Academic Services and Library

Part 1: Review of Past 3 Years

For Part 1, please limit your responses to one page for each numbered question (1-4).

1. Service Unit Outcomes Assessment Results

A. Summarize Service Unit Outcomes assessment results. Highlight notable successes and areas requiring improvement. Discuss what actions were taken based on the assessment results and any improvements (i.e., process, service delivery, communication, etc.) that can be observed.

AS - The Office of Academic Services administered a survey to gather information related to the service unit outcomes assessment plan for Academic Services. The survey included questions about paperwork, timelines, and processes related to course changes, new courses, routine review and other administrative processes this office is responsible for. The survey took faculty 5-7 minutes to complete and responses were anonymous. For the most part, survey results were positive indicating that faculty members have a fairly good understanding of the timelines and procedures. Only 47.3% of faculty were aware of the November 30th deadline for routine review of courses so this office and the Course Evaluation Subcommittee Chair will have to find better ways to inform faculty. Fewer than 60% of faculty members were aware of the specific forms that need to be completed when a new course or distance learning course is being created so once again in addition to materials posted on the Academic Services website, we will have to find other ways to better communicate these processes. In terms of improvements to date, we created an FAQ that has been placed on the Academic Services website and referenced in the Faculty Handbook which is currently being updated. Our office also created a Catalog and Schedule Survey to obtain student feedback on both the catalog and online schedule. We are in the process of analyzing results.

Library - The Library pioneered and was among the first departments to submit SLOs and SUOs for all areas of its operations. In the 2010-2011 Academic Year, the ASLO Committee recognized the Library for its design of outstanding, manageable, measurable, and meaningful student-learning outcomes, as well as service-unit outcomes, at the course, program, and institutional levels. Library rubrics continue to serve as templates for other departments. Although assessment is underway in all library courses, the Library faculty has studied, and analyzed the student learning outcomes in two of its staple and much valued courses: Lb 1 and Lib 3. According to the SLO report submitted by the Library Department, the preliminary findings of data analyses provide a clear window into which learning strategies and pedagogical tools have been most effective in class, both face-to-face and online, as well as which areas may need a different strategy to yield perhaps better results. From Spring 2010, to Fall 2011, a total of seven sections of Lib 1 classes were assessed for a total of 263 students. In order to achieve assessment results that are truly measurable, manageable, and meaningful, we identified two students’ learning outcomes for Lib 1 and Lib 3 courses, as follows: SLO #1: Formulate effective research methodologies. SLO#2: Evaluate various information resources in accordance to identified research needs.

The ASB awarded the Library two grants in the amounts of $1,000 and $1,500 respectively. These funds were used to purchase textbooks, which circulate at an astonishingly high rate, providing students with affordable access to textbooks. In order to create much needed quiet study areas for students, the Library staff successfully undertook a massive project to shift collections at LAC and rearrange furniture. Lastly, the Library has successfully recruited a new full-time librarian for the PCC campus.

B. If applicable, identify the data regularly collected and/or reported as part of program compliance, fulfillment of demand, efficiency or effectiveness.

AS - Courses are reviewed every six years as part of the Routine Review process so a list is produced and distributed to deans, faculty, and department heads every January. Routine Reviewers assist departments with updating their course outlines.
Enrollment Management data is provided to the VP of Academic Affairs and Deans. This data includes the following reports:

- Hourly Expenses
- School Targets
- FTES Projections
- Low Enrolled Classes
- Enrollment Reports
- Waitlist Data
- Budget Reports
- Ad-hoc reports and development of budget and FTES scenarios to support college goals

Library - Please see attached Library Department SLO document.

2. Situational Analysis (as it relates to progress in achieving department goals)

A. External Conditions – Looking back at the previously identified external conditions that have impacted the department, describe the ones that have affected the department most significantly and what actions the department took to respond to those conditions.

AS - The Office of Academic Services was unable to implement Resource 25 because at the time of implementation the business analyst was not granted access to the server (only IITS did). At this time, we do not have the funding or the personnel to make this possible but we will continue to pursue this in the upcoming year. As we strive to become more efficient in room scheduling and as we transition to the compressed calendar, it is imperative that we have such a tool in place.

