West Valley College

PROGRAM REVIEW
2015 – 2016

NON-INSTRUCTIONAL WITH CURRICULUM SELF-STUDY
Program Review Self-Study

The Self-Study section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the Program Review tab at SLAPEC’s home page.

**General**

1. What is the name of your program?

   Library

2. Who is the primary contact person for this Program Review?

   Maryanne Mills

3. Please list the names of others who will be collaborating on this program review:

   Betsy Sandford, Rachel Sandoval, Jasmine Colón, Stephanie Kashima

4. How does the program contribute to the fulfillment of the College’s mission? ([Click here for the College’s mission statement](#))

   The WVC Library supports students on their transfer and career paths in an environment of academic excellence by providing information services resources and instruction to students faculty and staff. Through orientations and one-on-one student interaction as well as formal credit instruction, the Library provides students the opportunity to learn information competency skills that will help them to reach their career and transfer goals. One of the college’s eight Institutional Learning Outcomes (core competencies) is critical thinking and information competency which is directly addressed by the Library 4 Information Competency course. After completing courses orientations and/or workshops a student should be able to gather evaluate organize and use information in order to successfully complete research projects.
5. **Which College programs or shared governance groups rely on your services?**

All curriculum. The entire college community (students, staff, faculty and community)

6. **Describe any external influences that impact the program** (Federal or State regulation, advisory boards, etc).

- The library has been in a holding pattern to receive a major renovation. Proposition 51, on the November 2016 ballot, has approximately $15M earmarked for the WVC Library. Even if it passes, the Library still has to conduct an FPP and planning may not begin until 2019. In the meantime, we continue to update technology and learning spaces to the best of our ability within an outdated infrastructure.

- Association of College and Research Libraries (ACRL) -- The Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) is a new document based on a cluster of interconnected core concepts with flexible options for implementation. There have been multiple discussions in the academic library community on how to migrate the previous standards into the new framework. The library is collaborating with other community college libraries to determine the best way to address the new framework within our current curriculum. ACRL will be setting up a sandbox of different lesson plans and assignments where librarians can add content or borrow from others. We plan to participate in this endeavor once it is established. This should occur in the 2016-2017 academic year.

- With the implementation of the Student Transfer Achievement Reform Act (SB 1440) and the establishment of 22 Associate Degrees for Transfer at West Valley College, the local information competency graduation requirement of LIBR 004 has seen a drop in enrollment over the past several years.

- Unreliable source funding from state grants (TTIP and IELM) continues. Also, the college does not have a permanent fund for ongoing expenses such as database subscriptions and book purchases. This year, we had to request that Lottery funds be allocated to pay for these essential library expenses.

- The digitization of library material and information resources is a continuing trend.

**Closing the Loop**

In answering the following questions, please refer to the program’s most recent Program Review submissions. You may find these by clicking on the hyperlinks corresponding to the following academic years: 2013-2014 and 2014-2015. Program reviews for other years have been archived under Documents at the old Program Review committee home page.
7. **What were the program’s goals and objectives from its 2013-2014 and 2014-2015 program reviews?** Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

- There is now a fully functional search box on the library home page to access the EBSCO Discovery Search tool. The usage of EBSCO Discovery search has increased 135% since the creation of the search box on the Library’s home page.
- The library continues to tweak the Discovery platform to make it easier for students to understand the power behind the system. In orientations, we allocate time for students to work on their research projects and the instruction librarian individually assists students during the class period. There are some instructors who schedule a second orientation so that their students can get further practice searching this tool. Because it is used in many four year colleges, these additional sessions can only help build research skills.
- The number of LibGuides (research guides) has increased to 26 subjects. In addition, we completed a migration to LibGuide 2.0 and redesigned the look and feel of the guides.
- Synchronous distance learning seminars/webinars were put on hold for Fall 2016 due to the migration to the Canvas Learning Management System. We were concerned whether our product of choice, Zoom, would work within the Canvas system, or if we should be using another third party application recommended by Canvas. We are considering the app BigBlueButton, and we are in the process of testing it this semester.
- We have not updated our online tutorials. We were looking for a more interactive product rather than simply having students watch videos. We tested a product called Zaption but did not implement it because there were rumors that the company was not financially sound and we did not want to invest the time in transitioning videos to Zaption only for the company to go out of business. We are currently working on other options. Ideally we would like to create tutorials and accompanying quizzes to place in the Canvas Commons where instructors can access them for their classes.

