

WEST HILLS COLLEGE LEMOORE

NON-INSTRUCTIONAL PROGRAM REVIEW

Revised: February 2004

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Non-Instructional Program Review for 2003-2006

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ATTACHMENTS

- Student Survey Questionnaire
- Faculty Survey Questionnaire

INTRODUCTION

The Program Review/Planning Process (PRPP) is a process by which West Hills College Lemoore (WHCL) evaluates instructional programs and support services within the context of the mission and goals of the College. The purpose of PRPP is to improve the quality of instruction and services at WHCL, to meet accountability mandates and to demonstrate institutional effectiveness. Program Review/Planning must be linked to departmental three-year master plans and institutional accreditation.

The information gathered during the review process provides a basis to aid WHCL in initiation, expansion, reduction, consolidation and termination of programs and services. The process is viewed as a helpful vehicle which allows a free exchange of information in a positive collegial atmosphere. This process allows the entire college community to evaluate its own areas of strength and challenge so that WHCL can better set priorities to meet the needs of students and the community.

WEST HILLS COLLEGE LEMOORE

Mission Statement

West Hills College Lemoore enriches lives, builds community, and enhances economic growth and development through quality learning opportunities. We are committed to educational excellence in partnership with the people and communities we serve.

WHCL Goals

I. TEACHING AND LEARNING

Provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

1. Foster a diverse learning culture that promotes institutional and student expectations, responsibilities, and respect.
2. Work with faculty, staff, and students to create a positive, energetic classroom/learning environment.
3. Further develop a user-friendly, efficient curriculum process.
4. Maximize the use of technology and innovation to the fullest extent, encouraging a variety of teaching/learning methodologies.
5. Implement training, workshops, presentations, conferences, and readings that incorporate best practices and involve students, staff, faculty, and community.
6. Develop consistent teaching/learning outcomes-based standards founded upon needs assessment and planning.
7. Nurture partnerships to enhance college programs, teaching/learning environments, and student experiences.
8. Recognize, promote and encourage faculty excellence.

II. STUDENT SUCCESS

Foster a student-centered guidance and support system that produces an active, educated, and involved citizenry.

1. Provide state-of-the-art technology, training, and instruction to enable students to attain their educational goals and develop critical employment skills.
2. Develop alliances that increase scholarship donors and recipients through community integration.
3. Identify key skills necessary for employment through partnerships and collaboration with community organizations, and incorporate those skills across the curriculum.
4. Develop a "Success Plan" for each student that covers all aspects of students' current and future needs.
5. Engage students in full college experience including clubs, sports, extra-curricular activities, and cultural events that would involve faculty, staff, and community.
6. Create and implement a system to encourage and improve high school student transfer rates to West Hills College.
7. Develop and implement a comprehensive plan to increase the options for and availability of counseling and advising.
8. Continue to remove barriers to student success by providing child care, alternative scheduling, accessible public transportation, and other identified student needs.
9. Develop and implement programs and services to increase successful student completion and transfer.

III. RESOURCES

Build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

1. Strengthen business and community partnerships and relationships to increase funding sources and support.
2. Maximize the efficiency of college-wide technology.
3. Utilize grant writing and development to create additional college resources.
4. Continue to build on, plan for, and utilize land available to create state-of-the-art learning facilities and diverse cultural opportunities.
5. Engage a needs assessment and planning process that has, as its ultimate goal, the full utilization of college resources.
6. Maximize the efficiency of staffing through cross training, professional development and interdepartmental collaborations.

IV. INSTITUTIONAL DEVELOPMENT

West Hills College Lemoore, as a new college, recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

1. Develop and enhance college identity and presence in the community.
2. Identify and pursue external resource development including fundraising, partnerships, grants, and other activities in conjunction with district efforts.
3. Recruit, develop, and retain world class faculty and staff.
4. Promote training and education to improve institutional understanding and teamwork.
5. Establish effective communication that fosters an inclusive climate for the assessment, planning, and governance process.
6. Improve processes for identifying and responding to the educational needs of business and industry.
7. Create and maintain technology-based linkages with partners and community organizations that will advance community-to-college interaction and communication.

V. FACILITIES

Support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

1. Establish effective management procedures in support of campus facilities and instructional programs.
2. Develop and support a campus wide maintenance plan for buildings and grounds in order to provide a state-of-the-art, safe, clean, accessible environment for optimal learning.
3. Establish and update an Emergency Preparedness Plan, incorporating present and future facilities.
4. Evaluate and improve facilities to support the latest technologies and instructional advancements.
5. Effectively manage the selection, maintenance, inventory, and replacement of instructional technology equipment.
6. Allocate appropriate resources to insure optimum performance and standards.
7. Create opportunities for community partnerships to maximize facilities use as well as augment current facility functionality.
8. Conduct needs assessments for future facilities planning, growth, and use.

9. Fully integrate maintenance and operations staff into the college climate and identity.

PROGRAM REVIEW/PLANNING PROCESS

Cycle

Program Review/Planning Process is conducted by each operational unit or department every three years, based on a schedule maintained by the Assistant Superintendent/Dean of Instruction or designee. PRPP is a two-semester process with planning and data gathering occurring in the spring semester; and analysis, documentation, report writing, and evaluation/recommendations taking place in the following fall semester. Flex days may be used by instructional departments for PRPP.