Library - In spite of the austere budget, the Library Department continues to provide uninterrupted services to students, notwithstanding the reduction in resources. The loss of two vital technical services positions and retirement of a full-time tenured librarian diminished the Library’s human resources, and the cuts to the Library’s budget limited its services. However, despite this, the Library faculty and staff pulled together to seek out creative solutions to maintain services to students and meet their needs. The librarians also have sought funding from other sources to purchase library materials. The librarians have sought funding and received generous funding from the LBCC Foundation and the ASB. These grants have been invaluable sources of funding to purchase books and other resources that other community college libraries are able to purchase from their base budget. These generous donations have tremendously helped the Library to support our goal of providing students with access to much needed textbooks, especially with the sky-rocketing cost of the textbooks. The exorbitant cost of textbooks would otherwise be beyond the means of many students. In addition, the Library participates in the Community College League (CCL) consortia. Through this partnership, the Library is able to subscribe to online resources at a reduced price.

B. Internal Conditions - Looking back at the previously identified internal conditions that have impacted the department, describe the ones that have affected the department most significantly and what actions the department took to respond to those conditions.

AS - As stated above, this office will need a dedicated person involved in the implementation and maintenance of Resource/Schedule 25 which we do not have at this time. If we move forward with implementation, there may be updates to this tool that we will need to consider and we will need access to the server which means support from IITS.
Library - The retirement of a full-time tenured Library faculty once again brings the Department to below national standards when compared to other libraries of equal size. The Department hopes to submit a request to fill this position.

The stringent restrictions placed on departments makes it somewhat difficult for the Library Department to customize the Library web site to address and meet the needs of the students and this directly impact the students’ access to needed resources for their research needs. The Department is seeking meaningful ways to work collaboratively with the IT Department to remedy this gap.

C. Collaboration - What are the department’s strengths and weaknesses in the area of collaboration (internal and external)? Describe the key collaborative relationships that your department is involved in and explain how these partnerships strengthen its capacity to advance student success/enhance the quality of services and programs provided/ create greater operational efficiencies for the department.

AS - This office works closely with the Course Evaluation Subcommittee chair to plan the agendas for meetings related to the new courses and course changes. We provide assistance to faculty members and process all paperwork related to these curriculum changes.

This office has also been the project lead for the 16 week calendar and is responsible for ensuring the successful implementation of the compressed calendar. We have been working with IITS, Human Resources, Fiscal, Financial Aid, Admissions & Records and other areas to ensure we meet our April 1 2012 go live date. Basecamp is the web-based project management tool we have been using to track progress, share files, post documentation, and record milestones.

The Office of Academic Services has also been working with the internal auditor, deans, and department heads to assist them in coming into compliance with the TBA and Carnegie unit requirements. This has required educating various constituent groups about these issues, having individual meetings with departments, and updating data in the schedule, catalog, and PeopleSoft.

Library - In spite of limited staffing and dire budget, the librarians and staff have actively engaged in outreach efforts, and have worked very hard to: promote Library resources and services for support of student success; facilitate communication and foster; and/or further enhance relationships with other departments and colleagues in other institutions. The librarians serve as liaisons to other departments. In addition to establishing a Library Club, the library faculty and staff have also established outreach programs to: the LBCC Child Development Centers at both campuses to promote early literacy; CSULB Library and the Long Beach Public Library (LAPL).

Librarians have revamped the library orientation program and workshops so that they now provide a platform for close collaboration with faculty. A concerted effort is underway to seamlessly integrate information competency into the curriculum and across disciplines, with applicable rubrics to measure students' success. The next goal will be to establish a high level of communication and dialogue with faculty across disciplines to bring the Library to the classroom and the classroom to the Library.

D. Communication - How effectively does information flow from this department to other departments on campus? How does your department make data and information available to faculty/staff/students, and/or prospective students?

AS - Schedule, course review, and curriculum deadlines and resources are posted on the Academic Services website at http://www.lbcc.edu/oas/curriculum/. This information is also posted in The Loop when deadlines are approaching. 16 Week Calendar information is also posted on the website at http://www.lbcc.edu/16-week/.
Enrollment management data is available to the VP and Deans through the Data Warehouse and is emailed to them weekly. Information can also be found on the Enrollment Management website found at http://www.lbcc.edu/enrlmgt/.

Library - Despite employing various strategies to reach out to faculty members and students in an effort to keep them informed about Library services, the number of orientations and amount of attendance in workshops fall short of our goals. The librarians are exploring innovative methods to market library services to the community of users.

