Los Angeles Southwest College
Non-Instruction Program Review
2010-2011

Department/Unit: Library

Initiator: Gabrielle Arvig, Shelley Werts, Linda Brady

Reviewer 1:

Reviewer 2:

Date Program Review was completed:

Instructions:

• Please answer all relevant areas as thoroughly as possible.

• **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: “NA”**

• The initiator should collaborate with as many department/unit members as possible while completing the review.

• Reviewers should give as much feedback as necessary.

NOTE:

1. A minimum of three (3) objectives should be developed.
2. Timelines for completion should be strictly followed.

**WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.**

________________________________________  
Program Department/Unit Manager/Supervisor    Date

________________________________________  
Vice-President    Date
Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population.

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Module One: Response to Demand

<table>
<thead>
<tr>
<th>Name of Department/Unit</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept./Unit Chair/Head</td>
<td>President Daniels</td>
</tr>
</tbody>
</table>

Dept./Program function & purpose as it relates to the mission of the college

The LASC Library mission is to provide opportunities to build and enhance the educational skills of our diverse student body through providing reference services and access to current print and electronic materials in a safe, attractive atmosphere conducive to study, research and life-long learning.

Client(s) served

All student, faculty, administrators and members of the public who use library services

Students Served (Past 3 yrs.)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Weekday Student Count includes weekends because weekend hours are random</td>
<td>29,796 Weekdays only</td>
<td>48,509 Weekdays only</td>
<td>52,322</td>
</tr>
<tr>
<td>Weekend Reference Questions</td>
<td>3,630</td>
<td>4,945</td>
<td>1447</td>
</tr>
<tr>
<td>Library Instruction Classes</td>
<td>Fall 07-Spring-08=42</td>
<td>Summer 08-Nov 08=44</td>
<td>Fall 2009- 2010=60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall 2010-Nov =26</td>
</tr>
</tbody>
</table>

Any observed changes and/or trends

We have had a **75.6% increase** in number of users in the library, beginning 2007-08, to 2008-09 and another large increase 2009-2010. Despite the lack of staffing, librarians have made an extensive effort to publicize classes and create a welcoming atmosphere for instructors and student researchers. As a result, there was a continuing increase in the number of Library instruction classes from 2009-2010. However, based on the lack of student preparedness, there should be more classes signed up for Library Instruction, but we lack Librarian staffing to make this happen.

From 2008-09 to 2009-10 there was a **7.86% increase** in number of users in the library. This smaller increase reflects the reduction of classes due to state budget cuts and campus budget cuts.

We have a **73% increase** in reference questions for Fall 08. Many of these are more in depth questions due to the student’s lack of knowledge.

THIS DATA along with TITLE V OF THE EDUCATION CODE SUPPORT HIRING 2 FULL TIME LIBRARIANS.

In 2005 the librarians started a model project of offering Library Instruction for evening classes. The number of requests for library instruction has greatly increased due to evening classes and the increase in attendance at LASC. Instruction trends: from 14 in...
2005-2006 to 44 in 2008-2009. This semester (Fall, 2010), we have had many problems with the equipment borrowed from AV and with the internet connection and wireless in the Art Gallery where we teach. This diminished the effectiveness of the classes we taught because we were not able to demonstrate our online research products.

There was also a decrease in staffing due to medical leave. This caused a decrease in the number of classes taught for Fall 2010. This means that we need to hire additional librarians to teach all the classes and accomplish reference and other librarian tasks and support staffing stability. At present there is seldom an extra librarian to either provide reference coverage while the librarian teaches a class or to teach a second evening class.

When we had our own working computer and projector, technical failure was rarely an issue. 4 full-time librarians and two computer-projectors are needed to provide minimum coverage to support library instruction.

<table>
<thead>
<tr>
<th>LASC FTES 2000-01</th>
<th>4984</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES 2003-04</td>
<td>5617</td>
</tr>
<tr>
<td>FTES 2004-05</td>
<td>6130</td>
</tr>
<tr>
<td>FTES 2005-06</td>
<td>5395</td>
</tr>
<tr>
<td>FTES 2006-07</td>
<td>5115</td>
</tr>
<tr>
<td>FTES 2007-08</td>
<td>5024</td>
</tr>
</tbody>
</table>

**************************************************
LOS ANGELES SOUTHWEST COLLEGE IS COMMITTED TO PROVIDING AN ENVIRONMENT FOR QUALITY LEARNING TO ENRICH THE LIVES OF OUR DIVERSE POPULATION.

