees the assessment, evidence gathering and analysis of their assigned SLO or SO.

In Sept., the responsible party enters the assessment results, surveys, data, evidence and findings from the previous Spring into Taskstream and also presents these findings at a Library Meeting. The Librarians discuss and agree upon next steps to improve achievement of the outcomes. The agreed upon next steps are then entered into Taskstream by the Head Librarian. Select evidence such as library usage

statistics are posted on the Library website on their Planning Documents webpage (all evidence is included in Taskstream). Completed Program Reviews (3 year cycle) are presented before the Planning Research and Institutional Effectiveness Committee.

In Oct., librarians meet to identify funding needs, resource needs, facilities needs and training needs that have been identified through the Library's assessment processes (see above). These identified needs are communicated in writing to the College within the Library APU (Fall), Library Program Review (Fall) and the Library's Annual Budget Request (Spring). Library curriculum needs/updates are also communicated to the area manager (VP of Instruction) and the Curriculum Committee. Assessment results, evidence, funding needs, resource needs, facilities needs and training needs are communicated in writing, via planning documents submitted, and verbally at the monthly meeting between the Head Librarian and the Vice-President of Instruction (direct administrator over the Library). In the Spring, this cycle repeats.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Assessment results from multiple orientation sessions and embedded librarian collaboration show that library instruction improves student outcomes in areas of information competency. For evidence, see the attached Rubric and Assessment results from an embedded librarian section of English compared to a section without an embedded librarian. The Library plans to identify funding that will support the expansion of the embedded librarian model for an additional 6 hours/week.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program’s work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
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Library Open Hours Per Week	56	56	
Library Visits (gate count)	231,215	255,262	
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures	138,663	102,000	
Total Print Book Collection (titles)	32,692	35,038	
Total E-book Collection (titles)	32,444	32,444	
Total Database Subscriptions	43	41	
Total Media Collection (titles)	0	0	
Total Print Periodical Subscriptions	54	53	
General Circulation Transactions	3,198	3,414	
Reserve Circulation Transactions	8,386	11,374	
In-house circulation Transactions (optional)	2,630	3,781	
Media Circulation Transactions (optional)	0	0	
E-book Circulation Transactions-Describe – (optional)	11,057	Not avail.	
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions	14,214	18,570	Reduced usage of reserve textbooks.

	Program Review?		Results and Plans?		(list the goal)	PCCD Goal (A, B, C, D, or E) (list the goal)
Adjunct Reference-Instruction Librarians (M-F Fall & Spring) \$38,000	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Ref Librarian- Ann Buchalter's Leave Banking Backfill – 3 hrs weekly \$6,120	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Head Librarian Release Time - 0.20 (coverage for Reference Desk Duties) – <i>6 hrs weekly</i> \$9,180	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Embedded Librarian – backfill to cover reference desk for Ref Librarian, Steve Gerstle, to have 12 hr/week off of the desk \$23,000 – Equity Plan	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Total Librarians Summer 2016 (includes reference 8-4pm, M-Th for 6 weeks and 35 hrs instruction)	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C

\$10,800		that support the college curricula, information literacy, and research needs.				
Winter Intersession 2016 Reference – (online only) via chat and e-mail (6 hours a week for 4 weeks) \$1,080	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Spring Intersession 2017 Reference – (online only) via chat and e-mail (6 hours a week for 3 weeks) \$810	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Library faculty Subs, On-Call Pool to cover illness and absences \$1,000	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C
Senior Library Technician Cataloging/Processing \$40,000	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	1-3	A, C

- **Technology and Equipment AND LIBRARY INSTRUCTIONAL MATERIALS:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Reserve Textbooks <i>\$6,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Reference — Annual Editions Subscriptions (Standing Orders) <i>\$5,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Periodical subscriptions <i>(includes 10% annual increase)</i> <i>\$10,450</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Books <i>\$50,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Electronic DATABASES (Lottery funding from District that is earmarked specifically for this purpose via agreement made with District Finance in 2012) <i>\$40,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C

Additional Electronic Databases Paid for by Library (plus estimated 5% increase) \$9,622	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Additional databases- paid for directly from Office of Instruction (ebook Community College Collection (Ebsco), Master Academic Collection - Films on Demand, Turnitin (2yr) \$26,438 (invoices paid by Office of Instruction)	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Database Hosting \$50	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Public Web Browser Software \$250	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Ref Chat Software \$300	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Innovative/Millennium service contract (funds from District for District-wide IT system) \$20,000	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A,C
Instructional & Office Supplies: Cataloguing & Office	Yes	■ To provide students with access to information resources that support their learning processes, teach	Yes, within Taskstream	Yes, within Taskstream	#2, 3, 5	A,C