8. **Was the program allocated any additional resources to help it meet its goals and objectives and influence student success?** If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?

The Library received funds to update and refresh specific areas of the library. The study rooms were repainted, lighting fixtures replaced, and the rooms were outfitted with IdeaWalls and new chairs. New lounge chairs with small tablet arms replaced most of the old upholstered wooden lounge chairs. These changes have made a positive difference in the library. There is increased use of our study rooms. Based on a comparison of headcount sampling numbers, use of the rooms increased approximately 25% between Fall 2015 and Spring 2016. Beginning with Fall 2016, we have new software to reserve the rooms which will allow us to measure the use of the rooms.
We received increased funds to offer extended hours for study/finals week for our hourly budget as well as funds to have a seasonal worker during the first three weeks of the semester to support the Books for Food program. Comments received during the Library satisfaction survey affirm the value of the extended hours and the benefits of the Books for Food program which could not operate without the extra staffing.

We added Credo Reference and Gale (6 databases) in Spring 2016. These are new databases and we have not looked at the statistics yet. Credo will replace and update some of our printed reference books.

We were provided funding to hire a consultant, Will Baty, to conduct a functional and space analysis of the library in preparation for transition to the Success Center model and to the reconstruction project.

9. **What are the program’s proposed goals and objectives for the next 3 years? How do they align with the College’s 2020 goals and objectives?** (See the [Educational and Facilities Master Plan](#) p. 12) What resources will help the program achieve these goals? What do you think you need today to help you meet your goals and objectives for the next three years? (Please include the details in the program’s Budget Resource Survey narrative portion of Program Review.)

A. Increase library support services to distance learning students through online reference services, video tutorials, interactive quizzes. (EMP Goal #9)
B. With the renovation of the building and reconfiguration of Library and Tutorial Center, increase technical support to students via hourly workers stationed at “computer help desk” to assist students with basic computer assistance with MS Office, Canvas, etc. (EMP Goal #9)
C. Improve support for faculty in using library resources through workshops, integration with Canvas, departmental meetings on integrating library resources in instruction, using open source textbooks, videos, etc. (EMP Goal #9)
D. Create programs and services to improve access and success for underserved populations (EMP #5)
E. Develop comprehensive vision for Library and Success Center concept in preparation for renovation. Work with Tutorial, Writing and ESL Center (EMP # 8)
F. Assess efficacy of library services / instruction and their effect on student success by surveying student and faculty needs and looking at success rates of students who use library services / instruction with those who do not. This may entail tracking a cohort of students in English 1A who have been to a library orientation v. those who have not, for example. (EMP #8)
G. Implement additional support services for DE-only students such as digital reference library service. (EMP #9)
10. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies (e.g. point-of-service surveys, utilization data):

We collect data through a triennial Student and Faculty/Staff Satisfaction Survey which was administered in Spring 2016. This survey went to all WVC students via email regardless of whether they use the library or not. We also collect statistics on use of the collections, databases, and services. During 2015-16 we collected headcount data 4 times per day differentiating between the different types of space within the building in order to develop a baseline of student building use.

11. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency in meeting the needs of each of its constituencies?

The library staff are doing a good job in providing assistance, service and instruction. Of the students who responded to that question as applicable, 96% responded in the affirmative. In evaluating the subscription databases, 63% were satisfied, 5% were not satisfied, and 32% said not applicable. In evaluating printed book, DVD, magazine and journal collections, 49% said they were satisfied, 3% not satisfied and 48% said not applicable. The relative percentage answering “not applicable” reflect ongoing trends from print and physical media usage toward online resources. One of the questions in the survey that indicated an issue for the library to address was student satisfaction (or dissatisfaction) with printing and photocopying-- 58% satisfied, 10% not satisfied, and 32% said not applicable.