**Student Feedback (Past 3 yrs.)**

<table>
<thead>
<tr>
<th>Number of Point-of-Service Surveys returned from students</th>
<th>2007-2008</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08-179</td>
<td></td>
<td></td>
<td>Fall 2010 132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who participated in focus groups</th>
<th>2007-2008</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who participated in interviews</th>
<th>2007-2008</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who participated in other activities in which students provided feedback to department/unit</th>
<th>2007-2008</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library instruction classes requests for instruction</td>
<td>14</td>
<td>72</td>
<td>24</td>
</tr>
</tbody>
</table>

The Point of Service Survey Fall 2010 reflects the following student responses:
1. Of those surveyed, 99.2% use the library daily or weekly.
2. 92.4% of students find the information they need at the LASC library; 9.8% found the information was checked out; .8% could not find information.
3. 66.7% stated the information found was just what they needed; 28.8% said the information was not what they were looking for.
4. 85.6% found enough or more than enough information.
5. 53% of students found enough and 32.6% more than enough information; 10.6% found not nearly enough.
6. 47.7% found the information just right and 35.6% found it scholarly, academic and intriguing. Just 9.8% found it below college level.
7. 72% of our students use the LASC Library for class assignments; where 21.2% use the library as a study hall.
8. Students were almost split on library hours; 53% felt the hours were long enough and 43.2% felt the hours were not long enough.
9. In summation 82.6% of the students felt the existing library hours were fine. This represents a great improvement.
10. 54.5% of our students now have internet access from home. This number is almost the same from our last survey.
11. Comfortable asking librarian for assistance
    87.1% Yes
    3.8% No

This shows that the librarians have created an atmosphere where students increasingly (by 6.6%) feel comfortable and safe asking for assistance from librarians.
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| Focus Group | 12. Why didn’t you feel comfortable asking for assistance  
| | - 1.5% Librarian does not want to talk to me  
| | - 1.5% Librarian seems too busy  
| | - 3.8% I would rather help myself  
| 13. Comfortable using library computers  
| | - 77.3% Yes  
| | - 10.6% No  
| 14. Rate computerized book catalog  
| | - 46.2% Easy to use  
| | - 28% Neither easy nor difficult  
| | - 7.6% Difficult to use  
| This reflects the fact that we are understaffed and were not able to teach as many library instruction courses this year.  
| 15. Rate electronic resources  
| | - 44.7% Easy to use  
| | - 5.3% Difficult to use  
| | - 18.9% Usually find what I need  
| | - 13.6% Need more help  
| 16. Rate Library Services  
| | - 29.5% Excellent  
| | - 46.2% Good  
| | - 12.1% Fair  
| | - 3% Poor  
| Adding good and excellent scores, we are meeting our goals.  

Focus group was made up of 6 students, 3 men and 3 women. There were 5 blacks and 1 Hispanic. Survey results from the above are as follows:

1. 100% of students in the survey use the Library daily or weekly.  
2. 100% do find what they need by asking the librarians.  
3. 4. 100% information found was just what they needed. Librarians led us to it.  
5. Quantity of information  
6. Quality of information:  
   a. Scholarly, academic and intriguing—50%  
   b. Just right—33.3%  
   c. No answer 16.6%  

Note: If a particular method was not used or data is unavailable for a particular academic year indicate by marking the box (NA)
7. Most common use of library:
   Students used it for class assignments and study hall primarily, but did not use it as a place to “hang out”.
8. Is library open long enough
   Yes 33.3%
   No 66.6%
   Students favor return to 7:45 am opening, and longer hours on the weekend. They also commented that the Library environment was quiet enough after 1 p.m. A quiet environment was important to them for their concentration.
9. a. Would like library to open early morning
   83.3% Yes
   16.6% No
9 b. Would like the Library to open later in evening
   50% Yes
   50% No
9 c. Would like the library to open on later on Saturday:
   50% Yes (Survey taken Fall08 Library had Sat. hrs.)
   50% No (Library doesn’t always have Sat. hrs.)
   Recommended hours on Saturday are 9-3 or 9-5.
10. Students having home internet access
    50% Yes
    50% No
11. Comfortable asking librarian for assistance
    100% Yes
    This shows that the librarians have met their goals of making students comfortable asking questions and getting their needs met.
12.
13. Comfortable using library computers
   100% Yes

14. Rate computerized book catalog
   33.3% Easy to use
   66.7% Neither easy nor difficult because they had not used the catalog.