Objectives

The objectives of the Program Review/Planning Process are:

1. to provide an institutional method for evaluating instructional and non-instructional areas.
2. to monitor instructional and non-instructional areas to determine if they are meeting the needs of the community and the institution.
3. to recommend more effective and efficient utilization of college resources.
4. to insure quality and excellence in instructional and non-instructional areas.

Process

The PRPP involves an operational unit or department self-study and written report based on the data gathered and the questions posed in the unit planning guides. The self-study will include a review of data provided to the unit/department and any additional data the unit/department may wish to collect. Instructional units will be identified through the TOP codes used by the California Community Colleges Chancellor's Office.

The written report should include interpretation of the data, commentary and the unit/department's plans to address the findings of the self-study. The initial PRPP will require each unit/department to develop a three-year master plan which will subsequently become part of the next review. The three-year master plan may be revised, based on PRPP findings. The reports will then be forwarded to the Assistant Superintendent/Dean of Instruction or designee who will compile them for review by the Planning and Governance Council (PGC) which will make recommendations based on the reports.

Analysis of Program Status

It is important that criteria be developed and broadly accepted about how program review/planning information will be used. Programs and services need adequate time to make needed changes. Therefore, a system for recognizing exemplary programs or alerting programs that problems may exist or are developing is imperative.

1. Recognition or Alerts for Instructional Programs

- WSCH/FTEF If the faculty load in the program falls below the College average of the prior year or is consistently above the College average.
- Cost/FTES If the cost per FTES for the program is above or below the income the College receives per FTES.
- Retention If the retention rate for the program is below or above the College average. Either condition could reflect positively or negatively on the program depending on other extenuating factors such as the discipline involved, grading patterns, or entry level of students.
- Growth Trend If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Apportionment Income If the income to the program has decreased or increased since the previous academic year.

2. Recognition or Alerts for Support Service Areas

- Cost/FTES If the cost per FTES for the program is above or below the income the College receives per FTES.
- Growth Trend If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Productivity A productivity measure developed by the area administrator in consultation with staff.

3. Use of Alerts For PRPP

Generally, alerts will indicate that further review is needed. Program staff in areas with alerts will make specific recommendations to address the problem areas. These recommendations then become goals and objectives for the program during the next academic year. If the goals are not met, specific recommendations about the future of the program will be made by the area administrator. These recommendations may include

- an extension to meet the goals
- a budget increase, freeze or cut
- a reduction in program services

- inactivation of the program
- elimination of the program

4. Use of Recognition or Alerts For Budget Development

- Programs with alerts will provide detailed justifications to the Budget Development and Review Committee for funding requests
- Curriculum changes proposed by these programs that involve increased expenditures will be carefully reviewed by the Curriculum Committee

Guidelines for Implementation

Preceding Spring Semester - Planning

- All units/departments will be reviewed on a regular basis, at least once every three years. The current three-year schedule is included in this summary.
- When a unit/department is scheduled for review, the area administrator will be notified by the Assistant Superintendent/Dean of instruction or designee.
- The area administrator will discuss the process with faculty and/or staff in the unit/department. Committees will be appointed, with the Academic Senate appointing appropriate faculty and the area administrator appointing other committee members. The area administrator may serve as the program review chairperson or may appoint someone else to serve in that capacity. The program review chairperson will be a member of the committee and will acquire forms, work sheets, and unit/departmental data including fiscal and enrollment data with assistance from appropriate offices, faculty, and staff.
- The Assistant Superintendent/Dean of Instruction or designee will call a meeting of all unit/department spokespersons, program review committee chairs, and area administrators who will be completing the program review process the following semester. Committee members may attend this meeting if they wish. The meeting will include discussion of the process and questions and answers. Appropriate support staff will also attend.

Fall Semester - Conduct Program Review/Planning

- Units/department committees will begin review based on unit planning guides. Units/department committees may go beyond the unit planning guide if they wish, but those elements contained in the unit planning guide are required.
- Findings will be discussed among unit/department committee members and area administrator, and plans will be developed to address issues raised in review.
- The review process will result in a final report. The unit/department three-year master plan may be modified based on review outcomes.
- Program Review/Planning report, including the three-year master plan, will be submitted to Assistant Superintendent/Dean of Instruction or designee.

Spring Semester - Reporting

- Unit/department reports will be reviewed by PGC. Unit/department committee members may present an oral summary of the report if they wish. PGC will make recommendations, based on the reports, to increase, maintain, reduce, modify, re-review, or eliminate programs or services provided by the units/departments. These recommendations will be reviewed, along with the reports, by the Academic Senate and the College Council. The Academic Senate and the College Council will make recommendations to the Superintendent/President.
- Units/departments undergoing re-review will submit a written report addressing the recommendations of the previous program review.
- The Superintendent/President will make final recommendations to the Board of Trustees.

