

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Library	
Program Mission Statement:	<p>The mission of the De Anza College Library is to provide students with the information skills they need to be successful at De Anza as well as in upper division courses, in the job market and as information consumers and creators throughout their lives.</p> <p>To promote information literacy, librarians teach students to locate, evaluate and use information effectively. The library staff selects accurate, diverse, comprehensive and current academic resources. The Library provides access to technology and a welcoming learning space that supports students' educational needs. Resources are readily available to students whatever their needs and wherever they are located.</p>	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Learning Resources	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program

Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	The library serves all faculty as students use the library and its labs to complete assignments.	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning , etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	<p>There is more than one way to measure number of students served; namely the number of students enrolled in LCEN courses, the number of students with library activity, academic database usage and the library gate count.</p> <p>The Institution Research & Planning Department has provided for 2007-08, 2008-09 and 2009-10. Enrollment over this three-year period increased 27% (from 141 to 179).</p> <p>The library with the assistance of Institution Research began collecting and analyzing a 'students with library activity' number starting in spring 2010, so there is no comparative data, but it is a starting point for future analysis. A 'student with library activity' has checked out at least one item from the library in the quarter of the report. An item could be a book, a video, a computer in one of our labs, a laptop, a calculator and a few other items. The number for spring 2010 is 6,175. The number for summer 2010 is 3,793. The number for fall 2010 is 9,617. The number for winter 2010 is 8,992. These numbers reflect high usage of library services. Please see attachments Library.Ethnicity.2010M, Library.Ethnicity.2010S, Library.Ethnicity.2010F, and Library.Ethnicity.2011W.</p> <p>The library subscribes to a handful of databases for student use. All academic databases are available on campus and off campus 24/7. The most comprehensive and most used database is EbscoHost's Academic Search Premier database. The reports function of the database does not go back far enough to allow us to compare 2009-10 to 2010-11, but we</p>	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning , etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program

	<p>can compare usage for January 2010 through June 2010 against January 2011 through June 2011.</p> <p>For the January - June 2010 period, De Anza students conducted 194,562 searches and viewed 52,035 full text articles. For the January - June 2011 period, De Anza students conducted 308,659 searches and viewed 46,831 full text articles. Please see the detailed reports named Ebsco.jantojune2010 and Ebsco.jantojune2011.</p> <p>Total activity is fairly comparable. Students in 2010 arguably were more efficient searches. What is clear is that library academic databases serves as an essential tool for student research and success.</p> <p>The fourth metric is gate count. The library gate count for 2009-2010 was 835,327. This represents an average of over 4,000 visits per day. This number also does not capture student visits to the Library West Computer Lab. Library labs checked out a computer to students more than 100,000 times in 2009-2010, so the total number of visits to the library and its labs approached 1,000,000.</p> <p>The gate count for 2010-11 is 784,860. This number is down approximately 6% from the previous year, reflecting declining overall enrollment.</p>	
<p>Academic Services and LR: # Staff Served</p>		<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Faculty Employees</p>	<p>Increase from 4 to 5.</p>	<p>For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Student Employees</p>	<p>The library depends on student employees to staff service desks, resshelf books and other essential tasks in the library and our two computer labs. The library uses a combination of work-study and B-Budget funded student employees. For the purposes of reporting here, I will combine the work-study and B-Budget funded numbers together.</p>	<p>For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>

	The head count of student employees increased from 41 in 2009-10 to 42 in 2010-11. Total hours worked also increased, from 13,750 hours in 2009-10 to 14,900 in 2010-11.	
# Part-time Faculty Employees	No change (calculation is 4 hours from Monday to Thursday, so 16/37.5 (FT faculty load) =.43.	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	Decrease. Lost Weekend Library Assistant position.	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Referencing the document “Distribution and Success by Targeted Group”, the percentage of enrollees from targeted groups has remained roughly the same at about 20%.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	Percent success has declined in each successive year. The success rate for targeted students was 67% in 2007-08, 55% in 2008-09 and 47% in 2008-09. Non-targeted student success rate has declined in much the same fashion. Total enrollment is below 200 for each of the years under review. Of course students taking library credit courses make up a very small percentage of all library users. Referring back once again to documents Library.Ethnicity2010M, Library.Ethnicity.2010S, Library.Ethnicity.2010F, and Library.Ethnicity.2011W, the rate of usage of the library by targeted student populations is higher than the percentage of each population of the general student body. To take Fall 2010 as an example (Library.Ethnicity.2010F): African - Americans, 3.8% of general student population, 5% of library	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.