15. Rate electronic resources—Ebsco database
   83.2% Easy to use
   16.6% had no opinion.
   This shows that this group of students had library instruction from a librarian, and demonstrates the importance of library instruction, both group classes and individual.

16. Rate Library Services

   50% Good
   50% Fair
   The following are recommendations by students who said the Library Services were “Fair”:
   Lengthen hours; Increase number of computers which provide Internet and Word Processing; Repair equipment such as the print center and computers promptly; Make sure Cox restrooms are kept clean and unlocked; Repair or replace broken furniture; Maintain a quiet environment in the library including providing group study rooms and study carrels; Provide more up to date library resources both print and electronic; Provide adequate quiet study space.
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## Significant Relationships with other Departments/Units

<table>
<thead>
<tr>
<th>Department/Unit</th>
<th>Description of Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ English 101</td>
<td>Library provides Library Instruction Workshops for an estimated 320 students per semester Due increased Fall 2008 enrollment; Assist students with MLA Format</td>
</tr>
<tr>
<td>Child Development</td>
<td>Library provides Library Instruction Workshops for students each semester; Maintains a Children’s Collection Section; Assisted Preschool Instructors with “Storytime” in the Library; Cooperated with Media Displays of Children’s Art</td>
</tr>
<tr>
<td>Personal Development Courses</td>
<td>Library provides Library Instruction Workshops for students each semester; Enrollment has shown a marked increase for the Fall 2008.</td>
</tr>
<tr>
<td>Speech 101</td>
<td>Library provides Library Instruction Workshops for an estimated 266 students per semester Due to Fall 08 increased enrollment; Assisted student with MLA Formats</td>
</tr>
<tr>
<td>Various other College Disciplines/Dept</td>
<td>Library provides Library Instruction Workshops for students upon request of Instructors; Provide ongoing curriculum support, including circulating Reserve Textbooks for many students whose funds are limited; Provide remote access to full-text books, journals, magazines and newspapers online; Create handouts to assist students to use online resources</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Remote Access from Home to full text electronic resources and Wireless Access in the Library; Provide remote access to full-text books, journals, magazines and newspapers online.</td>
</tr>
<tr>
<td>IT</td>
<td>The Library depends on IT to keep the computers, online databases and other software functioning</td>
</tr>
<tr>
<td>Paralegal Dept/Business.</td>
<td>Provide a partial print law collection and remotely accessible legal database Lexis Nexis; Provide Library Instruction Workshops;</td>
</tr>
<tr>
<td>Art Dept</td>
<td>Cooperate with Art Dept when Art Displays and other programs are hosted in the Art Gallery which is Inside the Library on the first floor.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Library provides Library Instruction Workshops for students each semester; The Library provide remotely accessible online database for psychology as well as print resources Creates handouts to assist students to use online resources.</td>
</tr>
<tr>
<td>Middle College High School</td>
<td>Library provides special Library Instruction Workshops for Middle High School students Library also provided Special Library Instruction Workshops Program for Summer that Included pretests, post-tests, treasure hunts and prizes. The Program lasted one week and Involved about 120 students.</td>
</tr>
<tr>
<td>Publicity</td>
<td>Library was used during Summer 08 for a JC Penney Commercial which generated significant funds for the college.</td>
</tr>
<tr>
<td>Sciences: Biology, Anatomy, etc.</td>
<td>Library provides Library Instruction Workshops for students each semester; Provide Remotely Accessible online database for Science (Access Science) Create handouts to assist students to use online resources</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nursing</td>
<td>The Library supports the Nursing accreditation requirements by providing curriculum based and current books and journal as well as remote access to nursing online databases</td>
</tr>
</tbody>
</table>
Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population.

Describe the trend in the number of students served, student feedback, and changes in relationship to other departments. *Given the data, what are the implications for your program?*

**Objective for Module One**
Write an objective, if applicable, to address the identified trends.

**HIRE TWO FULL TIME LIBRARIANS**

<table>
<thead>
<tr>
<th>Objective</th>
<th>(1.0)<em>Hire Full time Instructor/Information Competency Librarian</em> to increase variety and number of instruction workshops specific to existing disciplines, new students, learning disabled students and new orientations; Increase Reference Desk coverage for peak hours  <strong>AND</strong> *(1.0)<em>Hire Full time Technology/Archival Librarian</em> To Assist faculty with technology; evaluation and purchase of electronic databases; web page content; digitizing reserve collection; To Direct maintenance of LASC Archives with assistance of Library Technician</th>
</tr>
</thead>
</table>
| Planned Activities | 1. Submit Applications to the Hiring Committee  
2. Meet with Committee –Receive Ranking  
3. President and Senate Approve Ranking  
4. Send Notice of Applications  
5. Send Applications  
6. Set up Interview  
7. Committee Interviews  
8. Interview Committee Final Decision  
9. President Interviews  
Final Decision by President |
| Individual Responsible | Chair, Librarians, Hiring Committee, College Pres. Interview Committee |
| Start Date | Currently Hiring Freeze |
Module Two: Demographics