WEST HILLS COLLEGE LEMOORE
PROGRAM REVIEW/PLANNING PROCESS
UNIT PLANNING GUIDE – NON-INSTRUCTIONAL
DEPARTMENTS & AREAS

TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Unit/Department: Library/Learning Resources

Date Prepared: October 2004

Prepared By: Ron Oxford

Staff: Frances Andrade, Sharon Eldridge, Joe Savopolos, Scott Young, and Suzy Shirk

II. Qualitative Analysis

- A.** *Please provide a general description of the program(s) or service(s) that are offered by your unit or department. When applicable, discuss any pertinent historical developments which impact the structure of your area or future planning.*

In 2002 West Hills College Lemoore (WHCL) opened a state-of-the-art Library/Learning Resource Center (L/LRC). This 33,000 square foot building has enabled WHCL to greatly expand the services offered to the students and community. With the continuing growth of the campus this new L/LRC will be a center of both intellectual and cultural significance offering a wide variety of learning technologies and resources. These services include an automated materials catalog that is currently being upgraded to a much more powerful and dynamic system, a growing circulating book collection, reference area, group study rooms, online subscription research databases, 48 wireless laptops, 34 computers in the computer lab fully loaded with a wide range of programs, a strong tutorial program, and media services available to the faculty and staff.

Media Services -

- B.** *Please list assumptions or trends unique to your area that are likely to influence your department or profession; you may want to describe how the nature and needs of department in your service area are changing, etc. (Example: The cash flow requirements due to multiple funding sources and the resulting draw-down provisions will continue to increase and will require more aggressive cash management procedures.)* There is an increasing enrollment in Distance Learning programs (728 in 2001 to 1,939 in 2004), Web Enhanced

courses (53 offered at WHCL), and more students are doing research on their home computers through WHCL's online resources. Because of the increasing reliance on electronic resources accessible from beyond the physical walls of the Library/LRC the electronic library (e-Library) is requiring large amounts of time and resources. The continued development of the library/LRC website and links to quality research websites is an ongoing and time-consuming process. The addition of a collection of electronic books (e-Books) and increased subscription databases is an important objective for the current direction of the program. While developing the e-Library the traditional print library will also need to undergo constant evaluation and addition in order to maintain the academic value for the students at WHCL. The tutoring program remains an integral part of the services offered by the Library/LRC and the needs of those seeking tutoring service continues to evolve with the expanding student population and growing curriculum offered.

Media Services - All funding is district, we have had budget cut backs and expect little or no near future increases.

C. Provide program or service goal statements form the core of your unit plan. In prioritized order, describe the near term (3-Year) and long range (10-Year) direction/vision for your department/program(s). Evaluate program goals using criteria, measures, and methods applicable to each goal. Describe what you want to do differently or more effectively in the future. (Example: Improve the cleanliness of classrooms prior to first-hour classes.)

Three-Year Goal Statements

Augment the tutor training curriculum - the existing course outline has recently been revised to meet the College Reading & Learning Association (CRLA) guidelines for face-to-face instruction time. A weekly workshop format, time and place must be secured each semester in order to provide the face-to-face instruction necessary to continue tutor program accreditation.

Collection Development - The current book collection at WHCL needs a consistent and thorough purchasing and weeding program in place. As newer and more curriculum focused materials are added the older out-of-date textbooks and poorer quality materials need to be taken out of circulation.

Computer lab enhancement – A new approach to student help in the computer lab will need to be developed in order to maintain services that address an ever increasing amount of diverse class assignments and Blackboard online courses. Current communication and clarification between faculty, Open Entry/Open Exit, Library/LRC and online course requirements is lacking. The Library/LRC staff needs the information appropriate to meet student's needs in these areas.

Procedures – The current Procedures Manual is becoming increasingly outdated and does not address the full array of issues dealt with on a daily basis in the Library/LRC. A new expanded Policies and Procedures Manual needs to be developed.

Student Library Orientation – Library orientation tours, database presentations, and class visits need to be increased to a level that reaches all of the student population at WHCL. Currently there is a lack of these services being provided to online and evening students. One approach that will meet this need is the

development of an Online Information Literacy course that will offer comprehensive coverage of information retrieval and evaluation issues. With the limited staffing an online approach for the students is the best option in meeting the increasing demand.

Website and e-Library development – The Library/LRC Website and subscription databases need to be continuously evaluated and enhanced to meet the needs of the Distance Learners enrolled at WHCL and give added research options to the students attending on campus. These resources should be directly related to curriculum and based on professional library and information science principles.

Media Services –

Provide Students, Faculty, and Staff with standardized A/V classrooms, equipment available for checkout, and training.

Improve maintenance and servicing for “Smart Classrooms” and equipment.

Build inventory to provide more services i.e. video to digital transfer, digital photography.

Ten – Year Goal Statements

Library/LRC Orientation – An Information Literacy component of some type needs to be in place that will familiarize incoming and returning students to the ever increasing complexity of information retrieval and evaluation.

Staffing – Learning Resources (LR) at WHCL will need to evaluate the current staffing structure and work-flow within the Department in order to continue providing services to the population served. As the campus population and number of online learners continues to grow the amount of professional and support staff will need to be greatly enhanced in order to make sure that the quality of educational resources provided stays consistent with the Mission Statement at WHCL.

Technology - Maintain the level of information technologies, subscription databases, print collection, and services appropriate to a California Community College. Staff will need to stay cutting-edge in these areas by keeping abreast of new developments through professional literature and organizations.