Recent efforts include the formation of the Library Club, re-organization of workshops, and development of subject-specific orientations. The librarians will continue to advertise library services in The Viking and In the Loop; participate in new-faculty orientations, Flex Day workshops, ITDC workshops, WRC workshops; send emails to the faculty; personally communicate with the faculty in the Schools with which we liaise; and strategically position flyers and posters around campus. The Library Department frequently publishes Library Updates to keep the LBC community abreast of resources, services and other relevant information available via/in the Library. The Updates are circulated via email and archives are located at the Library web site at: http://lib.lbcc.edu/updates/updates.html

3. Primary Functions/ Primary Purpose/ Department Mission

A. Note any changes in your department's primary functions since the beginning of the cycle (2009-2010). Describe any changes that might warrant a modification of your department's mission statement.

AS - Besides being responsible for managing the schedule of classes, course catalog, workload, submission of MIS data, and reporting, this office now supports enrollment management functions in support of the VP of Academic Affairs, deans, and department heads. The process of submitting curriculum changes to the Chancellor’s Office has also changed which has required some shifting of responsibilities in this office.

Library - The landscape of the library has changed dramatically, requiring LBCC librarians to be resilient, retool themselves, and integrate technology into the processing and management of information and into teaching and learning activities. The ability to retrieve and evaluate information quickly and efficiently, whether for academic purposes, personal need, or lifelong learning, demands the critical apparatus of discerning consumers of information. In striving to provide the College community with the latest information technology and value-added service, the Library is deeply committed to the College's educational mission and instructional goals. In recent years, Library faculty has particularly focused on the goal of working collaboratively with faculty members from other departments to integrate information competency across the curriculum. Furthermore, given the interdependence of world communities in an increasingly global economy, LBCC Library, in close partnership with faculty from other departments, fosters and nurtures the ethical and global perspectives of information and knowledge, where viewpoints from other cultures temper our own worldview.

Librarians have formulated Service Unit Outcomes (SUOs) to promote a comprehensive assessment of the hybrid Library Program, integrating Student Learning Outcomes with Service Unit Outcomes to provide a holistic picture of the program at the course, program, and institutional levels.

B. In the past three years, have the functions or services of your department changed in how you directly or indirectly support student learning? If so, please describe.

AS - Because of budget cuts, this office is being asked to provide more data and ad-hoc reports related to course offerings and scheduling so that informed decisions can be made by the VP of Academic Affairs, deans, and
department heads. The goal is to assist them in being able to make cuts without compromising the integrity or viability of programs.

This office has also been working closely with IITS and Community Marketing to improve the functionality of the online schedule of classes to better serve our students.

Academic Services has been collaborating with IITS to develop and improve reports in the Data Warehouse.

Library - The growth of the Internet and World Wide Web has transformed libraries. Many of the services the Library offers are mediated through the Internet. This trend will continue, as the Library explores additional ways of applying Web 2.0 technologies to enhance service to students.

4. Goal Progress

   Academic Services
   A. Describe your department's progress in achieving its goals, highlighting achievements or areas needing continued focus and the evidence to support these claims. Where appropriate, indicate any factors that impacted progress toward achieving a goal.

   • Data Warehouse - Rolled out the Data Warehouse to the Deans, along with development of the “Dean’s Dashboard”. The dashboard provides access to the hourly instructional budget and estimated expenses for each term, along with access to enrollment, class listings, such as Golden Four by Campus, and FTES experience. We continue to validate areas of the data warehouse, and have proposed modifications in response to changes in business practices, such as Promise Pathways and the 16-week calendar, for implementation in 2012. The data warehouse has streamlined many reports, and has provided self-serve access to information.

   • 16 Week Calendar - With departmental staff, as a team, developed a 16-week Implementation plan as an example for other administrative units at the college. Each area within Academic Services developed content, and the team combined the plan into a single report. In support of project management, met with other departments regarding the 16 week implementation. Worked with IITS to copy the previous 18-week schedule from Fall 2011 to the 16-week version in Fall 2012 in the test system, and in production. Based on a PeopleSoft test plan, performed extensive testing of 16-week data in PeopleSoft.