2.1 Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>64.1%</td>
<td>59.3%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.1%</td>
<td>25.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>.3%</td>
<td>0.2%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>.2%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>.9%</td>
<td>0.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>1%</td>
<td>1.0%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

2.2 Age

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19 and under</td>
<td>31.6%</td>
<td>26.8%</td>
<td>18.7%</td>
</tr>
<tr>
<td>20-29</td>
<td>31.6%</td>
<td>40.1%</td>
<td>44.7%</td>
</tr>
<tr>
<td>30-39</td>
<td>17.1</td>
<td>16.1%</td>
<td>17.8%</td>
</tr>
<tr>
<td>40-49</td>
<td>12.1</td>
<td>10.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>50+</td>
<td>6.51</td>
<td>6.2%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2.3 Gender

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>72.1%</td>
<td>70.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Male</td>
<td>27.9%</td>
<td>29.4%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population.

Describe the trends ethnicity, age, and gender. *Given the data, what are the implications for your program?*

### Objective for Module Two

**Write an objective, if applicable, to address the identified trends.**

| Objective See Mod #1 | Hire 2.0 Librarians  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library Instruction New Student Orientation</td>
</tr>
<tr>
<td><strong>Obj #2</strong></td>
<td><strong>Planned Activities</strong></td>
</tr>
</tbody>
</table>
|                      | Submit Applications to the Hiring Committee  
|                      | Meet with Committee –Receive Ranking  
|                      | President and Senate Approve Ranking  
|                      | Send Notice of Applications  
|                      | Send Applications  
|                      | Set up Interview  
|                      | Committee Interviews  
|                      | Interview Committee Final Decision  
|                      | President Interviews  
|                      | Final Decision by President  
|                      | Meet with New Student Orientation Committee  
|                      | Conduct one hour library instruction workshops with pretests and post-tests treasure hunts |
| **Individual Responsible** | **Objective 1. Chair Elect, Librarians, Hiring Committee, College Pres. Interview Committee**  
|                      | **Objective 2. Chair, Librarian; Orientation Committee; Library Budget for Prizes** |
| **Start Date**       | **Currently Hiring Freeze**  
|                      | **Spring 2010** |
| **Method of Evaluation** | **Currently Hiring Freeze**  
|                      | **Spring 2009** |
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Module Three: Program Resources

3.1 Physical Facilities

Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

**Trends:** Despite the fact that students can access library resources from home, many of our students (who come from lower-income home) prefer to come to the library where they can work in a quiet, attractive and safe environment. This makes the LASC Library perhaps unique in the 21st Century of the Electronic Information Age and its predictions that the library building would become obsolete.

**Needs:** The library currently doesn’t meet Title V Standards for space. In fact because other departments are using former library the space on floors 2 and 3 and the Art Gallery on the first floor, the LASC Library only meets 50% of the Title V Standards. The Library only has 100 seats and due to increased student count for Fall 08 almost all those seats were being used for library purposes during peak hours. Many students also request *quiet study space.*

**OBJECTIVE:** See SLO 4 /

Library maintains a safe and attractive physical environment conducive to study, research and lifelong learning that include:

1.) Up to date technology and technical equipment
2.) Three small group study rooms
3.) Acquire and secure library Cox Patio for additional individual study space
4.) Reacquire the Art Gallery Space
5.) Acquire One Interactive Classroom with 75 student computers
6.) Library furniture sufficient for newly acquired space and equipment

Activities: Participate in college budgetary process and grant writing process to acquire funding for new technology

Individual Responsible: Chair, Librarians

3.2 Full-time and Part-time Equivalent Personnel (FTEP)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time FTEP</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Part-time FTEP</td>
<td>.45</td>
<td>.05</td>
<td>.18</td>
</tr>
<tr>
<td>FTEP - Combined</td>
<td>3.45</td>
<td>3.05</td>
<td>3.18</td>
</tr>
<tr>
<td>Title V for FTES 5000-7000</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 2000 faculty FTEP combined</td>
<td>=5.80 and FTES=4,984</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2007 faculty FTEP combined</td>
<td>=3.45 and FTES=5,024</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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| Techs FTEP FullTime | 4.0 | 4.0 | 4.0 |

3.2 Full-time and Part-Time equivalent Personnel (FTEP)

(Cont.)