<i>\$3,600</i>		information literacy, and satisfy their intellectual needs.				
Equipment, Service & Contracts: 3M –security gates <i>\$2,500</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#2, 3, 5	A,C
Dues/Memberships: CCLC <i>\$150</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#2, 3, 5	A,C
Office furniture and equipment - 2 desks (Reference Desk- \$600, Principal Tech -\$600), and 2 book trucks (\$400/each), 3 file cabinets (\$500/each) <i>\$3,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#2, 3, 5	A,C
40 tablets, covers, security system and a charging station/cart for Library Orientations <i>\$41,500</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Computer Refresh for Student Use Computers in Reference Area (14 computers) 3 year cycle <i>\$42,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Computer hardware and supplies – printer replacements, cords, lcd bulbs, etc. <i>\$5,000</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Computer Refresh for Staff and Service Desk Computers (14 computers) 3 year cycle	Yes	■ To provide students with access to information resources that support their learning processes, teach	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C

\$42,000		information literacy, and satisfy their intellectual needs.				
Smart Classroom upgrade – L105 <i>Cost tbd</i>	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Electrical, Library - Add additional outlets and charging stations for student devices throughout the library.	Yes	■ To provide students with access to information resources that support their learning processes, teach information literacy, and satisfy their intellectual needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library - Fix Emergency Phones and add panic buttons at service desks	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C

Library Building security system - upgrade	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library Building Announcement System to announce building is closing and for emergencies.	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library Wireless upgrade	Yes	■ To provide quality services, research materials, technology, facilities, and instructional programs that support the college curricula, information literacy, and research needs.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library Re-roof (leaking roof)	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library update HVAC System	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Library upgrade Lighting	Yes	■ To provide a comfortable, safe, clean and quiet learning environment for all students.	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C


- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E)

						(list the goal)
Cover costs for librarians to attend Internet Librarian Conference and other local library trainings.	Yes	<ul style="list-style-type: none"> ■ To provide timely, appropriate, current, and knowledgeable responses to student and faculty requests for information in print, electronic and web-based formats. 	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C
Staff to attend Sierra Trainings	Yes	<ul style="list-style-type: none"> ■ To provide timely, appropriate, current, and knowledgeable responses to student and faculty requests for information in print, electronic and web-based formats. 	Yes, within Taskstream	Yes, within Taskstream	#1-5	A-C

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!



College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and</p>

	implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

RUBRIC AND ASSESSMENT RESULTS: Evaluation of Works Cited Pages of Final Papers for Two English 1A Sections
 Spring 2016, College of Alameda
 Professor for Both Sections: Chris Blood
 Librarian for Both Sections: Steve Gerstle

	Highly Developed Four Points	Developed Three Points	Emerging Two Points	Initial One Point
Evaluation of Sources	<p><i>Source materials employed demonstrate expertise and sophisticated independent thought.</i></p> <ul style="list-style-type: none"> • Demonstrates sophisticated awareness of universe of literature and community of scholarship • Uses a variety of appropriate and authoritative sources • Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) • Demonstrates a thorough critical exploration and knowledge of evidence, theories, and sources selected 	<p><i>Source materials are adequate and appropriate but lack variety or depth.</i></p> <ul style="list-style-type: none"> • Explores supporting sources and community of scholarship but might overlook important avenues • Sources are used support claim(s) but may not be the most authoritative source to make claim • Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) • Demonstrates a preliminary critical exploration and knowledge of evidence, theories, and sources selected 	<p><i>Source materials used are inadequate.</i></p> <ul style="list-style-type: none"> • Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) • Relies on too few or largely inappropriate sources • Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion) • Clearly selected sources out of convenience • Demonstrates little critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are absent or do not contribute to claim(s) or argument(s).</i></p> <ul style="list-style-type: none"> • No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) • When included, sources are too few or badly inappropriate • No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion) • Does not explore outside sources or present evidence when called for • No evidence of critical exploration and knowledge of theories and sources selected
English 1A Section 41263 (21113) (Embedded)	10	4	3	4
English 1A Section (21321) (One shot instruction)	1	8	13	1


Average Embedded Score: **3.0** Average One-shot Score: **2.4**

Rubric used with permission of Char Booth, Claremont College Libraries
 Char Booth, Sara Lowe, Natalie Tagge and Sean Stone. "Information Literacy in Student Work Rubric - Claremont Colleges Library." Claremont, CA: Claremont Colleges, 2013. http://libraries.claremont.edu/informationliteracy/documents/CCL_Information_Literacy_Rubric_v2013-2014.pdf

On census day, Section 21113 had 33 students and 21 submitted final papers.

On census day, section 21321 had 32 students and 23 submitted final papers.

Results:



The data compares two sections of English 1A classes taught by the same instructor during the same semester. In one section, a librarian instructed the class on the research process over a series of six class sessions (embedded). In the second section, students had a typical one-shot presentation on library research. While there was little difference in completion of final papers between the two sections, students in the embedded section scored much higher on their works cited list. (Average score of 3.0 versus 2.4) While only one student in the one-shot section scored as highly developed (4%), ten students in the embedded section (48%) achieved that score. It is unclear as to why the success rate in the embedded section was not higher than the one-shot section as in the previous semester, but the quality of the works cited lists were much higher than the previous semester. Students seem to have a much greater awareness as to how to cite and what to cite.

Recommendations: Use this rubric with another embedded librarian section in Fall 2016 to see if there are similar results.