   • Enrollment Management - Schedule-related enrollment management practices were originally implemented in times of growth. In 2011, with a reduction in FTES targets, enrollment management needed to accommodate shrinkage, and new strategies were developed, such as “budget factors”, and budget projections based on contract faculty FTES generation. Rather than beginning a new budget based on the previous budget or expenses, augmentations and replacements are now tracked and removed, along with accommodating workload for retiring and new contract faculty. Various scenarios were developed to demonstrate the impact of reductions.

   • In partnership with HR and the academic administrative assistants successfully transitioned over to a Spring 2012 “NO LOAD SHEET” semester in terms of the FSLA report including Non-Classroom Assignments.

   • Added the Fall 2010 Hiring Priorities link on the OAS website.

   • Provided HR with Non-Classroom Assignment Type Codes and the effects and consequences to total hours, FTEF and TUs when switching to a 16 week semester.

   • Updated the Faculty Handbook and Survival Notes.

   • Implemented all curriculum changes for the 16 wk calendar, Fall 2012 Schedule, and 2012-13 College catalog.

   • Created and completed curriculum process survey for Program Review.

   • Completed Curriculum Process FAQ’s and posted it on the Curriculum website.

   • Devised the Schedule of Classes and College Catalog Survey for students and faculty.

   • Created a scheduling template with salary calculations for Library.

   • Collaborated with HR on the automated Office Hours system in PeopleSoft.

   • Completed and submitted paperwork for approval of several transfer degrees.
B. Describe the adequacy of resources to achieve goals (resources include Personnel, Facilities, Technology, Fiscal).

As stated in question 2, we have been unable to implement Resource/Schedule 25. We believe that it should be part of the college-wide Technology Plan and that there should be personnel dedicated to implementing it.

The Library strives to promote student success by facilitating subject-specific library orientations and workshops that target under-prepared students. The Library also asserted great efforts to assessing student learning outcomes (SLOs) for the library courses to measure the effectiveness of information literacy instruction. We have now instituted and embedded a pre- and post-test within these courses to assess how well students learn and to demonstrate student competency in information skills. The instructors for Lib.1 course also use i-clickers in very class to assess student learning. By adding this new dimension of assessment with the pre- and post-test that is embedded within the Library courses, we gathered a rich amount of data through multiple layers of assessment that truly reflect students’ information competency skills in a reliable and scientific way. Continual analyses of the data gathered from students' performances will enable librarians to determine how effective they are in achieving this goal. In addition, the Library is working tirelessly to redesign its website to be more user-friendly as an effective tool for students and faculty to access quality information resources.

C. Describe the impact of any resource allocations you have received over the past 3 years in terms of the effectiveness of your department.

AS - No resource allocations were received in Academic Services.
Library - The cuts to the Library’s budget limit Department’s ability to acquire and to maintain the most current collection of print resources to serve students. Additionally, the loss of crucial positions diminished the Library’s human resources.

Part 2

Implications of Program Review for Developing 3 Year Plan 2012-2015

Please limit your response for Part 2 to one page.

1. Vision and Direction of Department/ Area

A. As a result of your evaluation and the changes you may anticipate, in what direction do you envision taking your department for the next three years?

AS – This office would like to be able to implement Schedule 25 and expand the reporting ability of the Data Warehouse. A core team continues to work together so that additional reports based on user needs can be created. Our goal is to continue to support various user groups throughout the college by providing current data in user-friendly formats.

Library - It is likely that during the next three years we will be forced to operate in an environment of continually shrinking budgets. Despite this unfortunate fact, we plan to continue to do the best we can to provide our students a state-of-the-art community college library which will prepare our students to compete in the twenty-first century global economy. We envision the Library to continue to support student learning and to foster student success across all curriculum despite the current economic outlook and budgetary constraints for the next three years. We will continue to seek creative ways to deliver high quality services to our students and faculty through greater collaboration, outreach and partnerships with other campus departments as well as the external Long Beach community so that we can extend student access of resources across Long Beach communities. We also foresee an increasing implementation of emerging technologies to meet our student information needs and expectations.
through technological innovations. With the singular goal to optimize student retention, persistence, graduation and transfer to four-year Colleges, the students learning outcomes and service unit outcomes will continue to be the driving force that will help us refine our teaching and provide more coordinated excellent service to students.