12. Based on the above conclusions, what actions or objectives does the program propose?

As a result of the student response and comments to the printing/photocopying question, the library has already taken action during Fall 2016. The equipment was rearranged to make the process more intuitive and the vendor Pinnacle has been contacted to discuss possible additional/newer equipment (including a color copier/printer).

Because of student responses to the study room question and librarian and faculty feedback on orientation scheduling, a new room scheduling software has been implemented this year.
Other issues that came out in the survey was the dissatisfaction with the number of electrical outlets and the aging student computers. The student computers issues will be solved with the planned deployment of the thin clients. The need for more additional electrical drops located where the students sit may not be able to be resolved until the building is renovated.

Library staff propose to do further analysis with the triennial survey data with the help of the college researcher to analyze use and satisfaction based on ethnicity. Actions proposed after the analysis may be able to help the College achieve its benchmarking goal in completion and success in coursework.

In addition, in preparation for the reconstruction project, we hope to hire an architectural firm to conduct a facilities analysis as a follow up to the Will Baty report.

13. How will the program measure the impact of the proposed changes?

The triennial survey will be repeated in 2019 and the results compared to the 2016. In the shorter term, the impacts will be measured by observation, interviews, and ad hoc survey of the changes to be taken in the spring.

CTE Labor Market

14. Is your program a CTE? If you are unsure, then please visit the Associate Degree, Certificate & Selected Transfer Programs page for a list of CTE programs. If the program is on this list and if “Certificate” is indicated for it, then please answer “Yes” to this question and proceed to the next question. If “Certificate” is not indicated for this program, then please answer “No” for this question and skip to Question 19.

No

15. Describe how your program meets documented labor market demand. List the job titles for which you train students, the skills needed for those jobs and describe how your program addresses those skills.

Not Applicable

16. What is the program’s current Net Annual Labor Market Demand (total job openings in area minus total completers at other programs in area)? Please refer to your program’s EMSI data by visiting the Office of Institutional Research and Planning's home page under the CTE Related tab. If you have any questions, or want to know how to determine your program’s Net Annual Labor Market Demand, please contact the Dean of Career Education & Workforce Development, Brad Weisberg.

Not Applicable

17. Please discuss the program’s plan to strengthen its ability to meet labor market demand.
18. Does your program provide skill building for students to obtain employment outside the job titles officially linked to the program? Please describe/explain.

Not Applicable

Curriculum

19. Are all of the program's course outlines of record up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes. The Library 004 Information Competency course outline was last revised in 2013

20. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by September 2017 (list by course):

Not applicable.

21. When was the last time that the program’s degrees/certificates were updated? If the program’s degrees/certificates have not been updated recently, what is your program’s plan for updating them? (As per ACCJC guidelines, CTE programs need to be updated every two years, non-CTE course outlines need to be updated every five years).

Not applicable. The program has no degrees and certificates.

22. How many annual completers does the program have for each of its degrees/certificates? The data for the number of annual completers in your program is available in Canvas – Program Review – Data module (in the spreadsheet: Five_year_awards_data).

Not applicable.

Enrollment and Efficiency

Please refer to your program’s Annual Plan to inform your answers for the following questions. You may also view the data for this program's enrollment and efficiency in Canvas – Program Review – Data module (in the spreadsheet: Course_offerings_and_enrollment_patterns).
23. In comparing your program's enrollment trend to the College's please comment on any differences between the trends:

College enrollment has been decreasing over the past five years, 22% (from 77,540 to 60,099). The department’s decrease has been 30% (from 1,016 to 706). The increase of Associate Degrees for Transfer which cannot require Library 4 as a graduation requirement, has impacted the enrollment in Library 4.

24. What was your program's efficiency goal for 2015 – 2016?

The goal was 501

25. In comparing your program's planned efficiency to its actual efficiency, please analyze and explain any differences.

Efficiency for 2015-16 was 457.862. Because of the decrease in enrollment, the classes are not completely full.

