



Barstow Community College NON-INSTRUCTIONAL PROGRAM REVIEW

(Refer to the [Program Review Handbook](#) when completing this form)

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Barstow College Library is committed to serving the needs of our students, faculty, staff, and community patrons by striving to meet the following goals:

- Maintaining a diverse collection of materials to support the academic and vocational needs of our student body;
- Helping students develop skills essential to academic and occupational success by promoting information competency and critical thinking;
- Working with the faculty to ensure knowledge of the library's services and resources and providing training and support to incorporate them into curriculum;
- Providing resources and research assistance to enhance faculty research;
- Serving the diverse needs of all library patrons, including remote learners and those with special needs;
- Responding to changing technologies by providing resources in a variety of formats, both print and electronic, and maintaining a knowledgeable and skilled staff;
- Promoting lifelong learning and the value of the library in the campus environment.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

This is our five-year plan. We are now on the fourth year of this plan. Some items have been modified from the original 2014 plan as more data has become available. Updates are in boldface:

Barstow College Library 5-Year Plan

1. Collection
 - a. Finish backlog of weeding so that weeding is on a regular schedule as appropriate for all subjects – will take several years. **On track to be finished in 2016.**
 - b. Continue to monitor technological change in the areas of e-books, other downloadable materials, and video streaming, to see if technological and business models are developed in these areas that would be available to us and useful to our students. **Ongoing**
 - c. Continue to purchase print and DVD resources. **Ongoing**
 - d. Explore the possibility of reducing print periodical subscriptions substantially starting in FY 2012-13. Immediate – **This was done**
 - e. Develop active strategies and procedures to increase use of all resources. **Immediate and ongoing**
 - f. Do as much as possible to ensure that funding for databases is maintained at a workable level. **Immediate and ongoing**
2. Physical library
 - a. Consider administration suggestion to add new computers. Where would they go? Who would pay for and maintain them? How could academic uses be specified, if possible? – **This has been shelved with the increasing use of mobile devices by students.**
 - b. How to improve collection security? **This has not really been addressed but does not seem to be an urgent priority at this moment. When the 2014 program review was written we had just experienced a spate of theft.**
 - c. Receipt printers? **We decided this was unnecessary.**
 - d. Maintain funding for security system service plan. **Done.**
 - e. Identify how staff computer equipment and back-end technology (Voyager, Oracle) are to be paid for. If by the library, secure and maintain consistent adequate funding. **Done with approval of BAP that funded switch to new ILS, Worldshare, and provided funding.**

- f. Get a better copy machine; also, encourage college to purchase a second copy machine to be kept either with the first or in some other central location on campus? **This has not been addressed and still needs to be addressed.**

3. Personnel

- a. After researching job descriptions and compensation, submit requests to add one adjunct instruction/reference librarian and one classified front desk lead position to the library. **Our personnel needs have been modified. The need for an instruction librarian is really a need for an instructional technology librarian to be hired as a contractor to create tutorial/instructional materials for our distance education students to use to learn database searching, information literacy, and similar topics. The need for the classified lead position does not currently seem to be supported.**
- b. Extend one currently part-time Library Tech I position to full-time (subject to outside funding). **We still need this and a BAP is attached.**
- c. Return staff training funds to 2012-13 budget. Encourage and promote staff training. **Staff training has improved with several staff members and the librarian all completing professional development activities (detailed below).**

4. Instruction and SLOs

- a. Complete quarterly cycle of assessment for all SLOs; develop better assessment methods for SLO 2. **This has not been done, and still needs to be done.**
- b. Develop library tutorial materials for distance education students (requires help from other departments). **This would hopefully be done by the contract employee, as above.**
- c. If required, develop credit library research courses (hopefully done by instruction librarian). **It is my belief that credit courses are not the best way to bring information literacy skills to our students. They are already overloaded and it is unlikely they would take the courses. They will have better success if research/bibliographic skills are taught in conjunction with subjects they are already taking and assignments they already must complete. We also do not have enough personnel to teach credit courses, since we have only one faculty librarian. Instead, we should explore the possibility of adding library "lab" components to existing courses, and persuading faculty to add library-specific assignments to their curricula.**
- d. Develop and promote subject-specific information literacy assignments for students. **This has not be done, but can be done, and will be done by Spring 2017. However, such assignments are not very useful unless faculty commit to using them.**

