

**IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES**

DEPARTMENT Library

ACADEMIC YR. _____

Comprehensive Program Review Annual Assessment Request for Resources (check all that apply)

For your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If you are scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are only doing an annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If you have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form and submit to appropriate Dean/VP.

Cathy Zayneta Feb. 12, 2013
Program Chair/Director Date

Taylor Ruhl 2.12.13
Signature of Area Dean Date

[Signature] Feb 19, 2013
Area Vice President Date

Submit the following documents to this Program Review Compliance form if you are requesting additional resources:
Comprehensive Program Review
SLO/SAO Assessment Form
SLO/SAO Assessments
Request for Resources Forms



IMPERIAL VALLEY COLLEGE

PROGRAM REVIEW

NON-ACADEMIC PROGRAMS

DATE:	2/7/2013
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DEPARTMENT/PROGRAM:	Library
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PREPARED BY:	Cathy Zazueta	
	Name	Signature

AREA DEAN/DIRECTOR:	Dr. Taylor Ruhl	
	Name	Signature

AREA VICE PRESIDENT:	Kathy Berry	
	Name	Signature

IMPERIAL VALLEY COLLEGE

MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE

PROGRAM REVIEW

NON-ACADEMIC PROGRAMS

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

The Mission of the Imperial Valley College Library is to provide essential and high-quality instructional support materials, facilities, and services to the students and faculty/staff of Imperial Valley College across all academic programs. In so doing, the Library assists the College in fulfilling its own mission statement, by directly supporting the College Instructional Student Learning Outcomes of Critical Thinking Skills and Information Literacy.

The Library conducts an active program of instruction for training and assisting students in the development of those informational literacy skills necessary to achieve their educational goals; to comfortably interface with new information and instructional technologies; to acquire and utilize information to answer questions and solve problems; and to generally empower them to be successful lifelong learners.

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

Outcome #1: Do library instruction for the classes of two faculty members per semester who have not previously used this service. Way(s) to assess: Analysis of instruction appointments each semester.

Methods: We tracked faculty usage of our library instruction services, and how many classes and students received library instruction.

- Two faculty members who used our services for the first time last fall were Elizabeth Kemp and Eddie Chang; the two faculty last spring were Lincoln Davis and Drew Robinson..
- Each faculty member who brings students for library instruction expands the level of information literacy for those students. We will continue communicating with faculty and inviting them to bring their classes for instruction.
- We review our data annually to address areas of the program needing modification. Such modifications are based on our collected data for that and previous years. Our data tells us that outreach to faculty by the library is valuable to student learning.

Outcome #2: Collaborate on the integration of information literacy into the curriculum for two classes each semester. Estimated completion date: 12.10.11

Methods::

- We discussed information literacy with various faculty members and work with them to tailor our library instruction classes to the particular curriculum and project assignments of each class.
- We are tracking the number of library instruction classes we teach. A higher percentage of students and classes come for library instruction.
- Crafting library instruction classes to the individual classes and the immediate project assignments that students are working enable students to put their new knowledge into practice immediately.
- This clearly showed that we need a more formal process for meeting with faculty to discuss integrating information literacy into the curriculum. A review of the outcome will take place at the end of each semester, after data has been collected.

Outcome #3: Collaborate on updating of library web pages. Estimated completion date: Ongoing

Methods:

- We observed the number of interactions and discussions about updating the web pages. This occurred at the Deans' meeting and the Librarians' meeting, as well as on an individual basis. We kept usage statistics.
- This was very successful. We prioritized updating the webpages and have made many improvements. This is an ongoing project.
- Our updated web pages help students to more easily access our library resources.
- Our collaboration on the webpages is an annual continuing project.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Circulation transactions increased by 15% from FY2011 to FY2012. The number of information literacy classes offered increased by 18%. The number of students participating in library instruction increased by 31%.

The number of classified staff in the library was reduced from 4 to 3 in 2012 when the Administrative Secretary was moved out of the Library to the Arts & Letters Division.

The number of librarians was reduced from 3 to 2 when the Dean of Library & Learning Services was made the Dean of Arts, Letters & Learning Services and moved out of the Library.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

The addition of a second reference librarian, Frank Hoppe, in FY2011 has increased library outreach and use. Frank is very proactive in providing support to students.

The large expansion of the duties of the Dean of Library & Learning Services to the position of Dean of Arts, Letters & Learning Services and his move out of the Library building has placed a significantly increased management burden on the Lead Librarian allowing her to provide less reference service. With the retirement of this Dean in 2013, the College will have completely lost the support and input of a third person with an accredited graduate degree in Library Science, furthering the weakening of the Library. A further challenge will exist if the Library then reports to a non-instructional vice-president. Reference service by a faculty librarian is less available as is the time for librarians to analyze the collection, select new information resources, and weed the collection to keep it current.

There is a critical shortage of classified staff in the Library. There is now inadequate staff to assure staffing to cover furloughs, vacations, and absences due to illness.

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

The addition of a third reference librarian will be critical to maintaining the Library's mission to support the instructional goals of the College. It is recommended that when the current dean retires, a third reference librarian be recruited and hired.

Until a third FT reference librarian can be added, it will be important to hire a second part-time reference librarian for 30 wks/yr (Fall and Spring Semester). Funding for this can be obtained without impact to the District by the following plan:

Reduce 501-4463 from \$6,649 to \$1,500. Savings = \$5,149
Reduce 501-5320 from \$67,851 to \$55,000. Savings = \$12,851
Reduce 501-5620 from \$25,500 to \$12,500. Savings = \$12,000
TOTAL savings: \$30,000
Cost of new position: \$27,000
Savings to IVC: \$3,000

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

During the last five years the Library has implemented all possible efficiencies. There is no a skeletal number of classified staff and faculty librarians. Further cost reductions in the budget(s) to purchase books and databases will only jeopardize accreditation and the quality of the instructional program of the College.

**PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Click here to enter text.
<i>Opportunities for:</i>
PROCESS #1: Restore the previous library hours to free staff for critical duties that cannot be conducted when the building is open.
Work efficiencies: Click here to enter text.
Cost reductions: Efficiency only. No cost reduction.
Contributions to student enrollment &/or success: While there is no direct link between this and student enrollment/ success, there is an underlying contribution to the quality of the book collection and the use of the skeletal staff.
Supports Institutional Goal and Objectives: Click here to enter text.
PROCESS #2: Put classified library staff on 10-month contracts and close the library at times classes are not in session to allow for this.
Work efficiencies: Significant reduction in electrical/AC costs.
Cost reductions: Unknown
Contributions to student enrollment &/or success: None
Supports Institutional Goal and Objectives: Click here to enter text.
PROCESS #3: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.