26. If your program is not meeting its planned efficiency goal, what program level practices will be created or modified to meet the goal during the next program review cycle?

The department will merge low enrolled sections and remind instructors to drop no-show students before the census date. In addition, we have low enrollment in Face to Face sections. The department will look into offering the Libr 04 classes at different times in order to increase enrollment. The Library will continue to discuss the value of the course with Counselors.

Learning Outcomes

Please check the SLO/PLO Assessment Schedule for the program by visiting SLAPEC’s home page under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.
27. Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs) and/or Student Learning Outcomes (SLOS)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.

No.

28. Beyond letter grades, how does your program define student success at the course and program level?

Student success at the Information Competency course level is measured in the assessment of the final capstone project of an evaluative annotated bibliography. At the library non-instructional program and course level combined, students’ abilities to gather, evaluate, organize and cite information are all skills that help the students become successful in other courses. The Library is working on how to assess if student library use is correlated to their success in other coursework.

29. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

The Library is continuing to hold an “Enhancing the Learning Conversation” coffee discussion each semester. Full-time and associate librarians are invited to this event to discuss the latest outcome results. Different semesters the emphasis of the discussion may be the Library 4 course or the latest database additions and student assistance at the reference desk. Individual instructors share their best practices and their concerns and get ideas from the others. This has been valuable to each of the librarians involved in the discussion. Discussions of how best to teach the Discovery interface help with the adjustment of the default settings. The most recent discussions have revolved around the MLA citation switch from 7th to 8th edition and its impact and the move to the Canvas distance education platform. It is important to our students’ success that all of the librarians are well-informed on the latest changes and newest resources.

30. Based on the assessment results and your program’s discussions, please explain why the program thinks students are, or are not, achieving the outcomes. What changes has the program made or is it planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment.)

In evaluating program SLOs in orientation sessions, students self-assess whether the orientation helped increase their skills. The latest surveys (Spring 2015) showed that 78% of students answered “very much so” when asked if what they learned in the orientation has improved the likelihood of finding relevant academic research for the research topic. Another 20% answered “somewhat”. The area of weakness is in writing citations. 7.41% of students answered “not very confident” when asked about whether they knew when and how to cite their sources. As a result the Library has switched from Easybib to Noodletools as an aid to writing citations. Since the
31. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

Some of the college-wide needs identified during the SLO process, include online tutoring, support for reading, writing and research skills; and technology workshops for online students to prepare them for taking online courses.

**Student Equity and Institutional Benchmarking (Instructional/Curriculum)**

This year we are continuing the process of setting institutional benchmarks to narrow the achievement gap, and, as a College community, we will continue the conversation of how to improve student equity College-wide. The goal of the student equity questions is to identify any significant differences in student achievement so we can explore ways to address them. In order to assist you, the Student Success Team has identified research based effective strategies as options from which to choose. You may also select other strategies. The menu of strategies identified by the Student Success Work Team can be found by navigating to: [Student Success Strategies](#).

32. The course completion and course success rates for your program over the last five years are available broken down by different demographic categories in Canvas – Program Review – Data module (in the spreadsheet: Five_year_course_data). What do you notice in this data?

**Ethnicity:** Completion rates are higher than Success rates for all ethnic groups. The Grand Total average for Completion rates ranged from 85-96% and Success rates ranged from 62-86%.

**Gender:** Over the past five years female students have had 90% completion rates (with 91% in 2012-13) while males students had 89% (with 88% in 2011-12).

Success rate for female students ranged from 72-78% and 68-73% for male students.

**Age:** Completion rate for varied for age groups with the highest rates in descending order

- 50+
- 40-49
- 35-39
- 30-34
- 19 or less
- 25-29
- 20-24
Success rate mirrored the ordering for age groups.

**Overall Comments on Data:** The data shows that Completion rates are higher than Success rates regardless of demographic category.