5. Policies and procedures

- a. Post correct mission statement (can be done ASAP) **Being done now**
- b. After final discussion by staff, save book processing and periodical processing documents to the G drive where they can easily be accessed **Still needs to be done**
- c. Continue to examine policy/procedure on an ongoing basis to make sure we are using best practices. **Ongoing**
- d. Continue enforcement of reasonable quiet, no food/drink, etc. **After discussion with librarians from other institutions, we decided it is most in line with standard practice to allow covered drinks and small snack items. There is a belief among at least some staff members that this has increased mess and trash. However, this may also have to do with low staffing levels in the M&O department. When food was prohibited, staff found it difficult to enforce the rule, and it is a bad idea to have rules that are not enforced. In short, this is an ongoing conversation.**
- g. Continue active staff presence working in stacks where possible to deter theft. **Ongoing**

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

BCC Mission:

Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures. **(Library supports by diverse collection and up-to-date technology)**

Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities. **(Library supports by having basic skills and vocational materials in collection as well as materials supporting transferable courses. Library tutorials offered to students in all classes)**

Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities. **(Strong customer service ethic, emphasis on customer service performance for library staff)**

Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential. **(Not as relevant to us, but we do offer materials on transfer, different schools, majors, careers)**

Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth. **(Library has an MOU with the local Veteran's Home to allow veterans to check out books. More could be done here)**

Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace. **(Career and technical materials in collection. Especially see certification materials in Learning Express database)**

Using institutional research to further develop courses, programs, and services. **(Library keeps statistics on electronic database use, book, DVD and reserve item use, reference transactions, etc. SLOs exist, assessment is a top priority)**

Increasing access to all students by continuing to promote and develop our extensive distance education program. **(Databases, e-books, availability of reference services via email)**

2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

Organization: managed by Librarian (faculty); one full-time Library Tech II, one full-time Library Tech I, one part-time Library Tech I (all classified). All personnel report directly to the newly created position, Dean, Distance Education & Learning Support Services, who reports to the Vice President of Academic Affairs. The Librarian directs the daily activities of the library staff for the most part.

B. Who do you service (including demographics)?

We serve all BCC students (on-campus and distance education students alike) as well as BCC faculty and administration.

C. What kind of services does your unit provide?

We provide materials for research and study such as books, periodicals, DVDs, a journal database, e-books, topical databases, etc. We also offer reference assistance (help with research questions) and formal bibliographic/information literacy instruction. We provide a space for students to study and computer access, including wi-fi.

D. How do you provide them?

Library materials and services are available both in the building and remotely (via electronic databases and e-books; reference questions can be answered via email or phone).

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

1. As a result of attending library tutorials, students will demonstrate the ability to select and locate print, audiovisual and electronic library resources. (Assessment methods: Student performance after instructional portion of tutorials; student use of appropriate resources for research assignments.)
2. The library will provide students, faculty, and staff with a variety of timely, high-quality, and relevant print, audiovisual and electronic resources for support in coursework, research, professional development, life skills, and personal development. (Assessment methods: Analysis of collection age and numbers of resources on different topics; circulation statistics; purchase and weeding numbers per assessment period.)
3. Students will increase their use of and engagement with the written word, leading to improved success in coursework at BCC and after transfer. (Assessment methods: Student use of appropriate resources for research assignments; circulation statistics; surveys of students to assess their reading behavior at various points during their education.)

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

These SAOs were newly created for the PR Update submitted in October 2015. We have not yet measured or assessed them. This is a major priority for the immediate future.

3) Describe any improvements made by your unit as a result of the outcomes assessment process:

a. What did you learn from your evaluation of these measures?

See above

b. What improvements have you implemented as a result of your analysis of these measures?

See above

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

See above

B. OTHER ASSESSMENT DATA

1) List all OTHER quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

We keep track of searches on our main journal database, EbscoHOST; checkouts of books, DVDs, and other physical items; and number of library tutorials given.

