

Library Program Review

2011-2012

1. Program Description

A. Description

The Evelyn and Howard Boroughs Library's mission is to provide equity in access to library collections, services, and resources to Ventura College students, faculty and staff, regardless of their location or educational modality. Our academic library encourages intellectual curiosity and serves as a reliable source for education, formation, and research. Further, the Library supports the growth and development of information interdependency through continuous self-assessment and improvement of services and resources. By partnering with faculty, the Library builds information competency skills and co-creates high quality educational experiences. The Library functions as a study area and resource laboratory for classes developing term papers, preparing speeches, and completing other classroom assignments.

B. 1. Service Unit Outcomes:

1. Students will be able to identify an information need.
2. Students will be able to choose appropriate library resources that best meet a particular information need.
3. Students will be able to demonstrate the ability to use successfully library services/resources.
4. Students will be able to find or request materials to meet their information needs.
5. Students will find the library environment and facilities satisfactory in meeting their needs.

B. 2. Student Learning Outcomes (Library Instruction):

1. Students using the Library will be able to choose a Library database appropriate to their information needs.
2. Students using the Library will be able to find books(s) appropriate to their information needs.
3. Students using the Library will be able to find article(s) within an appropriate library database to meet their information needs.

C. 1. College Level Student Learning Outcomes (Service Unit):

1. Information Competency
2. Critical Thinking and Problem Solving

C. 2. College Level Student Learning Outcomes (Library Instruction):

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1. Information Competency
2. Social Interaction and Life Skills

D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration

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- Sustainability
- Continuous Improvement

G. What services are provided by the program?

Reference Services: Reference services include telephone reference and in-person one-on-one reference consultation provided by at least one librarian faculty member during all library open hours. Collections supporting this service include print and electronic reference books as well as electronic multi-disciplinary or discipline-specific databases. The reference collection consists of current and retrospective non-circulating print materials in all subject areas. Librarians utilize reference collection while providing reference services by directing students to areas related to class projects or assignments.

Research Assistance: Librarians provide on-demand, one-on-one research assistance to students, staffs and faculty at the reference desk. On-demand instruction provides help to students with immediate research needs such as locating materials, using the library catalog, construction of search strategies for use with the library's electronic databases, and research topic definition. The numbers of students requesting research assistance tends to have direct relation with increase or decrease in VC enrollment. Requests for appointments with librarians for research assistance are becoming increasingly more common.

Library Instruction and Orientations: The function of Library Instruction & Orientations — affectionately known as “Library Tours” to instructional faculty—is to provide bibliographic/information literacy instruction and research methods instruction to students. Instruction is offered in group settings such as class tours, focused presentations relevant to specific classes, and drop-in workshops. Customized sessions are also offered through Instruction. A customized Library Instruction session offers students an in-depth approach to a particular research topic. The librarian works with the students to identify appropriate resources as well as keywords and subject headings associated with particular research topics. Sessions can last from 60 minutes to an hour and a half, depending on the length of the class period, students' research needs, and faculty requests. Appointments for customized Instruction sessions must be requested at least three working days in advance and the faculty must provide as much information about the assignment as possible at the time of the request. The greatest need for this service appears to be during the fall semester. A library faculty member devotes up to 2.0 to 2.5 hours to prepare and teach each Library Instruction session.

Lending Library: The Textbook Lending Library is an exclusive collection of textbooks comprised of the materials given to the Library when the former VC Women's/Re-Entry Center was closed at the close of the Spring 2007 semester. The collection is primarily comprised of materials donated by faculty, staff and students, and is supported by Title V grants, funds from the Ventura College Foundation, and monies from the Associate Students of Ventura College (ASVC). Students may check out three books per semester on a first-come, first-served, basis.

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Reserve Materials: Materials in the reserve collection are either provided by instructors or purchased by the library through funding provided by the VC Foundation. The items are processed and added to the library's materials collections for in library use only and are searchable through library's online catalog.

Leisure Reading: The McNaughton Leisure Reading Collection is a recent addition to the library's holdings. Made up of current best-selling books in fiction and non-fiction, as well as popular books in audio format, this leisure reading (and listening) collection encourages lifelong reading among students, faculty, and staff alike.

Webpage: The Library's webpage lists contact names, e-mails, and telephone numbers for all library faculty and staff. General policies and procedures for using the Library and its services are also listed and explained on the page.

Print and Electronic Periodicals: The Library offers access to a number of print and electronic journals and magazines in order to support various VC programs. The most recent issues of print periodicals are placed in the Library Reading Room and are organized in alphabetical order. Back issues of periodicals are housed between the Reference collection and study rooms and are accessible to students through open stacks. Electronic journals are accessible through subscription-based databases and are accessible online on campus as well as from off-campus.

Computers: The Library houses 48 public computers with access to the Internet, Microsoft Office products, online library catalog, and subscription databases. The librarian(s) on duty at the reference desk provide(s) immediate instruction and faculty oversight for the public stations, with circulation staff and student assistants also helping students with computer login or printer issues.