### Ethnicity

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33. **How successful was your program in increasing the achievement rates in course completion and course success for Latino and African American students between the 2014/15 and 2015/16 academic years?** If successful, please explain to what you owe your success. What do you plan to do to improve or continue to improve the achievement rates?
Over the past five years our program has increased both Completion and Success rates. Between 2011-12 and 2013-14 African American students had relatively high Completion rates, ranging from 97-83%, but low Success rate, ranging from 52-65%. During the 2015-16 academic year the Completion and Success rates have increased to 94% and 76% respectively.

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There was a slight increase in the number of African American students in Libr 04 from 2014-15 to 2015-16. Doesn’t match campus’ decrease in enrollment for the same time.

The increase could be a result of campus wide efforts to address the equity gap. For example, the campus has offered Diversity workshops, Breakout Sessions at All Campus Day, and a “Courageous Conversations” workshop. The hiring of dedicated counselors for these subgroups has also been beneficial.
34. The data provided in Canvas – Program Review – Data module (in the spreadsheet: Five_year_course_data) includes the overall totals/percentages for the 2015/16 year. Between the 2015/16 and 2016/17 academic years the college goal is to increase by one percentage point in course completion and course success rates. Use the
The department will approach the Puente and Success Programs with a plan to create a learning community to include Libr 04. The Libr 04 portion would either be a hybrid course or meet with students on a regular basis in a learning community.

The campus has already made strides to address the issue of equity with campus wide events such as Diversity workshops, Breakout Sessions at All Campus Day, Courageous Conversations or similar workshops. The campus should continue offering these types of events.

Conclusions

35. Please describe any notable accomplishments since the last program review.

- The Library conducted a major furniture / space upgrade during the summer, 2015 which included new lighting and whiteboards (IdeaWalls) in the study rooms, some new chairs, removal of broken furniture
- Major decluttering and cleanup of the Technical Processing area, Microfilm room, Periodicals, Circulation and A/V desks
- Migrated to LibGuides 2.0
- Developed online reservation system for orientations and study rooms
- Database usage increased over 80% from 2014-15 to 2015-2016.
- Library Visioning document has been approved by the related constituencies and Cabinet. Library and Success Center staff have visited renovated community college libraries in the area and will continue to do so. The Library hired a consultant who recommended physical and organizational changes in a document called the Library Revitalization Plan – Phase One. He delivered his findings in May 2016.
- After analyzing the Spring 2016 Library Satisfaction Survey results, the library team reevaluated the printing process and reconfigured the printer queue. We are also adding a color copier/printer in Fall 2016.
- Weeding collection: 9200 books withdrawn, over 24,000 pieces of microform, over 6900 AV items (Telecourse DVDs and VHS tapes); circulating item count from database as of
7/1/2016 is just under 80,000 items; non-circulating item count is approximately 8100 reference books, 560 index volumes and 970 bound periodical volumes.

- Books for Food: 15-16 year, 1298 textbooks circulated for 67 courses. Since 2013, 20,900 pounds of food were donated to Second Harvest Food Bank.

- Library supported PUENTE/Success/FYE with textbooks purchased with equity funds during 15-16. 473 books were checked out in this program.

36. Is there anything else you would like to report that was not included in the answers to the previous questions?

- The library is being used as swing space (administration moving into the Library) during the construction of the new Student Services building. Approximately seven staff from the Office of Instruction have been relocated to the Library until 2019.

- VDI installation on the two public catalog computers needs to be added to the remainder of the library workstations (approximately 36 workstations altogether)

- We may be receiving 2 “Air3” Acoustic pods by Orange Box in Spring 2017. These will provide additional free standing meeting rooms for instructors and students in small groups.

37. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

**Strengths:**
- Books for Food Program
- SLO analysis and improvement cycle (Enhancing the Learning Conversation) reviewed by instructional librarians every semester
- Database collection is robust
- Library orientations (of the faculty who answered the survey as applicable, 100% were satisfied)
- Strong pool of associate faculty

**Challenges:**
- Poor condition of facility, furniture, lighting, roof, HVAC, entry/exit doors
- Lack of power outlets for students’ charging devices
- Reduced staffing levels due to retirements of classified staff
- Lack of a Library Director
- Implementation of new technology requires support from college webmaster and/or IS
Student and staff computers are getting older, slower and less able to handle new technologies.