**Fall 2007-Fall 2008**  
Library use increased by 75.6%  
Reference User Demand is up 73%

**Fall 2009-2010**  
Library use increased by 7.86%  
Reference User Demand
### 3.3 Professional and Staff Development Activities & Achievements

List the name and position of each staff member in the department/unit. Mark all professional development activities engaged in by each staff member in your program since 2005.

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Activities (Mark all that apply)</th>
<th>Comments (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabrielle Arvig</td>
<td>X Conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Off-Campus Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Publications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Grants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X On-Campus Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Publications</td>
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<tr>
<td></td>
<td>X Other</td>
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<tr>
<td>Shelley Werts</td>
<td>X Conferences</td>
<td></td>
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<tr>
<td></td>
<td>X Off-Campus Presentations</td>
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<td>X Publications</td>
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<td>X Grants</td>
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<td></td>
<td>X Publications</td>
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<tr>
<td></td>
<td>X Other</td>
<td></td>
</tr>
<tr>
<td>Linda Brady</td>
<td>X Conferences</td>
<td></td>
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<tr>
<td></td>
<td>X Off-Campus Presentations</td>
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<td>X Publications</td>
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<td>X Off-Campus Presentations</td>
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<td>X On-Campus Presentations</td>
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<td>X Conferences</td>
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<td>X Off-Campus Presentations</td>
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<td>X Publications</td>
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<td></td>
<td>X Other</td>
<td></td>
</tr>
</tbody>
</table>
**3.3 Professional and Staff Development Activities & Achievements**  
(Cont.)

Librarians are understaffed and they are assigned to work different shifts. Often only one librarian is on duty at a time. In order to meet increased student demand for reference assistance, the librarians rarely get to participate in librarian or college professional development activities.  
*(See Module 1; See Objective; 1 See SLO 1; for Increased Librarian Staffing to Student Demand).*

Discuss how the staffing trends impact the program. *Include any need for increasing or reducing program personnel.*

<table>
<thead>
<tr>
<th>The library has continuously requested an increase in full-time and part-time librarians. During the 65 ( \frac{1}{2} ) hours the library is open the 3 full-time librarians cover 58 ( \frac{1}{2} ). Part-time librarians cover the other 7 hours: only one 4-hour evening librarian. A part-time Saturday Librarian (3 hours) position was added, but total Library open hours were increased by 3 hours to add in Saturdays. Because librarians each cover an evening, opportunities for librarians to meet and discuss planning and procedures has greatly decreased. Thursday is now the only day all are assigned here, and we still need to cover the reference desk assisting students and have many other librarian duties at the same time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students arrive at LASC with basically no skills in library research or critical thinking. Librarians must teach students proper authoritative research methods and critical evaluation of sources on an individualized basis or in class. Individual instructors bring their classes to the library and librarians teach these students library research during a one-hour class. Librarians also teach (on a classroom or individual basis): how to understand the instructor’s instructions on how to do the paper how to learn to cite that using multiple sources is vital how to select a topic how to find and select appropriate sources, e.g. books, subject encyclopedias, magazines, journals, pro and con articles, newspapers Why all sources on the Internet are not reliable</td>
</tr>
<tr>
<td>Because of librarian understaffing, librarians work shifts. Often only one librarian is on duty at a time. In order to meet increased student demand for reference assistance, the librarians rarely get to participate in librarian or college professional development activities. <em>(See Module 1; See Objective; 1 See SLO 1; for Increased Librarian Staffing to Student Demand).</em></td>
</tr>
</tbody>
</table>

**Objective for Module Three**

Write an objective, if applicable, to address the identified trends.

| Objective #1 Staffing Objective #2 Follow Up Library Instruction Workshops | See Module #1 Objective Hire 2.0 Librarians To jointly create a follow up (post-test) library instruction assignment for extra credit that takes about 45 minutes in the library or ( as a remote access assignment) graded by the librarian, but credited by the instructor.; purpose: to reinforce information learned during library instruction workshop |
| Planned Activities | Students and faculty given satisfaction surveys  
|                   | Submit applications to hiring committee  
|                   | 1.) Meet with various Departments to present ideas to extend information literacy assignment  
|                   | For SLO Assessment  
|                   | 2.) Meet with Staff Development Committee to propose a Staff Development Workshop on the topic of Information Literacy and the Under-Skilled Student  
| Individual Responsible | Library Chair Elect and Librarians  
| Start Date | Fall 2012 Pending funding and Chair elections  