2) Summarize the results of these measures.

The library collection is underused.

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

Our students are reluctant readers. For about the last decade, we have been removing old, outdated materials and replacing them with new, current, interesting items. This has had little effect on circulation. The reason is that our students do not read for pleasure, entertainment, curiosity or to satisfy information needs. They read only when their instructors give them assignments requiring them to read. There is no material difference between print and electronic resources: students do use the journal database more heavily than the monograph (book-length) resources, including e-books, but only because they believe they can do less reading that way. Students also do not make effective use of our audiovisual resources.

b. What improvements have you implemented as a result of your analysis of these measures?

Added a reading report assignment to tutorials given to ENGL 50 and SDEV students
Given a variety of handouts and made a variety of presentations to faculty detailing best practices to get students engaging with library materials (this has not been effective).

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

We need to continue working with faculty to help them create assignments that get students using library materials, including print, electronic, and audiovisual materials. Based on the lack of response to handouts and presentations, it seems that faculty either are not convinced of the value of library materials, or they are simply so busy with their existing curriculum and trying to help their students succeed that they feel unable to add any new assignments or activities. We need to develop new strategies to engage active faculty buy-in. This will require the active assistance of the administration. Barstow College will really only increase student engagement in the library if the institution as a whole both commits to information literacy, college-level research, and reading as meaningful goals for students, and identifies the library as the best source for students to learn relevant skills and access relevant materials. Information literacy, etc. need to be embedded in the curriculum, not matters of whether an individual faculty member wants students to use the library or not. It is difficult for the library as a single department to form a meaningful plan to address these issues.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

There are three major changes that have affected the library:

1. It was decided by the Business Office that faculty and staff members will no longer have a CalCard. This was an institutional credit card. We used it for most purchases, including library collection materials such as books and DVDs. The collection development process was thus very easy and efficient. Now it is neither (see below).
2. A new administrator has been added, Dean, Distance Education & Learning Support Services, to whom the library faculty and staff directly report, rather than reporting to the VPAA as previous.
3. It was decided that the librarian would no longer directly supervise the library staff. This was decided because the librarian is a faculty member, whereas the staff are classified staff. Normally, faculty are not allowed to supervise staff per BCC policy, but in this case, there was an MOU allowing the librarian to be the supervisor of the staff. The administration decided to void the MOU (the process by which this was done is not clear). Then the librarian and staff reported directly to the Vice President of Academic Affairs. After about a year of this, the new Dean was hired as above. It remains the librarian's role to direct the daily tasks and activities that take place in the library.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Now, to buy books or DVDs, we have to go through the following steps:

Create a spreadsheet with extensive information on each item to be ordered

Email the spreadsheet to Business Office staff

Once the order is received, coordinate and check that the correct items were ordered and everything was received; remove ordered items from wishlists.

A process that used to take minutes now takes weeks. Inaccuracy in the ordering process becomes a concern when a non-library staff member is doing the actual ordering (although to be fair we have not had any problems with accuracy so far). In addition, tasks that were previously done by the librarian and sometimes the Library Tech II and are in those personnel's job descriptions are now being done by a different staff member, which could be a contractual violation.

It seems likely that the effects of adding a new administrator will be considerable, but the individual has only just started work as of this review, so these effects remain to be observed and assessed.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

As above, we need to create and perform SLO assessments. This will be done by the librarian.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

We have a strong collection and some dedicated personnel. The collection has improved with active weeding of old, outdated materials. We focus on materials that directly support the curriculum. We also purchase extensively in African-American Studies, Chicano-Latino Studies, local history, desert ecology and survival, current events, and materials on life and study skills, particularly when intended for a military and post-military readership. We have a strong literature and fiction collection, mostly developed through donations. For a small academic library in a remote area, we have a collection that is outstanding.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Due to the layoff of one of the part-time Library Tech 1 staff in 2013, **the library is extremely short-staffed**. This has led to a 20% reduction in the hours the library is available for student study and research. It also means that substitutes must be extensively used to cover absences rather than extending the hours of experienced employees. Work which makes items available to students, such as processing and shelving books and print periodicals, must now take place more slowly. The chance that a student will have to wait in line while someone else is helped has increased. We have already had student complaints about the reduced hours and about newspapers not being immediately available in the morning (because the one staff member on the desk could not leave the library unattended to go outside to the book drop for retrieve them). **I have appended a BAP asking that a part-time position be extended to full-time to address this issue.**