38. Please enter the date on which you submitted this program review Self-Study (Please be sure to press submit after completing this survey):

November 3, 2016

Now that you have reflected back on the previous academic year and set goals for the next year, please proceed to fill out the Budget and Resources Allocation Survey narrative. This narrative looks ahead to 2017/18 and future years. It can also alert the Budget and Resource Allocation Committee to needs that can be met during the current academic year if resources are available.
PROGRAM REVIEW
2015 – 2016

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018
Budget and Resource Allocation Request

The Budget and Resource Allocation section of the program review must be submitted by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC’s website. For definitions, examples, and other information pertaining to this Budget and Resource Narrative Self-Study, you may download the current BRAC “Budget Development Handbook”, as well as other supporting documents, from the Documents folder of BRAC’s website. If you have questions regarding this Budget and Resources Self-Study, please contact the Budget and Resource Advisory Council (BRAC).

General

1. What is the name of your program?
   Library

2. Who is the primary contact person for this program review?
   Maryanne Mills

3. Please list the names of others who will be collaborating on this program review:
   Betsy Sandford, Rachel Sandoval, Jasmine Colón, Stephanie Kashima

4. Examining your current fiscal year budget, has the funding been adequate to meet the needs of your program? If not, please explain.

   Yes. As long as we are able to secure Lottery funds to purchase books, periodicals and DVDs and IELM funds to purchase other material.

5. If you are requesting additional budget and/or resources for the 2017-2018 year, explain how those resources will be used, especially to improve learning outcomes and program goals. Please provide specific examples and rationale.
Note: Please describe and explain below only those resources that represent a substantive change to your organization’s budget, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing.

With database subscription prices increasing 6% a year, we are requesting a $10,000 increase to allow us to continue to support our college curriculum. This year we do not have a fixed fund for databases. We have to request Lottery funds this year. We only received the exact amount for our Fall 2016 consortium bill, We will need additional funds for the spring 2017 consortium bill as well as support for databases outside of the consortium. In addition, we get requests from other departments to fund databases to support their curriculum.

Additional funding will be required to maintain access to the Credo Reference database and the Gale 6-database package, initially subscribed to in the beginning of the Spring 2016 semester, in addition to the other databases to which the library subscribes. Credo Reference is an online reference library, providing access to the full text of 650+ highly regarded and popular titles from 80+ renowned publishers. The database includes dictionaries, bilingual dictionaries, thesauri, encyclopedias, quotations and atlases, and a wide range of subject-specific titles covering everything from accounting to zoology. This database will help the library to start building its digital reference collection so students can access reference material 24/7 remotely. The Gale Database Package includes Business Insights: Global, Global Issues in Context, Global Reference on the Environment, Energy, and Natural Resources, Literature Resource Center, Small Business Resource Center, and U.S. History in Context. These six additional databases enhance our electronic resources in a variety of subject areas in order to improve student learning outcomes. We anticipate that both databases will be widely used by students and faculty.

We consistently get requests from faculty in specific disciplines. Our typical practice is to evaluate the databases requested and if we feel it meets our criteria we list it in Program Review. We look to see if it is duplicated in other databases we already own. This year we have these requests which we will be evaluating to potentially add in spring 2017:

- Artstor (Art dept. Image database)
- NYTimes (benefits entire college)
- Project Muse (requested by English)