Tutoring – If the Tutoring Program continues to grow at the current rate it will need to be re-structured with increased funding and staffing. The number of clients being tutored has doubled from 41 in September 2003 to 84 in September 2004. The current funding is not sufficient to maintain the rate of growth the tutoring program is experiencing.

- D. Supplies:** *Please describe the supply requirements of your existing department(s), as well as the effect that any proposed changes would have on the supplies required in the next three years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.*

Student Identification Cards – Learning Resources (LR) currently manages and funds the creation and distribution of student identification cards. These identification cards are currently being paid for by LR and the cost is increasing due to growing enrollment. There is currently not a charge for these cards and replacements of lost or misplaced cards is an ongoing financial burden. These

cards cost approximately \$5,000 a year to issue for the current student population. A new campus wide shared responsibility procedure or a fee based system needs to be implemented.

Processing/clerical supplies – As the print collection increases there is an expanding need for book processing supplies and equipment. The numerous library projects that are anticipated to continue and begin over the next three years will also require an increase in our clerical supply budget. The Library/LRC budget for supplies is currently \$7,500 and does not meet the current demand. A doubling of that budget over the next three years is the anticipated needed increase.

Computer software/technology – With the Telecommunication Technology Infrastructure Program (TTIP) One Time Start-Up funds that WHCL received in 2004 many of the projects requiring technology components was funded. The 48 laptops that are checked-out for student use run exclusively off of batteries while used in the Library/LRC. These batteries need to be replaced on a yearly basis at an approximate cost of \$100.00 per battery for an added \$4,800 yearly obligation.

Media Services - . Maintenance and cleaning supplies, along with equipment rotation replacement. (will provide lists)

- E. *Equipment:*** Please describe the equipment requirements of your existing program, as well as the effect that any proposed curricular or instructional changes would have on equipment required in the next three years. This statement should include a description of and rationale for new equipment or replacement of existing equipment and the estimated costs of the equipment. It should also include any on-going maintenance and installation requirements, as well as an estimate of the costs associated with these requirements.

The ongoing process of technology replacement is a three-year cycle relying on the availability of funds. Within the next three years it will be necessary to replace the laptops and tutorial lab computers which have been in service since the Library/LRC opened in 2002. The approximate cost of this replacement requirement is \$112,000. The technology infrastructure is maintained by the District ITS department. A system of cascading older work-stations to areas of less needed activity is used in the LR department and IT manages the refurbishment to usable levels.

- F. *Facilities:*** Please describe the need for facility modifications within your existing program or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next three years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

Technical Processing - The Library/LRC is a new facility that has not yet reached its full potential. There is existing space to expand a book processing area that should not require any additional facilities modification or funding.

Videoconferencing – Room 433 of the Library/LRC has been designated as an area for a videoconferencing system. The approximate \$25,000 for this system will come from the one-time TTIP Start-Up funds. Beyond the installation of the system there should not be any major facilities modification.

- G. Staffing:** *Please describe the certificated and classified staffing requirements of the existing program, as well as the effect any proposed curricular or instructional changes would have on certificated or classified staffing in the next three years. This statement should include the need to retrain or to add certificated staff for new specialties, for anticipated enrollment increases, or for replacing anticipated retirements. Finally, this statement should include the need to retrain or to add classified support staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.*

The Library/LRC currently has only one employee with a Masters degree in Library and Information Science. Over the next three years it may become necessary due to increased demand for services and growing enrollment to add a second professional staff member even if on a part-time basis. Book acquisitions, cataloging, budgeting, reference, bibliographic instruction, and a host of other responsibilities is overwhelming at the current levels with increases in student population expected. One-Time TTIP funds were set aside to fund a 3 year 19 hour a week position to help in the processing of books and the technical services area. Technical Services currently only has one full-time and one part time employee. Technical Services consists of the managing of student workers, circulation, and many clerical duties that keep the Library/LRC functioning. Most of the responsibilities that deal with student needs are being delegated to the student workers which are not always prepared to give the most relevant service. The goal of the Library/LRC is to provide professional services in the areas directly affecting the student and community population such as reference and bibliographic instruction. This goal is not being met at the current staffing levels.

Media Services - Dept. traditionally has staffed 1 full time Media Specialist and 2 part time Media Assistants. Currently operating with temporary Media Specialist and 1 permanent part time Media Assistant. The addition of a permanent Media Specialist and 2nd Permanent Media Assistant will greatly increase the ability to provide consistent and rapid service while keeping maintenance, servicing, and inventory current.

- H. Staff Development Requirements:** *Please describe the department/unit plans for staff development over the next three years. The requirements may include, but are not limited to, the following areas: improvement of teaching, maintenance of academic and technical knowledge and skills, retraining, development of innovations, affirmative action/diversity, instructional technology, and self-esteem.*

Tutor training—the Tutorial Center staff of the different campuses must meet at the beginning of each semester in order to coordinate the programs at each site. There will be a need for more tutors on each campus as the on-line classes expand. Staff will need to be able to handle this growth and the paperwork that results.

Support staff – All members of the Library/LRC staff need to take as many online seminars, and attend as many workshops as possible dealing with online searching and database retrieval. These areas are the fastest growing areas that students enquire about. Staff needs the skills to provide relevant and time efficient service.