	<p>users Filipino Americans, 5.2% of general student population, 6% of library users Latino/a, 12.4% of general student population, 13% of library users</p> <p>The data confirms that targeted student populations value and use library services.</p>	
<p>Closing the student equity gap:</p>	<p>All 1 unit library courses are taught via distance learning. Last year at this time, individual instructors were made aware of this trend.</p> <p>Library faculty will meet as a group to develop a plan to address this continued inequity. Three librarians participated in the Oceans of Impact series of workshops. All library courses are taught via distance learning. Bridging the equity gap in a face to face course is challenging enough. Bridging the equity gap via online learning is doubly challenging.</p> <p>In terms of the library's collection, the library continues to acquire books, international feature films and documentaries that support multi-cultural education. In 2010-11, the library received \$15,000 through the AAPI grant for the purchase of library materials supporting research on Asian Americans and Pacific Islanders.</p> <p>The library has created displays of books and videos with the themes of International Authors and Banned Books.</p>	<p>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.</p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
<p>Overall growth/decline in # students:</p>	<p>Total enrollment has increased 27%, climbing from 141 in 2007-08 to 179 in 2009-10. Worryingly, the success rate has declined 20%, falling from 79% in 2007-08 to 59% in 2009-10.</p> <p>To be honest, most of our efforts are focused on traditional users of libraries ensuring that all our functional areas; circulation, reference, interlibrary loan, acquisitions, cataloging, computer labs, library orientations, and more meet our students' needs.</p> <p>The declining success numbers are undeniably worrisome. I will work with our instructional librarians to understand any actual or perceived impediment to success and help them to implement improvements in curriculum and teaching methods to bring this number up.</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
<p>Changes imposed by internal/external regulations</p>		<p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program</p>

		level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	<p>A major concern called out in the 2008-09 Comprehensive Program Review was inadequate staffing in all areas. One area in particular was identified, a full time Automated (Systems) Librarian. Fortunately, the library was able to hire a Systems Librarian in May 2011. This systems librarian brings a wealth of technical knowledge that will enable the library to select and implement a more modern and advanced Integrated Library System to provide enhanced discovery tools for student research.</p> <p>In all other areas of the library, staffing limits our ability to do more. And yet, library staff and faculty have been able to do more. Library visits are at an all time high. On an average day 4,000 students visit the library, validating the need for individual and group study spaces with access to course materials, research materials, reference and other services. The libraries two open computer labs, the Library Computer Lab and the Library West Computer Lab (formerly OML) have never been busier. Students check out a desktop computer with their DASB card. Students have checked out over 100,000 computers over the past two years. Some other colleges may be going paperless, not De Anza. Students printed close to 400,000 pages in our two labs. The library was able to extend these vital services to our students through hard work and dedication of all staff and faculty.</p> <p>Library credit courses, library orientations and one-on-one reference service continue to promote Information Literacy on campus. The library has recently purchased LibGuides, a tool to produce online guides to teach information literacy skills. The first LibGuides will go live in Summer 2012. Librarians are currently exploring methods of embedding library resources and instruction in distance learning courses.</p>	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory		Career Technical Education (CTE), provide recommendations

Board Input:		from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	<p>The library B budget has remained fairly constant over the past few years. Several thousand dollars has been transferred to the division B budget for a small net decline.</p> <p>The library has received an augmentation of approximately \$35,000 per year in order to continue licensing Sirsi library automation software and to purchase continued support. Continued augmentation funding is essential.</p> <p>Lottery funds for instructional equipment at the level of \$100,000 per year has been reaffirmed. Lottery funds are used for the purchase of books, DVDs, magazines and academic databases used by all students.</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.</p> <p>If you don't work with Budget, please ask your Division Dean to give you the information.</p>
Enrollment Trends		<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.</p> <p>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
V. A -Faculty Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p> <p>Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
Justification for Faculty/Staff Positions:		Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request		A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through

		Measure C, please input your requests here.
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification		Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation		How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	In response to PLO #2, identify and utilize the broad range of resources and services (e.g.:reference; orientations; databases; technology; reserves, print collection, e-books, etc.) available through the library in support of	What did you learn from your SLOAC and PLOAC activities this year?

	<p>class assignments and course instructional objectives, the library conducted a survey of computer lab users to assess their needs. More than 300 students participated in the survey. The investigating team composed of Library West Computer Lab staff and librarians proposed the following recommendations:</p> <p>1) 44% of respondents indicated that they check out headphones. To make it easier on students and to save staff time, we would like to purchase and attach new headphones to each of the library's approximate 120 public use computers in our two labs. Funding will come from proceeds of the annual library book sale.</p> <p>2) 76% of respondents indicated that they use online research databases in our labs. The enhancement suggested is to create a new Library West Computer home page that would include information to help students understand what library resources could be useful, and how to access them. The new LWCL home page would also include instruction on how to search more effectively. LibGuides can be used as well.</p> <p>3) 50% of students found out about the computer labs through friends. Only 12% learned from instructors and 7% learned from a library orientation. The library needs to do a better job promoting the computer labs. Initial marketing ideas included; use of Facebook, working with Counseling 100 instructors, market to all faculty, a coupon in La Voz or the like that we give students limited free printing, and a staff development workshop to promote the library that would include a tour of LWCL.</p> <p>Headphones have been purchased and securely installed on all computers. The Library West Computer web page has also been updated.</p>	
<p>Future plans</p>		<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
<p>Submitted by:</p>	<p>Tom Dolen, dolentom@deanza.edu, x8764</p>	<p>APRU writer's name, email address, phone ext.</p>