We will soon be creating a Technology Lending Program with an $18,000 grant from the Land Corporation. This is expected to occur in Spring 2017. We want to supplement that service by establishing a set of workstations where students can edit their work using Adobe Creative Cloud. Eventually, the Library envisions a digital media commons space where peer-to-peer collaboration can take place with the assistance of the Tutorial Success Center. That timeline is three years out, but we would like to lay the groundwork by creating a space of workstations dedicated to digital media creation.
Eight dual-boot iMacs loaded with iWorks and Adobe Creative Cloud ($18,000). Specs: 27” Retina 5K display, 8GB SDRAM 2x4GB. One of the college’s core competencies is the development of technological competency where students will be able to “use…contemporary technologies specific to academic and/or workplace settings”. There is no technology lab on campus, and there are only a few computers in Tutorial Services that are loaded with software that allows students to create projects beyond papers and presentations. Students more than ever before require access to powerful creative tools to create projects. Instructors are requiring students to go beyond writing papers to complete multimedia projects such as movies, websites, podcasts, blogs. Students require hardware and software to be successful and creative. “Academic libraries can support innovation in pedagogy and curriculum by actively linking these innovations with library spaces, technologies and services”. (Educause). Our Master Plan Theme highlights supporting student achievement with a vibrant learning resource center that would offer students the technology and software necessary to be successful in their college career and beyond.

EbscoHost’s Curriculum Builder ($1650 for first year; subscription-based). This Learning Management System plug-in allows instructors to manage course reading lists in Canvas. Faculty will be able to search our databases for articles and then bring full-text articles directly into their Canvas course shell for students to access. Students will be able to click on the title of the article and access it without ever leaving Canvas – no signing in a second time to the database. Canvas will also record for the instructor all the students who have clicked on each reading. Here is an example of how Curriculum Builder works inside Canvas: http://ebsco.libguides.com/curriculumbuilder

In addition, other library database vendors besides EbscoHost are developing LTIs (leaning technology integration) and widgets to integrate with Canvas. Over the next year, we will be reviewing these integration opportunities for our college and creating a budget for deployment. Please see the additional upload “Creating a Library Presence in Canvas” created by Santa Rosa Junior College.

**Personnel**

If your program requires personnel beyond staffing currently budgeted, enter your additional full-time and part-time personnel resource needs here. Any needs that require you to request faculty hiring prioritization must be included in this program review.

However, it is not the scope of the program review and annual budget allocation process to fund resources for additional full-time personnel. Requests for new permanent employee positions must be made to the President’s Cabinet and District’s Executive Management Team through coordination with your Division/Program Chair. Only resource requests for hourly employees will be considered and funded based on the information you provide in this program review.
6. **Personnel – Full-time Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional Mathematics instructors.)

7. **Personnel – Permanent Non-Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.)
   - Director of Learning Resources and Success Center (part of the new visioning for the library)
   - Replace 3 Library staff positions
     - Lost 3 Library staff members through retirement and resignation in the last 3 years. There are plans to hire two positions. We are requesting one more Library staff member to return to full staffing
   - Increase current senior administrative assistant to a full-time 12 month position with 50% dedicated to the library. It is very important to have an assistant here during the summer months when we have very limited staff. As a large facility, there needs to be a coordinator to answer email, calls and be able to complete timesheets, summer contracts, summer scheduling issues, the payment of bills that come due during the summer.

8. **Personnel – Part-time Hourly**
   Please describe the specific position(s), the total number of hours for each position, and the hourly rate, if known. (For example: We need two additional part-time laboratory instructional aides to work for 40 hours per week per semester estimated at $15 per hour for an estimated total of $19200 per academic year.
   - If the 4th LMT position is not replaced, we will need more hourly to cover gaps and busy times.
   - Part-time hourly assistance in establishing the Technology Lending Program. Money was set aside in the grant for part-time assistance; however, depending on the cost of the equipment, we may need additional hours. ($18 an hour. Seasonal assistant level 3)

**Materials and Supplies**
Please indicate only the resources being requested that are above the program’s base-level, currently budgeted recurring needs. Note that “Instructional” indicates the expenditure is for items used to support direct student instruction, i.e. – used by students in the classroom or lab. “Non-Instructional” are items not used by students.
9. Materials and Supplies – Instructional

- Artstor database ($1900 per year)
- NYTimes college-wide subscription ($0.36.5 cents per total enrollment)
- Curriculum Builder (EBSCO) ($1600 per year)
- Learning Express  iTunes and Khan Academy for basic digital media instruction (still investigating)
- Project Muse (still investigating)

10. Materials and Supplies – Non-Instructional

- Supplies for the Idea Walls. These new writing walls in the study rooms are made of a special material and can only take proprietary markers, erasures and cleaner. A one year supply is $450.00
- Wear and tear costs for specialized cords for the Extron Teamwork solution in the PUENTE/Success Room (study room 6). ($300)

Other Operating Expenses and Services

Please indicate only the resources being requested that are above the program’s base-level, currently budgeted recurring needs.

