INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Library Technology Program

Name of Division

Library and Learning Support Services

Name of Person Preparing this Report   **Extension**

Patti Wall ext. 8577

Names of Department Members Consulted

Virginia Evans-Perry, Celia Huston, Marie Mestas

**Name of Reviewers**

Sheri Lillard & Rose King

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		2/19/13
Final draft sent to the dean & committee		3/25/13
Report submitted to Program Review Team		3/28/13
Meeting with Review Team		3/1/13, 3/8/13
Report submitted to Program Review co-chair		3/29/13

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty			3
Classified Staff			
Total			

Library Technology - 2012
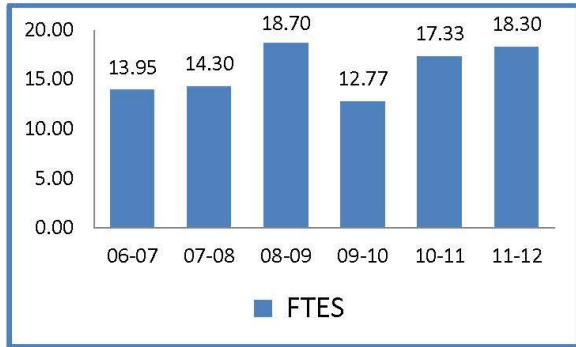
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	169	179	232	166	208	216
FTEF	1.27	1.19	1.09	0.92	1.09	1.09
WSCH per FTEF	329	361	515	416	477	504

	06-07	07-08	08-09	09-10	10-11	11-12
Success	74%	84%	78%	69%	70%	69%
Retention	76%	89%	85%	82%	79%	82%
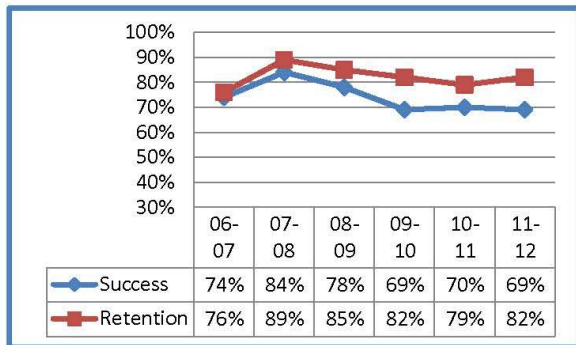
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	9	8	7	6	7	7
% of online enrollment	43%	56%	87%	50%	71%	71%
Degrees awarded	3	5	5	4	3	2
Certificates awarded	9	8	16	12	2	3

Description:

Library skills are fundamental to student success, especially in today's information-laden society. The Library Technology Department offers one course (LIB110) which is designed to teach students how to access both print and online information sources more efficiently and effectively. The remaining Library Technology courses are part of an associate of arts degree or a certificate program designed for students who are interested in working as paraprofessionals in the library field.

Assessment

- FTES are increasing since a low in 2009-2010
- WSCH per FTES are increasing
- Campus surveys and statistics
- Library Technology Certificate is one of the top-10 awarded certificates
- Evaluate and update any changes to SLOs if applicable

Program Goals:

- Successfully obtain review and partnership with LSSC Certification from the American Library Association (ALA)
- Maintain course CORES and evaluation of SLOs
- Develop a program SLO

Challenges and Opportunities:

- To continue offering a high-quality library technology degree/certificate program while facing program cuts and declining funds
- Opportunities for collaboration with American Library Association's LSSC Certificate and benefit of being the one local degree/certificate program in Library Technology within the Inland Empire area

Action Plan:

- Continue the process for ALA's evaluation of our Library Technology Program and work toward their certification.
- Streamline the program based on ALA's recommendations
- Develop a program SLO and timeline for evaluation