The Library Department will continue to:
- Gather and analyze the data gathered from students’ performances to enable librarians to determine how effective they are in achieving the LBCC and Library goal on Information literacy.
- Target underprepared students and promote student success by facilitating subject-specific library orientations and workshops that target underprepared students and through the deployment of systematic rubrics, assessment of students’ skills in using the Library’s resources and services effectively.
- Acquire and make available current resources in all formats to students and faculty in support of curriculum.
- Grow our digital collection of resources, library guides, tutorials, faculty and staff wiki’s and blogs.
- Participate in professional development activities to enhance our skills.
- Establish stronger communication and relation with faculty and colleagues in other areas, including the IT Department.
- Migrate to a better, more user-friendly online catalog and make the Library web interface more interactive.

B. Are there ways your department can better support the higher level goals of the Educational Master Plan, Superintendent-President, Board of Trustees, your VP’s goals? (See http://www.lbcc.edu/Planning/CollegewidePlans.cfm)

AS – We continue to support student success by working with other areas to complete and process paperwork on course changes, new courses and programs, and scheduling. We also continue to make changes that impact the student self-service interface when students register for classes and we have made improvements to the catalog and schedule. This office also continues to develop reports for various groups that better inform decision making.

Library - In support of the Educational Master Plan - Student Focus - The Library Department will continue to evaluate our in-person and virtual services that we provide to students focusing on integrating emerging technology tools into our library offerings and website to assist students in their research needs.

The Library will continue to advocate for student information competency skills to support the VP’s goal to “improve student readiness for college level work and provide a foundation for successful careers and workforce skills.” With the explosion of mobile technologies and information on the Internet, the proper information-seeking skills along with the ability to evaluate information retrieved is becoming ever more critical to academic and career success. In this respect, the Library and the librarians play an integral part to promote student success through information literacy instructional endeavors such as the Lib. 1 credit course, library orientation program and the Library Technician Certificate Program and Library workshops.

On a practical level that provides concrete results, the Library applied for and received two grants from ASB and LBCC Auxiliary to start the Library’s own collection of reserve textbooks. These grants enable the Library to fulfill its mission in alignment with the President’s first agenda item: student success in terms of learning and equity. Student success and retention at LBCC is predicated also upon a strong support structure that incorporates current and relevant instructional materials. Circulation statistics have shown that Reserve textbook lending accounted for almost 50% of the total number of LBCC Library circulation. These grants elevate the Library collection to a standard of relevancy in order to meet the college’s mission and goal. In addition, the Library will increase efforts to outreach to the District community and build partnership with local libraries to expand the access of library resources for LBCC students.

C. Are there any anticipated conditions or trends that might impact the department? How can the department prepare for these upcoming changes? What are some opportunities anticipated for the next three years that departments want to seize?
AS - Given the budget cuts, it is imperative that the Office of Academic Services automate several existing processes. We continue to work towards to this goal so that this office continues to become more efficient.

Library –
1. Limited budget has adversely impacted:
   - the department’s ability to purchase print and electronic resources in support of curriculum and student success;
   - human resources as vacated staff and faculty positions were not filled.

2. Actively seek alternative funding for Library resources, including grants, etc.; Reorganize workflow for efficiency and to avoid interruption of services to students; submit application for hiring priorities in order to recruit qualified candidates.
3. There are many upcoming library trends and emerging technologies exploding into the academic library.
   • There is a strong shift to provide more electronic resources that are readable on various e-reader devices such as Kindles, Nooks, iPads, and personal computers.
   • Creation of new digital educational media instructing students how to use the library and its resources, creation of an orientation to the library for distance learning students and face-to-face students.
   • Increase use of virtual chat reference services – live chat, text-a-librarian, and email reference. Market these services to our tech savvy students and provide prompt responses.
   • Explore the feasibility of switching to a new integrated library system (ILS) such as OCLC’s Worldshare which is built upon new technology and current features that are needed in today’s technology driven academic library.
   • The new library website will be in place at the beginning of the Fall 2012 semester and we will take this opportunity to showcase the available electronic library resources/tools to the LBCC community of students, faculty and staff.
   • Additional demand of course-reserve textbooks as student expenses continues to grow in this area.
   • Integrate new database offerings and search tools into our existing courses to ensure students are utilizing the newest resources and tools available to them.