11. Other Operating Expenses and Services – Contracted Services

12. Other Operating Expenses and Services – Dues

13. Other Operating Expenses and Services – Memberships

14. Other Operating Expenses and Services – Consulting Services

- Consultants for program planning for future renovation of the Library and Success Center. ($50K)

15. Other Operating Expenses and Services – Repair / Maintenance
New carpet installation in Room 5 for recently hired Digital Services Librarian
New carpet installation in Room 7. Current carpet is an occupational hazard.
Technology Lending Program maintenance contract for the equipment. (estimating $500 per year. We will discuss cost with Digital Media Department)
Annual inflation increase for:
  ○ Innovative Interfaces (Integrated Library System)
  ○ 3M security gates service contract.
  ○ Tricor delivery charges for Link+
Note that these costs are already part of the District fixed costs, but they need to be increased.
Automatic public front doors need to be replaced. Frequent breakdowns require visits from an outside contractor. (Cost to be determined)

16. Other Operating Expenses and Services – Travel and Conferences. Note that Faculty Travel and Conference funding is covered by ACE contract, which provides $200 per faculty member annually.

  ● Classified training for our new Library classified staff ($500)

Equipment
Please indicate only the resources being requested that are above the program’s base-level recurring needs.

17. Equipment – Computer and Technology (Computers of any type, tablets, printers, accessories).
Indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.
A. 8 dual boot-iMacs loaded with iworks to support student Technology Lending Program ($18,000) Note: requested last year.
B. New Printer for circulation desk staff. They cannot use the Konica which would entail walking clear across the library wasting time and leaving the circulation desk unattended. ($250)
C. Charging kiosks for student devices ($5,000)
D. Digital signage panel for the library similar to the signage in Fox and Cilker ($1200 for the panel and $800 for the software per D. Neimann. Also may need electrical drop: $1000)
E. 6 Tablets or Chromebooks to lend to students for use in library ($2600)
F. Receipt printers for circulation desk and AV/Books for Food desk and rolls of paper. Students request receipts when they return books. Having a specialized receipt printer will cut down on wear and tear of a regular laser-jet. Also cuts down on using 8/5 x 11 to print out the receipts. Currently relying on a very old HP printer which continues to break
down. When the local printer breaks, staff have to print to Konica which entails walking across the library and leaving the circulation desk unattended. ($600)

G. Self check-out machines and RFID with the remodel. When we move the books for the renovation, we can implement RFID at that time. As we move closer to the renovation, automation of certain tasks will assist in meeting student needs and frees up staff for higher level responsibilities. ($60K initial setup + $500-$1000 annual maintenance fees)

H. The library has 11 staff computers that need to be replaced with newer computers. The average age of staff computers is 10 years old.

18. Computer Software

List both recurring software license fees and any new software purchase requests. Also indicate whether the software is used for direct student instruction or for other office or administrative, non-instructional purposes.

- Adobe Creative Cloud on all library public computers. We are waiting for VDI installation in the library. Once that is done, we would like students to have access to the Adobe Creative Cloud on these workstations (Cost to be determined)

19. Equipment – Other

Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

Other

Please indicate only the resources being requested that are above the program’s base-level recurring needs.

20. Other – Other

- Artwork for study rooms -- Create welcoming and learning conducive spaces for students and faculty of diverse backgrounds (PUENTE and Success room and other library spaces) ($1000) (EMP Goal #2)

21. Please enter the date on which you submitted the Budget and Resource survey (be sure to click submit when you are done):

   November 3, 2016