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Library Technology	Demographics Fall 2009 – Fall 2012	Campus
3.3%	**Asian**	6.2%
16.9%	**African-American**	20.3%
40.3%	**Hispanic**	48.6%
1.8%	**Native American**	1.0%
0.0%	**Pacific Islander**	0.7%
36.6%	**White**	21.0%
0.9%	**Other/Unknown**	2.1%
77.2%	**Female**	54.6%
22.8%	**Male**	45.2%
8.0%	**Disability**	5.4%
Min: 18	**Age**	Min: 15
Max: 75		Max: 88
Avg: 34.15		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Analysis of Library Technology Program demographics reveals that we continue to have a higher percentage of females and Caucasians than compared with overall College Demographics. As we interpret this information against the last program efficacy documents (2008-2009) we see that the percentage of males in the program have doubled from 10.7% to 22.8%, as has the percentage of Hispanics, jumping from 26.1% to 40.3%. Additionally, we see demographic changes in Caucasian enrollment percentages that have actually declined from 43.1% in 2008-2009 to 36.6% in 2012-2013. Female enrollment also is dropping from 89.2% to 77.2% over the same Program Review years. Disability student enrollments in the Program are almost eight times higher than in our last efficacy in 2008-2009; 1.4% leaping to 8.0% in 2012-2013. While our figures are not ideal, it is consistent with the gender and ethnicity surveys conducted on library workers by the American Library Association Diversity Counts Report which shows nationally that we fit the trend in the field predominately made of female Caucasians http://www.ala.org/offices/diversity/diversitycounts/2009-2010update.
Because program demographics are representative of the library technician profession, this is not an area of great concern. However, to address this issue of recruiting under-represented populations, the Library Technology Program participates in activities such as the Fontana Unified School District High School Career Fair.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Library Technology Program rotates classes over two semesters. The pattern of service is that we offer consistently the same four classes in the fall semester which are, LIB 062, Care & Repair of Library Materials; LIB 064, Intro to Libraries for Library Technicians; LIB 065, Public Services for Library Technicians; and LIB 068, Library Media Services. The pattern of service in the spring semester for the program is consistently LIB 066, Acquisitions for Library Technicians; LIB 067, Library Technical Services; and LIB 069, Library Automation for Library Technicians. The consistency allows students to complete the program in 2 years or less. Classes are scheduled during evenings and on Saturdays to accommodate our students who are predominately working during the day and actively seek alternate class delivery. Classes are offered online, on-campus and as hybrids. As evidence to our program striving to meet student needs LIB067, Library Technical Services, had been offered one semester in an online format. However, the meticulous and complicated content of the class based on the rules of Anglo American Cataloging proved difficult not only to teach, but for students to comprehend, and it was determined that this format was not meeting the needs of the students so it is now offered in an on-campus format only. It has also been a goal of the Program to offer LIB062, Care and Repair of Library Materials, in an alternative format. This, too, has proven difficult because of the "hands-on" specialized nature of the class (building a book from scratch; mending book spines and ripped pages). It is taught on Saturdays for 8-weeks and the feedback from students is that they love it and want it to continue to be taught in this manner.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

We are the only Library Technician Program in the Inland Empire (Citrus College, the closest comparable community college Library Technician program, suspended their program due to the state budget in 2009-2010; the next closest program is at Palomar College in San Marcos) and by the recent grad-check requests we anticipate that we should see our number of graduates increase when the 2013 numbers are compiled. Analyzing the EMP document shows that figures for 2013 have not been compiled since the semester is still in progress. Although the number of degrees and certificates are not as high as in 2008—2009 (5 degrees and 16 certificates awarded) we propose that it is partially due to a problem that was discovered in August of 2012. The problem identified was that perspective students wanting information about the Library Technology Program could not successfully email us using the "Request Information" feature on the college website. It was confirmed in summer of 2012 that the "Requests" had failed to reach us altogether and that there had been no responses sent to those inquiring that spring and summer 2012 semester about the program. Beginning fall 2012, and with the connection restored, the inquiries into the Library Program began again. We anticipate that this re-connection will help with increasing the numbers of students in the program. We also believe that our application for two of our classes for acceptance as part of a training certification with the American Library Association's Library Support Staff Certification (LSSC) will increase our student EMP statistics. This application for the LSSC certification is supported by our Advisory Committee made up of local librarians, library staff and students in the Library Technology Program. We would have national exposure for our program with ALA course approval which will result in increases to our program's enrollment and success!
Success and retention seem steady with some variances. There was a trend in 2008-2009 of decreasing success, from 78% in 2008-2009 down to 69% in 2011-2012. We are anticipating an increase in the success percentages at the end of this academic year, spring 2013. Retention in the Program has been steady at a healthy 85% at last report and currently it is at 82% for 2011-2012.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Faculty librarians and the program dean are seeking approval from the American Library Association's to be an approved American Library Association (ALA) training site for their LSSC, Library Support Staff, Certificate http://ala-apa.org/lssc/ . The Library Support Staff Certification (LSSC) Program is a national certification program sponsored by the American Library Association that allows library support staff to demonstrate their competencies and become a Certified Library Support Staff (CLSS). The two classes and supporting documentation will be submitted for approval to ALA by June 2013 and when approved will be part of this nationally recognized certification program.

Job growth, according to Occupation Handbook (http://www.bls.gov/ooh/education-training-and-library/library-technicians-and-assistants.htm) is projected for 2010-2020 to be 10% which is considered average nationally. Job announcements for our students are posted both in a paper format (on a clipboard at the first circulation desk for students in the Program that come into the library for classes) and also announced through BlackBoard from the online instructors.