- I. Additional Information (optional):** Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/departmental changes or needs anticipated in the next three years. N/A
- J.** What factors did you use in determining the quality and success of this program? (Example: increased enrollment, more critical thinking applications; high retention rate; student success in next sequential course, etc.).
The greatest determinate in the success of the program is increased faculty awareness and participation in the overall services provided. The number of class orientation tours, library assignments, and faculty requests continues to grow. Student, tutoring client, and faculty feedback is a good measure of success as well, with the vast majority of comments being positive.
- K.** Identify the best ways to measure the quality and success of this department or program. Conduct an evaluation of the program. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by the program evaluate its adequacy or effectiveness? How do services of this program compare to similar programs outside the College? By what processes does the program deal with complaints and continually up-grade services? Other methods might include matching or exceeding nationwide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.) As of this writing there has been no formal evaluation as to the quality of the L/LRC program. Library staff is currently in the process of designing and implementing an Outcomes Assessment that will greatly enhance any future program reviews and accreditation site visits.
- L. Class Scheduling Patterns:** Describe the annual scheduling patterns for courses in this program and discuss their impact on students, faculty, and the program. Consider interaction with other instructional programs, use of facilities, and flexibility for students. Due to the very nature of the L/LRC and the functions performed there is very little impact on other courses or facilities. The hours that the L/LRC is open currently meets the demands of staff and student access to all resources available. There is a need for reaching out to the night classes with Library orientation presentations. There are currently no night classes being reached by library staff regarding use of the L/LRC and its online databases.
- M.** Which of the measures listed in R above are you using or do you plan to use in the next year? N/A

III. Quantitative Analysis

Please provide a short, written commentary answering each of the following: Refer to information and data from the statistical report provided for your program.

A. Student Enrollments And Staffing Levels

1. How does the five-year enrollment trend for the College impact workload for your program/department? Because all L/LRC duties are directly related to the support of the students and the coursework that they do at WHCL there is a direct correlation between increased enrollment and program workload. With a larger enrollment comes an increase in class assignments, term

papers, and research in general. With limited staffing the quality of student service deteriorates as more students have to be helped in smaller sessions of time.

2. *How does the increased/decreased staffing levels impact workload for your program/department?* As WHCL continues to grow so does the demands on staff. Current staffing levels are barely sufficient to meet daily requirements on moment by moment issues. As the amount of student contact on reference, circulation and other related library issues increases the amount of time spent on professional activities decreases. This decrease in collection development, website maintenance and other “behind-the-scenes” professional work has a negative effect on the overall value of the L/LRC.

B. Productivity

1. *Have there been any significant fluctuations in facility ASF, FTES(students), FTE Staff, computers, instructional laboratories, general ledger transactions, staff vacancies, purchase orders issued, etc. (select whichever workload measures match your program/department) over the last five years? If so, explain.* With the opening of the new L/LRC a whole array of new and challenging issues confronted the staff of the L/LRC. There is now an entire library consisting of stacks capable of housing up to 40,000 volumes, a laptop check-out program consisting of 48 units, a tutorial computer lab of 34 units, and an ever-increasing website that involves numerous subscription databases. Because of a rather inconsistent staffing situation in the position of Librarian or Library/Learning Resource Specialist in the past five years there was a large amount of professional duties that had been neglected and are now being overcome. One large area that needed immediate attention in the past year was a large amount of grant monies that had accumulated and needed to be spent as expeditiously as possible. A large Technology and Telecommunications Infrastructure Program (TTIP) Start-Up allotment also required/requires a large amount of staff time to spend in well researched areas.
2. *How does the above five-year workload measures trend of your program/department compare with the State average of similar operations?* Needs further research.
3. *Describe the population served by this program/department using measures if possible. How are the characteristics of the population served significant factors in the evaluation of this program? Considering the goals of this program, should other populations be served?* Because of the large Hispanic population and the large number of these students seeking tutoring services it is a constant trial to make sure that there are as many subjects covered by as many Spanish speaking tutors as possible. Because the L/LRC serves the entire population at WHCL it is important to maintain principles of equity in resources for all involved including our DSPS population. The online learners at WHCL need to be given an increased amount of support in order to make sure that they have the resources available to do quality research while not actually visiting the physical L/LRC.

C. General Operation

1. *How well does your department provide adequate services to campus constituents? What criteria were used in this administration? (Example: surveys, e-mail responses, overall campus environment, self-assessment, etc.).* As mentioned previously there has been no formal evaluation of the services offered by the L/LRC. There is a current project regarding Outcomes Assessment that will allow for a thorough evaluation of the program and expedite any future accreditation visits or program reviews.

Media Services - The self-assessment answer is the best of our ability, short staffing & budget cutbacks have made it very difficult to provide the level of service I would like to see in Media Services.

2. *Does your department meet or exceed expectations of state regulations and reporting requirements?* Needs further research.
3. *What evidence exists or suggests that your department/program provides adequate services to campus constituents, excluding "client or customer" responses?* Needs further research.

Media Services - Faculty, Student, and Staff feedback indicates that the majority is pleased with the service and willingness of the Media Services dept. to meet their needs and requests.