We do not support our distance education students as well as we could. The first thing we could do to improve this is to **institute a chat reference program so that distance education students could receive research and reference assistance**. This is commonly used by academic libraries. However, previous requests here at BCC were denied with the comment that such a program presented a security risk. With so many other libraries using programs such as LibChat, it is hard to believe that security concerns could not be effectively addressed. If we had a chat reference program the librarian would be available to assist students for most of each working day. The program would of course need to have a link on the CMS, and so Online Office help would be needed. **We are not yet at the point of creating a BAP to purchase a chat reference program because we have only just started research into the issue, but we plan to submit one next year.**

Another area in which we could better support distance education students is information and bibliographic instruction. Currently the CMS (Moodle) does not allow library-related tutorials, activities, or informational resources to be uploaded, or so we were told when we asked. Distance education students thus have very little access to assistance. They can email the librarian for help, but they rarely do this, and there are materials on how to search available on the library homepage. Still, we need to do more.

One way in which we are trying to address this weakness is that **the librarian has recently created a packet of instructional materials to be emailed to students who ask for database passwords**. This includes not only the current passwords but handouts on the habits of effective students, how to search the OPAC, informational and statistical literacy, and more. It also includes a link to an assignment timer so that students can assess how soon to start a research assignment and how to plan their reading and research strategy. However, the usefulness of this is dependent upon students choosing to read it.

Ideally, we would have links to interactive tutorials on how to search the e-books and databases and how to plan and complete research assignments embedded in the CMS. As we make the transition to Canvas, perhaps this will become possible. However, the obstacle exists that nobody in the library has specific or technical training in how to create such tutorials, whether from a pedagogical or a technological standpoint. **We plan to explore alternatives: would it be best to hire a contract instructional technology/bibliographic instruction librarian to do this work? Or would it be better for the librarian to take courses so that she can create the materials herself?** Either way, funding will be required, as well as support from the Online Office. It may also be that some of our electronic resource vendors have prefabricated tutorial materials that we can simply upload or link to. **We plan to research the best way forward and submit a BAP, as needed, in October 2017.**

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

We have the opportunity to improve our personnel shortage via a BAP.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

We are constantly threatened by budget cuts and even layoffs, all of which are initiated outside the department. In addition, our usage statistics are largely dependent on faculty making the choice to require their students to engage with library materials. We need a more comprehensive institutional commitment to library use but are not sure how to achieve this.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

The Librarian took one online course from LibraryJuice: New Directions in Information Literacy: Growing Our Teaching Practices, and also attended faculty Best Practice meetings. The Librarian also served as Curriculum Chair, Program Review Committee Co-Chair, and a member of the Student Success and Equity, Institutional Effectiveness, Standard II, and President's Advisory Committees, and attended numerous trainings in connection with these. She was also a member of several hiring committees.

The Library Tech II took these online courses from LibraryJuice: Strategic Planning: Setting Direction for the Future, Introduction to XML. He also served on the Student Success and Equity, EEO and Diversity, and Enrollment Management Committees as well as one hiring committee.

The full-time Library Tech I is interested in professional development and had signed up for a LibraryJuice course on Digital Humanities. However, she was not able to complete the course due to a lack of coverage at the front desk. These courses cost money, so it is very unfortunate that this happened and certainly provides more evidence that we need more personnel coverage.

B. How did this benefit your department and the College?

Course learning outcomes for New Directions in Information Literacy:

- Become familiar with varying conceptions of information literacy.
- Recognize various instructional roles librarians play in varying information environments and contexts.
- Develop a general understanding of instructional design principles (e.g. learning outcomes, backward design, instructional scaffolding, and assessment).
- Develop a working knowledge of teaching methods and learning theories which can inform your own instruction of information literacy.
- Apply basic knowledge of instructional design to creating learning activities that target specific learning outcomes and apply scaffold the learning process.
- Reflect on your emerging or current teaching style and philosophy and its influence on your teaching practice.