Since the last Efficacy the Library Technology Program has had its first ever Department Chair who schedules class offerings and counsels current and future students. Although additional campus programs under the Library dean have rotated in-and-out (for example, the Faculty Chair has also had RTVF, Academic Advancement, and the Paralegal Programs in her area) the Library Technology and Academic Advancement have remained steady under her since the chair position was opened approximately 3 ½ years ago. There still continues to be no full-time faculty teaching in the program, however, and it is taught by adjunct and full-time faculty librarians teaching overload.

The passage of the *No Child Left Behind Act of 2001* established Federal guidelines which positively impacts our program by requiring increased education for its K-12 paraprofessionals to ensure that all students in public elementary through secondary schools receive a high-quality education. Local employers, for example Rialto Unified School District, require 12 semester credits completed in one of three areas including library science for their Library Media Technical II positions, and for their Library/Media Technician I it is desirable for them to have supplemental course work in technical library media operations or a library certificate. http://www.rialto.k12.ca.us/Images/stories/documents/Personnel/job_descriptions/LIBRARY_MEDIA_TECHNICIAN_II.pdf

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See Strategic Initiative 5.1

As demonstrated by the chart below which was submitted to our division vice president, all Library Technology classes have SLOs and are currently assessed. Assessment is on its timeline and meets the college goals.

SLOs and assessment are part of the Library staff meetings and are noted in the minutes. At this point course SLOs and their evaluation show they are still valid and applicable to student learning. Plans are to expand the amount of SLOs per class and work with the adjunct faculty or revision based on assessment.

Division: Library and Learning Support Services									
			Three Year Cycle				Next Three Year Cycle		
Department		Course	SLOs	12/13	13/14	14/15	15/16	16/17	17/18
LIB	062	Yes	2012			x			
LIB	064	Yes	2012			x			
LIB	065	Yes	2012			x			
LIB	066	Yes	2012			x			
LIB	067	Yes	2012			x			
LIB	068	Yes	2012			x			
LIB	069	Yes	2012			x			
LIB	098	Yes	Work Experience						
LIB	110	Yes	Yes			x			

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See Strategic Initiative 5.1

Library Technology Program faculty meetings include discussion about the effectiveness of the courses that are being taught the current semester and are included in the minutes. They reflect SLO review and assessment for the Library Technology Certificate and Degree especially since we are in the process of aligning two of our courses with the Library Support Staff Certification (LSSC) from the American Library Association (ALA) for our Library Technology Program. As we have been preparing for the submission of the two classes to ALA which are LIB 067, Library Technical Services and LIB 065, Public Services for Library Technicians, both the full-time librarians and instructional librarians are recommending future revision to our program to update and more closely align to ALA standards. Curriculum is due to the college curriculum committee for review in 2015 and the revisions are planned prior to that time.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The mission of the Library Technology certificate and associate degree program at SBVC is "*To train paraprofessionals to enter the library workplace prepared with fundamental knowledge of library services, principles, and practices and the understanding of how they apply in specific library settings.*" SBVC offers the only Library Technology Program in the Inland Empire (Citrus College, the closest comparable community college Library Technician program, suspended their program due to the state budget in 2009-2010; the next closest program is at Palomar College in San Marcos). The program is designed to prepare students to function effectively in a library clerical position. Taken alone, each course provides entry-level exposure to a particular library department or function. Presently employed library workers can also take courses to increase their level and variety of training in the library field.

How does this purpose relate to the college mission?

Clearly, the Library Technology Program links with the institutional mission of the campus by increasing the quality of education by offering classes that will improve student's research skills which are fundamental to student success, especially in today's information-laden society. The Library Technology courses are part of an associate of arts degree or a certificate program designed for students who are interested in working as paraprofessionals in the library field. Taken alone, each course provides entry-level exposure to a particular

library department or function. Presently employed library workers can also take courses to increase their level and variety of training in the library field. The program understands that it serves a geographically diverse population and schedules on-campus, hybrid, online and Saturday classes.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

EMP data for the Library Technology Program shows FTEs increasing since a low in 2009-2010 of 12.77 to 18.30 in 2011-2012.WSCH per FTEs declined in 2009-2010 but are on the rise again in 2011-2012 to 504.

In the fall of 2012 the Library Technology Program developed an agreement with Colton Public Library (CPL) for internships for our students for the required LIB098 Work Experience class. The director of the CPL, Edward Pedroza and librarian Diana Fraser, entered into the agreement (orally) on 28 August 2012. A unique aspect of our Federal mandate Title I "No Child Left Behind" is that working as a paraprofessional must include a minimum of 48 semester credits of which local districts, i.e., Rialto Unified School District, require library technology classes. During the fall 2011 semester, the online connection for questions about our program was not working. Once this problem was identified, contact was made with the person responsible for activation of this web feature. We believe that not receiving the questions about our program from potential students has had a negative "we don't care" affect which is believed to have impacted our productivity data.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Course	Status	Last Content Review	Next Review Date		
		LIB062 Care and Repair of Library Materials	Active	10/12/2009	10/12/2015
		LIB064 Introduction to Libraries for Library Technicians	Active	10/26/2009	10/26/2015
		LIB065 Public Services for Library Technicians	Active	10/26/2009	10/26/2015
		LIB066 Acquisitions for Library Technicians	Active	10/26/2009	10/26/2015
		LIB067 Library Technical Services	Active	10/12/2009	10/12/2015
		LIB068 Library Media Services	Active	10/12/2009	10/12/2015
		LIB069 Library Automation for Library Technicians	Active	10/12/2009	10/12/2015