Students and faculty given satisfaction surveys
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| of Evaluation | Ref Desk Tally Sheet maintained by librarians  
|               | Floor count maintained by Technicians  
|               | Library Instruction tally sheet maintained by librarians |
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Module Four: Student Learning Outcomes (SLOs)

4.1 Student Learning Outcomes (SLOs)

“Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.” (From the Council for Higher Education Accreditation (CHEA) September 2003). The 2002 Accreditation Standards were revised to focus on what students have learned as a result of attending college. These are referred to as Student Learning Outcomes or SLOs. The LASC Academic Senate has initiated a process to address this new focus on our campus. Please answer the following questions:

1. List the training for developing SLOs in which personnel in your area have participated, including names of those who attended.

<table>
<thead>
<tr>
<th>Date</th>
<th>SLOs</th>
<th>What is the Measurement Used?</th>
<th>Outcome</th>
<th>Use of Outcome for Program Improvement</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending funding Fall 2012</td>
<td>Students will be able to improve information competency skills by providing instruction by adequately staffed full time librarians to support each specific discipline within the curriculum based on Title V Standards</td>
<td>1.1) survey for faculty and students 1.2) Reference Desk Tally sheet maintained by librarians 1.3) Library Instruction Tally Sheet Maintained by librarians</td>
<td>1.1) 2.5 Librarians Hired based ACRL and Title V Standards</td>
<td>1.1) Hire Full Time Instruction/Information Competency Librarian to increase variety and number of instruction workshops specific to existing disciplines and new students and Orientation 1.2) Hire Full Time Technology/Archival Librarian to assist faculty with integrating technology into existing curriculum AND to take the lead in library web page content development and updating, digitizing reserve collection</td>
<td>Pending Funding Fall 2012</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>SLO 3</th>
<th>2.1) Students will create Netlibrary Accounts after Library Instruction Class to enable them to access the growing electronic book collection as a supplemental resource while funds are also being found to update the print book collection</th>
<th>2011-2112 pending due to lack of funding for software program to automatically tally or adequate librarian staffing to make a manual tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending funding Fall 2012</td>
<td>3.1) 40% survey respondents will mention satisfaction with currency of print books</td>
<td>2012-2014 Pending Funding</td>
</tr>
<tr>
<td>Spring 2012 Pending Funding</td>
<td>3.2) Circulation count of items checked out by subject area. 3.3) Statistics of</td>
<td></td>
</tr>
<tr>
<td>SLO 3</td>
<td>3.1) survey respondents will mention satisfaction with</td>
<td></td>
</tr>
<tr>
<td>Critical evaluation information to initially determine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>And currency</td>
<td>Number of items checked out by subject area</td>
<td>3.2) Circulation count of items checked out by subject area.</td>
</tr>
<tr>
<td></td>
<td>3.3) Circulation usage reports of online catalog, e-database, and e-book and print collection.</td>
<td>3.3) Statistics of the number of student using online databases</td>
</tr>
<tr>
<td></td>
<td>3.4) Librarians survey and weed print collection 10 years old or more</td>
<td>3.4) Participate in the college budgetary process and grant writing process to acquire funding for updating book collection development</td>
</tr>
<tr>
<td></td>
<td>3.5) Computer usage count of students using library instruction</td>
<td>3.5) Computer usage count of students using library instruction</td>
</tr>
</tbody>
</table>

| Accounts after Library Instruction Class space and |  |  |
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| Pending funding And acquiring space/Fall 2012 | SLO 4 Students will be able to study, research and pursue lifelong learning through utilization of the library’s safe and attractive physical environment which includes up to date technology; three small group study rooms; acquire and secure outside Cox patio for individual study space; one Interactive Classroom with 75 Student Computers; Reacquire Art Gallery space; And library furniture sufficient for the newly acquired | 4.1) Student usage statistics 4.2) Student random sample survey | 4.1) 55% use library facilities with assistance; know rules of the library after library instruction class and reference librarian monitoring 4.2) 55% student satisfaction survey of physical environment and policies. | 4.1) 55% use library facilities with assistance; know rules of the library after library instruction class and reference librarian monitoring 4.2) 55% student satisfaction survey of physical environment and policies. 4.3) Library will meet about 65% of the Title V Standards for Library Space instead of current 50% | Pending funding 2012-2014 |
### Objective for Module Four