Learning outcomes for Strategic Planning:

- Implement a strengths, weaknesses, opportunities, and threats (SWOT) analysis of the profession in general and the organization in particular
- Develop strategies for maintaining or leveraging strengths, addressing or remedying weaknesses, optimizing or building on opportunities, and countering or minimizing threats
- Develop a vision, mission, and values statement
- Develop short-term and long term goals and objectives and formulate an implementation strategy.

Learning outcomes for Introduction to XML:

- how to create and manipulate XML documents
- understanding how DTDs and Schemas define XML document structures and languages
- understanding how to use XML electronic text markup languages and XML metadata markup schemas
- understanding how XML markup schemas and standards are currently being used in the library community

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

We hope that the librarian and the staff members can continue to take online courses and attend webinars. If we decide to create our own Canvas tutorial materials, training will be necessary.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

If the department does not have prior goals and objectives, please explain.

In our most recent Annual Update we submitted a BAP asking for the part-time Library Tech I position to be reinstated. This was not funded. This year we are trying to achieve the same goal by extending the current part-time position to full-time. This would solve the same problem while hopefully being more palatable to the institution. The financial cost would probably be similar but the effect on the 50% rule would be less, and the current part-time employee is amenable and would be an excellent full-time choice.

9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- OBJECTIVES:** Define Objectives for reaching each Goal.
- ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references

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to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (See Handbook for additional examples.)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p>#1 Provide persuasive data via BAP and program review to ask that the Library Tech I position which was removed in Spring, 2013 should be reinstated by means of extending a part-time employee to full-time (in the past the request was for a second part-time individual). Help to students and work on periodicals, book processing, shelving, shelf-reading (re-ordering items that are in the wrong place) and other tasks would all take place more quickly and to a higher standard of quality since they would be performed by regular employees, not substitutes.</p>	<p><i>List all that apply:</i> <i>Provide students a successful college learning experience</i> <i>Promote and support student engagement</i> <i>Attract, retain, and develop excellent employees</i></p>	#1	BAP is approved by appropriate committees	<p>Presidential, VPAA, HR, and BOT approval</p> <p>Position is hired</p> <p>Library Tech 1 tasks are completed more rapidly and to a higher standard</p>
		#2		
		#3		
<i>Additional Information:</i>				
<p>#2 Research feasibility of hiring a contract instructional librarian/technology expert to create tutorial materials for distance education students. Research other methods of creating and providing these materials, such as the librarian taking</p>	<p><i>List all that apply: Foster an innovative learning environment that respects diversity</i> <i>Provide students a successful college learning experience</i> <i>Attract, retain, and develop excellent employees</i></p>	#1	Decide on the best way(s) of providing online tutorial materials for students.	<p>Many questions need to be answered. Is this kind of temporary hire usual, or if not, how do small libraries without dedicated instructional technology staff address the issue? How much would it cost? How would the resources be maintained once the</p> <p>A decision is made on how tutorial/information literacy materials will be made available to distance education students. If needed, a BAP will be submitted in October 2017.</p>

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	courses to learn how to do this. Look into whether electronic resource vendors have materials that we can upload or link to.	<i>Promote and support student engagement</i>		contractor was done? Would it be better or cheaper for the librarian to take courses in creating this kind of material so that the work can be done in-house? What support will be needed from the Online Office? Once these questions are answered, the task of deciding how to provide these resources can be completed.		
			#2			
			#3			
	<i>Additional Information:</i>					
#3	Research chat reference programs for price and quality	<i>List all that apply:</i> <i>Foster an innovative learning environment that respects diversity</i> <i>Provide students a successful college learning experience</i> <i>Promote and support student engagement</i>	#1	Decide on a chat reference program and persuade the institution to fund and install it	Research programs via professional listservs and vendor information. Decide on a program.	Program is chosen and BAP is submitted (expected October 2017).
			#2			
			#3			
	<i>Additional Information:</i>					

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.A.3)c.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Extend part-time Library Tech 1 to full-time	44,869.45	Yes	

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source