	LIB098 Library Technology Work Experience	Active	10/12/2009	10/12/2015
	LIB110 Information Literacy	Active	10/12/2009	10/12/2015

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Program is current.

Articulation and Transfer

LIB110 does transfer and articulates to CSU

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All pertinent courses articulate and transfer.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Catalog information is accurate and there are no discrepancies to remedy.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The down-turn of the economy has affected the library technician paraprofessional field. In 2008, 25% of the library technicians at the high school level left their jobs, mainly through attrition and layoffs according to Matt Kelly, former Director of Library Programs for Rialto Unified School District. At middle schools they also had layoffs, primarily of the professional Librarians. Their numbers have decreased at the Rialto USD from 9 to 4. Libraries began sharing and depending on technicians at their institutions, Kelly reported, which when analyzing our EMP data may be the reason our FTEs and WSCHs are increasing---there is more dependency on the library paraprofessional. Hiring did continue for vacancies. Technicians have taken on more and more of an important role at Rialto USD. As a college that provides Library Technician classes that have been approved as official training for the American Library Associations (ALA) Library Support Staff Certification (LSSC) the program increases not only its presence as an accredited institution for this training nationally, but also will potentially increase its numbers since students can enroll in these two online courses from anywhere in the country or beyond. The

department will create a timeline for content review so that we will be prepared to submit curriculum in-time for the 2015 review.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

High points for the program include the successful community collaboration with Colton Public Library as a work experience site for students in the Library Technology Certificate Program (they are required to take LIB098, Work Experience to complete the certificate).

At the last efficacy it was noted that our program had never had a department chair, so for the first time ever the program now has one. Beginning 3 ½ years ago we got a department chair position and now have equal representation across the campus.

Interest in the program remains high as evidence of the "Request for Information" that is supported by the campus website (22 Requests).

SBVC offers the only Library Technology Program in the Inland Empire (Citrus College, the closest comparable community college Library Technician program, suspended their program due to the state budget in 2009-2010; the next closest program is at Palomar College in San Marcos).

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

Planning for submission of two of the Library Technology Program classes to the American Library Association's (ALA) Library Support Staff Certificate (LSSC) reveals the need to update and streamline the program which will be done prior to our content review to the Curriculum Committee that is due in 2015. We anticipate an increase to our EMP totals for awarded degrees and certificates once we become--pending our course acceptance to ALA--a training site with this nationally recognized training program.

Challenges to our planning process include that the program continues to be taught by adjunct and full-time faculty librarians teaching them as overload. The campus-wide reduction of sections is also a challenge as we strive to maintain the course rotation that enables students to finish the program in two years or less. The loss of the link to the campus website for spring and summer of 2012 to "Request Information" had negatively affected the program since potential students did not receive responses to their inquiries. One final planning challenge we currently have is the loss of the program dean who has had her contract cancelled. As a former faculty librarian she developed the Library Technology Program and continues to be very supportive of the program as an administrator. At the writing of this document we are uncertain about who will take over administrative responsibilities.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Library Technology Program did not have any "Does Not Meet" categories. However, the program is conscientious of its growth and progress.

Technology: The Library Technology Program strives to provide to its students the latest in technology, especially electronic databases. Recently the District purchased, upon recommendation of the administers and deans from both, SBVC and CHC, OCLC's World Share Catalog, which will replace the high maintenance and antiquated Millennium (iii) Online Public Access Catalog (OPAC) system that dates back to 1991.

Partnerships: In the fall of 2012 the Library Technology Program developed an agreement with Colton Public Library (CPL) for internships for our students for the required LIB098 Work Experience class. The director of the CPL, Edward Pedroza and librarian Diana Fraser, entered into the agreement (orally) on 28 August 2012.

Campus Climate: Students attending program classes' on-campus, which are always held in the Library

classrooms, find the building offers enhanced beauty and appeal from the original artwork displayed around the interior of the building. Artwork includes pottery pieces, sculpture, water-color and oil paintings, and a glass-enclosed Japanese vase with a carved teakwood stand which was donated to the college in 1930 from the Japanese Association of San Bernardino County. The Library also displays student artwork on the second floor.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

N/A