D. What changes in the area of collaboration are needed to make this department more effective in its mission?

AS - We would like to continue to build the relationships we have with IITS in order for us to complete some projects. We continue to solicit feedback from faculty members, department heads, deans, and students to make improvements to better serve the needs of all groups.

Library - Improve communication between Library faculty and staff and other faculty members, regularly schedule meetings, encourage all staff and faculty to participate in areas which improve the quality of library resources, programs, and services. Continue to offer professional development opportunities such as webinars, workshops, conferences, in the library career field interest.

Encourage content creation by faculty and staff members at all levels to help grow our digital collection of resources, library guides, tutorials, faculty and staff wiki’s and blogs, and, continue to:
- Employ various strategies to reach out to faculty members and students in an effort to keep them informed about Library services and resources. Personally communicate with faculty in the Schools with which we liaise; and strategically position flyers and posters around campus.
- Explore innovative methods to market library services to the community of users, including publishing news and other current information via email, the Library web site, and various social media venues; advertise library services and resources in The Viking, Library Update, and In the Loop.
- Participate in: new-faculty orientations Flex Day workshops, ITDC workshops, WRC workshops.
- Promote Library orientations and workshops.
E. Identify any areas where challenges in communication could be improved.
   AS - Curriculum related deadlines can be sent out more frequently to faculty. AS has tried to keep information on our website current and is expanding what is available to provide information to all constituent groups.

Library -
Between/with:
- Library faculty and staff and faculty and staff in other departments and schools;
- Library full-time faculty and part time faculty and staff;
- LBCC students

The Library has identified several key areas where communication could be improved during a staff retreat in the Fall of 2011 organized by the dean of Academic Services/Library. Specifically, two key areas that the Library is focusing on is the open sharing of course assignments via a Library Staff Wiki, and also training public service staff members to deal with difficult students. The Library has agreed to meet with the LBCC counseling department during the March 14th flex day to continue to find innovative ways to deal with communication challenges that may arise with students and staff members. During the past year at both PCC and LAC Libraries, students have become belligerent toward staff members, with the police getting involved in many situations. More staff training is needed to recognize the signs of stress in students, and also when it is appropriate to call the police or report the incident to the department head.

F. Describe the feasibility of making the vision you have outlined a reality. How much can be achieved in the next three years? What are the resources or support (technology, office space, staffing, professional development, etc.) needed? What challenges do you anticipate?

The most apparent challenge we anticipate is the lack of funding in the next three years to support some changes in Academic Services (Improvement of Data Warehouse and Implementation of Resource 25). The same is true of the Library. As online resources and technologies are becoming the norm of how we seek, access, and use information, the Library will need to progressively enhance its use of technology to deliver the kinds of services and resources that our students and faculty will expect. In addition, the Library will also need to increase its e-resources which is incumbent to the support the college curriculum, student learning and success. As technologies rapidly changes, it is also critical for the library staff to be informed and be evolving with the emerging technologies so we may assist our students with the latest information technology. Although all of these endeavors require significant budgetary support, the Library will seek to accomplish as much as possible with innovative ways to incorporate free or low-cost technologies and resources to improve our services and resources in order to facilitate student learning and student success.
Part 3: Evidence of Staff Participation in Program Review

Please limit your response for Part 3 to one page.

1. Please describe how the department staff participated in the program review process (i.e., staff meetings, online collaboration such as Google Docs, department retreat, etc.). Please include specific dates for meetings held or activities conducted.

   Staff provided input through email and staff meetings.

2. Please list names and titles of all those who participated in this program review.

Academic Services
Meena Singhal – Dean, Academic Services/Library
Brent Gilmore - Business Process Support Supervisor
Monique Fernandez - Curriculum Database Specialist
Nancy Ratsamy - Business Systems Analyst III
Joanne Breton - Schedule Specialist
Cheryl Glover - Curriculum/Schedule Technician
Nancy Miyao-Moore - Curriculum/Schedule Technician

Library
Dele Ukwu – Department Head/Librarian
Ramchandran Sethuraman - Librarian
Celina Lee - Librarian
Amador, Ruben – Library Systems Technician
Barclay, Kim – Librarian
Laney, Dena - Librarian
Poling, Frederick - Adjunct
Vogel, Karen - Adjunct
Wiegand, Robert – Adjunct

Additional Comments (optional; limit to one page)