4. *To what extent are the measurable goals of the program being met? (Example: what proportion of the student population that intends to transfer actually accomplish their goal?)* Needs further research.

D. Professional And Vocational Standards And Growth

1. *What procedures are being used to assure that current skill level of your employees is adequately meeting the needs of the college relative to your program/department fulfilling the college's mission, goals and objectives?* The L/LRC staff is active in online training that relates to the various positions within the department. There are numerous organizations and publications that also are kept abreast of by the staff. The college wide Employee Success Committee is also active in pursuing meaningful training for the staff.
2. *What procedures are being used to assure that the program/department uses current technology to perform its responsibilities?* Through professional contacts, peer conversation, and relevant publications the L/LRC is able to monitor any and all new technological advances in the field.

3. *Individual Professional Growth: What evidence is there that both professional and vocational staff are staying current in their respective profession and trades vocations?* The amount of associations, seminars, and publications subscribed to indicates a professional currency in regards to the program. The amount of cutting-edge technology being used at WHCL is also an indicator of the level of proficiency in their given areas that staff has obtained.
4. *What recognition's and/or acknowledgments (awards, publications, promotions, memberships, etc.) have been given to staff within the last year?* Needs further research.

E Overall Changes

1. *Were there any significant changes in data or trends? Describe.* (Example: increase in facilities; changes in landscaping; increases in purchase; increase in staffing; implementations of hardware/software, increased applicant pool, increased program participants, etc.) Within the past year there has been an addition of a full-time Library/Learning Resource Specialist and a full-time Library Technician. With these new positions has come a flurry of activity in regards to purchasing of library books, supplies, and electronic resources. The dynamics of the program grows with a steady infusion of grant monies and increasing faculty and administration awareness of the value offered by the L/LRC.
2. *If changes occurred, what were the reasons for these changes?* (Example: automation of financial aid; mailing of students invoices; planting of more perennials, increase outreach efforts, etc.) Changes in the program were directly related to the addition of staff and the allocation of grant monies. These two factors allowed for an increase in services and technologies offered to the community served by the L/LRC. A more curriculum based set of subscription databases is now being offered. An addition of nearly 800 new library books and a re-organization of the periodicals subscriptions now offer more research options for the students. Faculty now is able to request orientation tours of the technologies and resources offered by the L/LRC.
3. *Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes?* (Example too little/too much square foot custodial/maintenance per FTE Staff; work order backlog increasing; purchase order turnaround time increasing, increased recruitment or retention efforts; etc.) The book collection is still quite small and there is a need to expand in the time spent on collection development. Many books can be purchased, but still be of little use to the population served unless the purchases are curriculum based. This is a time-consuming endeavor and needs more attention. As mentioned previously it is also important to begin orientation for the night classes and online learners in regards to the subscription databases and services offered by the L/LRC.

IV. Program Analysis and Three-Year Plan

A. *What were the major accomplishments of this program/department in the previous academic year? (Example: increased applicant pool, increased program applicants.) Did these accomplishments meet your goals and objectives for the previous academic year?* The change in online subscription databases seems to have had the biggest effect on the quality of research the students are doing at WHCL. These new databases are directly geared towards the curriculum offered. The book increases, although modest, have had a positive effect on the print collection. A new tutor coordinator has come onboard that has streamlined many of the procedures and created a data tracking system that will allow for a stronger tutorial program. The past year has seen the L/LRC staff create a firm foundation of vendor contacts and build a skill base in district wide systems that will allow for further expansion of valuable program enhancements.

Media Services - Standardizing the A/V classrooms

B. *List other accomplishments that were not in the master plan. (Example: increased services offered.)* Faculty and staff response to the L/LRC services offered and suggestions for further improvement have been positive and numerous. This interest in the inter-departmental functions and communication between areas is a positive accomplishment that creates a good framework for growth and increased services.

C. *Please create a three-year plan for this program/department using the analyses made in this review. Please use the attached "Three-Year Plan" form.*

V. Summary Statement

What are the major conclusions on the state of your program/department? Summarize the plan for improving or maintaining the quality of the program/department. Identify strategies for the future. After two years functioning as a new facility/program the Library/Learning Resource Center has gone through a settling in period that has allowed for evaluation and adjustment. The current state of the program is one of dynamic growth in all areas of services provided to the user community. With student population and community interest in the services provided there is an ever increasing need to stay abreast of new technologies and strategies to provide these services. This need is being aggressively met by memberships in associations and attendance by staff to various online seminars, and relevant conventions. The electronic library (e-Library) has gone through a period of observation and usage tracking that was followed by a re-evaluation to a more curriculum based array of subscription databases. With the ever increasing demands for online resources for distance learners more attention will need to be given to developing a comprehensive orientation program that will guide users through the intricacies of database searching and website evaluation. Along with the continued growth of the e-Library the print collection will continue to grow according to documented standards of collection development. The tutorial program has seen significant improvement in the past year with a recertification through the College Reading and Learning Association (ACRL) and has continued growth foreseen. With a strengthening of the policies and procedures manual and continued staff development the L/LRC will meet any and all challenges and expectations that arise at West Hills College Lemoore.

