### Data and Analysis

### Department/Program Data

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| --- | --- | --- | --- |
|  | Current Year 2013-14 | Previous Year 2012-13 | Two Years Prior 2011-12 |
| Number of Full-Time Classified |  |  |  |
| Number of Full-Time Faculty | 1 | 1 | 1 |
| Number of Full-Time Managers |  |  |  |
| Number of Part-Time Classified |  |  |  |
| Number of Part-Time Faculty |  |  |  |
| Number of Part-Time Managers |  |  |  |
| Students Served Annually |  |  |  |
| Total Non-Restricted Annual Budget |  |  |  |

### Department/Program Activities

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| 1. During the beginning of each semester, we field many requests for textbooks which may result in referral to the Reserved Textbook Collection or counseling on textbook options such as renting, digital, etc. 2. During the first 8 weeks of each semester, as many as 10 instructors invite the librarian to make a presentation in the classroom. These presentations may be a simple introduction to the library, a full lesson on using the library databases, or a focused lesson on an information competency skill such as citing sources. 3. From the 3rd to 15th week of the semester, the librarian assists students in use of library resources in person or by phone or email. 4. The librarian develops guides, manuals, and other resources for students to use independently in order to develop information competency skills. 5. The librarian develops embeddable learning objects for instructors to use in their lessons, course materials, or syllabus. 6. The librarian trains and assists instructors in the use of Turnitin.com and its GradeMark program. |

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* 1. **Proposed Projects Requiring Additional Resources (not listed in Section B-Action Plans/Resource)**

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| --- | --- |
| **Project Name and Description** | **Total Additional Dollars/Staff Needed** |
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|  |  |
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* 1. **Outcomes (from most recent Program Review or Annual Program/Department Reports)**

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| --- | --- | --- |
| **Student Learning/Service Area Outcomes Statements** | **Strategies to Achieve or Improve SLOs/SAO Goals** | **Outcome Data or Other Assessment Results (i.e. Data from Student SLO Survey)** |
| Students will demonstrate knowledge of the availability of textbooks in the Reserve Library. | Improved marketing of the Reserved Textbook Collection, including a box in the printed schedule and posters throughout the learning centers. | SLO Survey data: 209 used; 233 heard of; 386 never heard of. |
| Students will demonstrate knowledge of the availability of a Virtual Library. | Improved marketing of the Reserved Textbook Collection, including a box in the printed schedule and posters throughout the learning centers. | SLO Survey data: 320 used; 195 heard of; 310 never heard of. |
| Students will demonstrate knowledge of the availability of “Ask the Librarian.” | Improved marketing of the Reserved Textbook Collection, including a box in the printed schedule and posters throughout the learning centers. | Survey and documentation of requests made through the “Ask the Librarian.” SLO Survey data: 206 (25.8%) aware of “Ask the Librarian” |

**Analysis of Progress on Outcomes**

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| The relatively high number of students who reported never hearing about the Reserve Textbook Collection, the Library, or the “Ask the Library” service suggests we have more work to do in promoting the Library, its resources, and its services. Posters have been printed and still need to be put up in all classrooms. The Library flyer has received good feedback from students and instructors. The number of instructors requesting in-class library presentations is slowly creeping up. |

* 1. **Progress on 5-year Goals (from most recent Program Review)**

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| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| Increase student use of library databases by 20% by spring 2016. |  | X |  |  | This data is collected from the vendors and indicates slow but steady growth in use of databases. |
| Increase the number of student contacts through class visits and workshops by 15% and through reference interactions by 20% by spring 2016. |  | X |  |  | This data is collected manually and has been tracked since the inception of the library. Numbers were steadily growing until the recession and are now beginning to crawl upwards again. |
| Library Science C110 will improve its retention rate by 50% and its success rate by 25% by spring 2016. |  |  | X |  | The SLO data for Library Science C110 is reported on the academic AIP. So far, the course is plagued with high non-performance rates. |

**Analysis of** **Progress on 5-year Goals**

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| As instructors give more research and/or library-based assignments, student use of library resources naturally goes up. Focusing on faculty outreach is helping the Library to achieve its goals. Consistent intentional data-collection is essential to document use.  Still working on improving Library Science C110. Besides retention and success, it is imperative that enrollments increase. The number of students who enroll but never complete an assignment or the Letter of Agreement continues to be over 50%. |

* 1. **New Annual Program/Department Goals**

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| --- | --- | --- | --- | --- |
| **Goal** | **5 yr Goal**  **Addressed** | **Project**  **Completion**  **Date** | **Lead**  **Employee** | **Comments** |
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### Action Plan and Resource Requests Based on Annual Data

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| **Action** | **Institutional planning goals\*** | **How action will improve student success** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
|  |  |  | Equipment |  |  |  |  |
|  |  |  | Facilities |  |  |  |  |
|  |  |  | Personnel |  |  |  |  |
|  |  |  | Software |  |  |  |  |
|  |  |  | Supplies |  |  |  |  |
|  |  |  | Technology |  |  |  |  |
|  |  |  | Training |  |  |  |  |
|  |  |  | Other |  |  |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents. \*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.