Objective for Module Four
Write an objective, if applicable, to address future plans to develop, to assess, and/or to improve Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Hire an evening student worker or part time evening Library Tech to assist students with technical equipment such as opening OPACS or Databases, print servers, scanners, copiers, color printers; relieve the Circulation Tech for Breaks and allow Librarian to teach Library Instruction Workshops and assist students at the Reference Desk uninterrupted during the evenings</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Hire two (2) full-time day qualified student workers (non work/study) to meet growing demands for print materials that requires timely reshelving of print materials</td>
</tr>
</tbody>
</table>

| Planned Activities | Submit request to Dean  
|                    | Submit request to budget committee and grant writing process |

| Individual Responsible | Chair, Librarians, Dean, Budget Committee |
| Start Date Fall 2012 | Pending Funding |
| Method of Evaluation | Day/Evening Student and Faculty satisfaction survey |
1. Based on your program review, summarize:

- **1. Program Strengths:**
  
  Good rapport with students  
  African American special collection  
  Helping students meet their educational goals and objectives.  
  Addition of WiFi  
  Strong Reference collection  
  Updated nursing collection  
  Point of Service Survey Shows Our 87.1% of our students feel comfortable asking our librarians for Assistance which represents an increase of more the 7% from our last survey.

- **2. Program Weaknesses:**
  
  1. Lack of dedicated budget for library materials and operations  
  2. Understaffing of librarians for reference, report writing and other librarian duties, and library instruction  
  *3. Outdated books, 80% of the print collection is 10 years old or more (exceptions Ref., nursing)  
  4. Loss of Important Print Periodicals such as LA Times, Sentinel, La Opinion and Chronicle of higher Education (which includes the affiliated online version for latest information on Community Colleges),  
  5.) Focus Group feedback overall rating of library only fair because of lack of quiet work environment; adequate study space; Lack of adequate access to enough (or that works) computers and technology; Lack of adequate current resources *(Note that the Librarians guide students to electronic sources because they are more current than print sources)

- **3. Program Opportunities:**
  
  Library Science courses  
  Library Instruction classes

- **4. Program Challenges:**
  
  Lack of a dedicated library budget for library materials and operations.  
  1.) Our shortage of librarians negatively affects the collaborative work needed to run a library, such as writing reports, having staff meetings, consulting on setting policy, and improvements to library conditions, etc.  
  2.) Librarians because of budget cuts have used their own funds to donate new books to the library. Except for nursing books the library has not had a print book budget for the past two years despite the fact that 70% of our collection is 10 years old or more.  
  3.) Lack of opportunity to stay current with updated technology
<table>
<thead>
<tr>
<th>Rank</th>
<th>Objective</th>
<th>Status</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hire 2. Librarians 1 Full Time Instruction Information Competency Librarian, one Full-time Outreach(Liaison) Librarian, and Part Time Technology Librarian</td>
<td>NI</td>
<td>Objective will be pushed pending funding. The need still exists and our data supports this.</td>
</tr>
<tr>
<td>2</td>
<td>Hire one or more each: student worker for day and evening shift</td>
<td>NI</td>
<td>Objective will be pushed pending funding. The need still exists and our data supports this.</td>
</tr>
<tr>
<td>3</td>
<td>Purchase print and online books and periodicals databases to bring library collections to a level that is current and curriculum related to meet Title V requirements, Withdraw outdated books from collection.</td>
<td>NI</td>
<td>Objective will be pushed pending funding. The need still exists and our data supports this.</td>
</tr>
</tbody>
</table>
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## Module Seven: 2011-2012 Objectives

**NOTE:** These objectives are for the budgeting year 2011-2012 *not* 2010-2011

Rank and list all objectives which have been developed in this program review.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objective</th>
<th>Planned Activities</th>
<th>Individual Responsible</th>
<th>Start Dates</th>
<th>End Dates</th>
</tr>
</thead>
</table>
| 1    | Hire 2.0 Librarians  
1.0 Full Time Instruction  
Information Competency Librarian,  
1.0 Full-time Technology/Archival Librarian | Submit Applications to Hiring Committee | Library Chair and Faculty Hiring Committee and College President. | Fall 2012 pending funding | Ongoing funding |
| 4    | Hire one or more each: part time student worker for day and evening shift | Participate in the college budgetary process and grant-writing process to secure funding. | Library Chair, Librarians, College Budget Committee, College President, and grant institutions. | Fall 2012 pending funding | Ongoing funding |
| 2    | Purchase print and online books and periodicals databases to bring library collections to a level that is current and curriculum related. See SLO 2 | Participate in the college budgetary process and grant-writing process to secure funding. | Library Chair, Librarians, College Budget Committee, College President, and grant institutions. | Fall 2012 pending funding | Ongoing funding |
| 3    | Technological Equipment and space | Participate in the college budgetary process and grant-writing process to secure funding. | Library Chair, Librarians, College Budget Committee, College President, and grant institutions. | Fall 2012 pending funding | Ongoing funding |
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**Module Eight: Resource Priority Request for 2011-2012**