WEST HILLS COLLEGE LEMOORE
THREE-YEAR PLAN – NON-INSTRUCTIONAL PROGRAMS
For
2004 through 2007

TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

Unit/Department: Library/Learning Resources

Date Plan Developed: October 15, 2004

1. Curriculum:

- a. Changes
Develop and implement a for units course that will allow students to gain the needed information literacy skills to effectively navigate the resources at WHC Lemoore, other institutes of higher education, and the workforce. Continue and strengthen classroom presentations exposing students to the resources available through the L/LRC.

- b. Special Projects (research related to program review, grants, pilot projects, student retention plans, recruitment, outreach, remodeling, financing alternatives, purchases, acquisitions, landscaping, etc.) Increase the Policies and Procedures Manual to encompass all aspects of LR to an extent that faculty and staff will all be consistent in their knowledge of the program. Expand all aspects of the library, both print and electronic. Maintain accurate and relevant records to facilitate further program reviews, accreditations, and evaluations. Streamline the tutorial program in order to keep it a viable part of L/LR. Concentrate as much as possible on the training of staff and development of their skills.

2. Resources Needed:

- a. Personnel
One more full-time position will be needed within the next three years to raise the level of service at night to the current level obtained by staffing during the day.
- b. Equipment
As much as budget constraints allow a policy of phasing out older equipment for newer must be maintained.
- c. Facilities
- d. Professional Services
- e. Travel
Seek out and attend as much staff training as possible.
- f. Utilities
- g. Contractors/Sub-contractors
- h. Insurance
- i. Supplies
- j. Other

DEFINITIONS

Accountable	To be obliged or required to account for, to explain, to provide reasons for, to describe or report the worth or importance of something.
Apportionment Income	The State funding per FTES.
Articulation	A process or plan of transfer of course credit form one school or college to another.
Audit	A formal, often periodic checking of records or reports to verify their accuracy.
CARE	Cooperative Agencies Resources for Education.
Cost/FTES	The cost to generate one FTES in a program or discipline (expenses/FTES).
Criteria	Standards of forming a judgment.
Data Elements	A generic term referring to any item or variable already measured or to be measured. A data base is made up of data elements.
Database	A repository of information. A collection of characteristics about a population or sample.
Default	A default has occurred when a financial aid recipient has failed to make timely payment on the loan.
Direct Expenses	The expenditures, including salaries, benefits, supplies, and equipment, incurred by a program or discipline.
DSPS	Disabled Students Programs and Services
Duplicated Count	A total number based on a way of numbering that allows for repeats such that a single individual may be counted more than once.
EOPS	Extended Opportunity Program and Services
Evaluation	The process for determining the value, worth or merit of all or part of a program.
FTEF	Full Time Equivalent Faculty (FTEF) is based on 15 formula hours (lecture hour equivalents). For example, a 3 hour lecture class is valued at .20 FTE ($3/15 = .20$).
FTES	Full Time Equivalent Student (FTES) is the unit of measure based on student attendance patterns used by the State in the formula for the apportionment of funds. $525 \text{ WSCH} = 1 \text{ FTES}$
Goal	A statement, general or abstract, of desired states in human conditions or social environments; e.g. students will be satisfied with counseling related courses.

GPA	Grade point average
Growth Trend	The percent change in FTES from the prior year.
Indirect Expenses	Incurred costs that are not directly required nor necessarily caused by the ongoing operation of a particular program or activity.
In-service Training	Training taken while the participants are employed.
Load (WSCH/FTEF)	Load is a measure of relative performance of a program. Load is calculated by dividing WSCH by FTEF. For example, a class which is worth .20 FTEF and generates 96 WSCH will have a load of 480 (WSCH/FTEF).
Longitudinal	Measurement of something over a period of time, usually years.
Measures	Those variables that can be observed, reviewed or appraised to determine whether an objective developed from a goal has been attained.
Method	An orderly procedure, process, or manner, or way of doing anything.
Number of Courses	Total number of course sections offered by discipline or for the College as a whole.
Objectives	Very specific, operational statements. Statements made in measurable or behavioral terms. At a minimum an objective states who will do what, by when, and to what level of performance.
Operational Plan	An implemented plan or one capable of being implemented; a specific, detailed description of what will be done.
Percent Fill	The percentage of available class seats filled at census week (4th week of the semester).
Population	The entire group about which one wishes to draw some conclusion or make some inference.
Program Income	Apportionment income generated by program or discipline.
Questionnaire	An instrument designed to measure something; e.g. a survey form for use in polling student attitudes.
Retention Percent	The percent of per class enrollment at the end of semester based on census week data.
Survey	A data gathering instrument; e.g. a written questionnaire or interview.
Target Population	Persons or groups to which interventions are directed; e.g. students seeking information and skills that will help them make better career choices.

TOP Code	The Taxonomy of Programs (TOP) is a classification system for instructional programs at the California Community Colleges. Each course offered is assigned a TOP Code number. Courses which are within the same instructional program share a common TOP Code number.
Unduplicated Count	A total number not permitting repeats. An individual or action may be counted only once.
WSCH	Weekly Student Contact Hours (WSCH) is the number of students in a class multiplied by the number of hours the class meets per week. For example, a class of 32 students which meets 3 hours per week generates 96 WSCH. WSCH is the primary factor used in the formula to calculate FTES.

DEFINITION OF TERMS USED IN THE SUMMARY EVALUATION

Value

Exceptional	Meets a need or provides a service in some <i>unique or unusual manner.</i>
High	Meets a need or provides a service in a <i>superior manner.</i>
Satisfactory	Meets a need or provides a service in an <i>acceptable manner.</i>
Low	<i>Fails</i> to meet a need or provide a service in an acceptable manner.

Cost/FTES

High	<i>Significantly higher</i> than other programs of its kind in the district.
Medium	<i>Similar</i> to other programs of its kind in the district.
Low	<i>Significantly lower</i> than other programs of its kind in the district.

Load

High	Faculty or staffs work <i>a large number</i> of hours that are considered overload or overtime or are performed by part-time faculty or staff.
Medium	Faculty or staffs work <i>some</i> hours that are considered overload or overtime or are performed by part-time faculty or staff.
Low	Faculty or staff works <i>few, if any,</i> hours that are considered overload or overtime or are performed by part-time faculty or staff.

Student Success

Exceptional	Student population is <i>exceptionally successful</i> in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)
High	Student population is <i>highly successful</i> in course completion, certificate or associate degree completion, job placement, or in

meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

Satisfactory

Student population is **successful** in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

Low

Student population has **a low success rate** in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

PROGRAM REVIEW UNITS

Instructional Programs

Administration of Justice

Arts & Letters

- Art
- English
- Foreign Language
- Humanities
- Music
- Philosophy
- Speech

Basic Skills

- Reading
- Writing
- Math
- ESL
- Interdisciplinary Studies
- GED

Business

- Business Administration
- Office Management & Technologies
- Economics

Computer Information Systems

DSPS Classes

Early Childhood Education

Math/Science

- Biology
- Chemistry
- Geology
- Math
- Physical Science

Physical Education/Health

- Physical Education
- Health Education
- EMT

Social Sciences

- Geography
- History
- Political Science
- Psychology
- Sociology
- Social Science

Work Experience

Administrative Services

Business Office

Maintenance & Operations

Duplicating

Information Technology Services

Human Resources

Instructional Services

Contract Education Office of Instruction

Library-Learning Resources

Tutorial

Student Services

Admissions & Records

EOPS/CARE

Athletics

Financial Aid

Job Development & Placement

Bookstore

Student Support Services

Counseling

One Step Beyond

Advising

Upward Bound

Career Center

Outreach

Transfer Center

Student Activities

DSPS Services

Office of Student Services

Other

Child Development Center

Community Campuses

SCHEDULE

2003 - 2006

Instructional Services and Programs

<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>
Biology	Administration of Justice	Art
Economics	Business Administration	DSPS Classes
English (includes basic skills)	Chemistry	Early Childhood Education
Health	CIS	GED
History	EMT	Geology
Math (includes basic skills)	Foreign Language	Humanities
Office Management & Tech.	Geography	Interdisciplinary Studies
Philosophy	Sociology	Music
Physical Education	Social Science	Physical Science
Political Science	Speech	
	Psychology	Work Experience

Non-Instructional Departments & Areas

<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>
Admissions & Records	Bookstore	Athletics
EOPS/Care	Business Office	Child Development Center
Financial Aid	Counseling	Contract Education
Job Development & Place.	Advising	DSPS Services
Human Resources	Career Center	ITS
Maintenance & Operations	Outreach	Student Activities
	Transfer Center	Community Campuses
	Duplicating	Office of Instruction
	Library/Learning Resources	Office of Student Services
	Tutorial	
	Student Support Service	
	Student Support Services	
	Program	

LIST OF DATA SOURCES

<u>Data</u>	<u>Source</u>
PRPP Statistical Report	Office of Instruction
Demographic Report By Program	ITS (See unit chairperson)
WSCH/FTEF State Average	Office of Instruction
Grade Distribution Report & Pass Rates	Registrar
UC/CSU Student Progress Report	Dean of Student Services
Degrees & Certificates Awarded	Registrar
Occupations/Job Market Information	Assoc. Dean Vocational Education
Declared Majors	Registrar
TOP Codes	Office of Instruction
Room Utilization	Office of Instruction
Tracking/GE/Transfer Information	Dean of Student Services
Faculty: % Full-Time/Part-Time	Office of Instruction
U/I Wage Data Report	Assoc. Dean Vocational Education
Periodic Reports to State & Federal Agencies	Varies

**WEST HILLS COLLEGE LEMOORE
PROGRAM REVIEW/PLANNING SUMMARY EVALUATION FORM**

TO BE COMPLETED BY PGC

Program: _____ **Fiscal Year:**

Cost/FTES: _____ **Load:** _____
(High, Medium, Low) (High, Medium, Low)

Value to Local Community & Society: _____
(Exceptional, High, Satisfactory, Low)

Value to Institution: _____
(Exceptional, High, Satisfactory, Low)

Student Success: _____
(Exceptional, High, Satisfactory, Low)

Committee Recommendation: _____
(Increase, Maintain, Reduce, Re-Review, Eliminate)

Comments:

Final Recommendations:

PGC Chairperson

Date