*NOTE: These resource requests are for the budgeting year 2011-2012 not 2010-2011*

Note: All resources requests must be linked to a program objective.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Resources Requested</th>
<th>Quantity</th>
<th>Program Objective Number which Relates to this Request</th>
<th>Rationale for the Request</th>
<th>Anticipated Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Librarians</td>
<td>2.0</td>
<td>1</td>
<td>Increase in students needing help in the library who are under-skilled. Decrease in number of librarians.</td>
<td>125,000/yr</td>
</tr>
<tr>
<td>2</td>
<td>Print and online books, online periodicals</td>
<td>1</td>
<td>Module4</td>
<td>We need current, curriculum related books for student research needs</td>
<td>100,000/yr</td>
</tr>
<tr>
<td>3</td>
<td>Furniture and space. Update technology</td>
<td>Enough furniture to fill new space</td>
<td>Module 3.1</td>
<td>Need additional seating space, small group study rooms, continually update technological equipment Need technology to be current</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>4</td>
<td>Part-time Student assistants 20 hours each from library budget: 2 day, one evening.</td>
<td>3 part-time</td>
<td>Module 4</td>
<td>Student workers from Library budget to handle in-library tasks.</td>
<td>25,000/yr</td>
</tr>
<tr>
<td>5</td>
<td>Library Instruction/New student orientation. Funding for the student orientation program</td>
<td>Classroom Instructor Prizes</td>
<td>Module 2</td>
<td>Your population trends, computer literate but no information competency. New library orientation needed for all students.</td>
<td>10,000/yr</td>
</tr>
<tr>
<td>Module</td>
<td>Element</td>
<td>Trend</td>
<td>Program Objective (Yes or No)</td>
<td></td>
<td></td>
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<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Response to Demand</td>
<td>Increase in students who are under-skilled needing help in the library. Dramatic increase in request for library instruction. Under staffing of librarians</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Ethnicity</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Age</td>
<td>Youth Population is Computer literate but not Information Competent. No critical thinking skills. Need more than a one hour Library Instruction Class. Need a separate library orientation for all new students.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Gender</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Physical Facilities</td>
<td>Library use has dramatically increased. We need more student seating and group study rooms. We need to add more space to approach meeting Title V requirements. (We only meet only 50% of Title V standards for space). Trend: lower income students prefer to come to college library for quiet study</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>FTEP: Full-time to Part-time</td>
<td>We are currently understaffed in the face of an increasing student demand for individual librarian assistance and instruction. See Module 1 Title V Standard Minimum for FTES 5000-6999 is 5.0 Librarians. We have 3 full time librarians and .05 Part Time Librarians.</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Professional and Staff Development Activities and Achievements</td>
<td>Because of librarian understaffing and librarians work different shifts (often only one librarian is on duty at a time) so librarians rarely get to participate in librarian or college professional development activities in order to keep the library open and staffed to meet student demand.</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>SLOs</td>
<td>Some in progress, others pending based on funding.</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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1. Include any special program accomplishments or achievements.

| Library Remodel/Design- “Users’ Committee” Participation and Collaboration (See below) |
| Participated campus-wide Sexual Harassment Online Workshop and received Certificates of Achievement |

2. Discuss anything else you would like to share about your program that has not been previously addressed.

| We have been the primary creators of displays the purpose is to be artful and to educate in the Cox Building foyer. The Library also participates in supporting all cultural heritage months with these displays. |
| Library remodel has required extensive participation including one librarian who drew her own plans for the remodel recommendation. It also required attendance at many meetings with design teams by all staff. Extensive weeding of the collection plans have also been developed as part of the temporary move of the library during construction. |

3. List a minimum of (3) recommendations for improving the program you would like to see implemented in 2011-2012.

| Hire 2.0 Librarians |
| Update print book collection over the next five years. |
| Update the online book collection. |
| Provide a reliable and increased budget over the next 5 years that anticipates increased costs |
| Maintain and increase our online database collection. |