CCTV and Video Relay Station: The Library has a station with equipment set up by the Educational Assistance Center. The InSight VTI CCTV is a desktop video magnifier with autofocus that allows vision-impaired students to magnify images in print onto the screen of the attached close-captioned television (CCTV). The Sorenson VRS VP-200 is a Video Relay Station that enables deaf and hard-of-hearing students to make calls to hearing people, with the help of an ASL interpreter.

Laptops for Public Use: Starting in Spring 2012, the Library will circulate 24 laptops for current students to check out for use within the library. These laptops are intended to support students' academic study by providing remote computing capabilities and access to the wireless network. These laptops can be checked out for two hours at a time.

Quiet Study Rooms: the Library has total of eight quiet study rooms for group studies. Six of the rooms are available on a first-come, first-served basis; two are available by reservation only. In addition to quiet study rooms, the VC Library has designated the Reading Room as a Quiet Area.

Photocopying, Printing, Microfiche/Microfilm Services: Three self-service coin/copy card operating copy machines, a copy/print card dispenser, a microfiche/microfiche reader and a

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networked printer are located in the Library. Students are responsible for handling their copying/printing jobs, but librarians and staff assist them as needed.

Ventura College Santa Paula Learning Resource Center: The Ventura College Santa Paula LRC includes a lab with over 35 computer stations with instructional software and resources such as English Academic, Side by Side, Read and Write Gold, Inspiration, WorkKeys and software to prepare for the GED. The VC Santa Paula LRC has the same library automation system, online catalog and electronic database resources as the Ventura College main Library does. It also provides WiFi for wireless Internet access. The VC Santa Paula LRC offers Tutoring services for both drop-in and supplemental instruction (SI) components. The VC Santa Paula LRC also includes a small library consisting of a circulating collection, reserve books, textbooks, periodicals, and a reference collection. The Library has started to offer the Textbook Lending Library program at the VC Santa Paula LRC as of fall of 2009 to provide the same service to the students in the Santa Clara Valley.

Programming, Outreach and Events: The programming and outreach service creates and presents events that enhance the feeling of community on the campus and meld library materials and services with the unique abilities and talents of instructors, students and staff.

- The Library is proud to be hosting English Faculty member and author Chris Cryer as she reads from her new book *Tolstoy in Riyadh: A Teacher and her Muse* in November 2011. The Library Reading Room has been the setting for many author events such as this, and will also be the scene for an event sponsored by History Faculty member Mayo de la Rocha to celebrate Dia de los Muertos, also in November.
- LRC 205, the Library classroom, is primarily reserved for Library Instruction. However, the VC community can request to book the room for trainings or meetings during times that the room is not in use. LRC 205 is equipped with forty laptops with wireless access and MS Office suite.
- Upon request, the El Camino High Schools students receive a special library orientation in addition to college library accounts that allow them to use the services and collections of the VC Library.
- A full row of shelves in the Library is allocated to donated or withdrawn books for an on-going Friends of the Library book sale. All classified staff assist with organizing, stocking, selling, and handling the funds. Circulation staff collect the money at the time of sale.
- Each semester, Poinsettia Elementary School brings classes to the Library for a tour of the Reading Room and Children's area, and for an overview of the Rare Book collection. A librarian conducts the tour and interacts with students and their parents.
- Various instructors and student groups use display cases in the library to showcase their work or items related to their class topic. In Spring 2011, a class in the Theater Department displayed hats that were crafted as an assignment; these hats

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demonstrated their style, innovation, and whimsy, and were a welcome addition to the library environment. Librarians often create thematic displays relating to college events or important moments. Currently, one display is highlighting the 2011 One Book One Campus selection *Outliers*, featuring books on success, while another case is dedicated to Banned Books Week, and discusses censoring history and frequently banned books. Librarians oversee the planning and coordination, and arrange displays with other departments.

H. What are the strengths, successes, and significant events of the program?

The McNaughton Leisure Reading Collection, consisting of current best-selling books in fiction and non-fiction, as well as popular books in audio format, is popular with students, faculty, and staff alike. Items are leased from a central vendor, Brodart, and the selection varies, allowing new titles to circulate through the collection. While consisting of only 306 items and representing 0.35% of the library's collection, 23% of the McNaughton Collection (70 McNaughton items) were checked out and being used by patrons as of September 23, 2011. Contrast this with our regular circulating collection, where, in the same time period, 1% of the circulating collection (or 657 out of 57,891 items), were checked out. Professors teaching English 3 classes have found the collection to be invaluable; as they strive to encourage their students to embrace the habit of reading, they are grateful to find books that can capture their imagination. At the Reference Desk, there has been a steady increase in requests for suggestions for reading material; more and more students are asking for assistance in looking for something to read. A casual glance at the Leisure Reading area shows gaps where books have been drawn out by eager readers, and the area is a magnet for readers of all kinds. People at Ventura College are reading.

The Library instruction program at Ventura College continues to be strong. During the 2010-2011 academic year, the librarians taught or led orientation sessions for 133 classes in disciplines as diverse as English, Business, Chicano Studies, Sociology, Biology, Communication Studies, and Nursing. In the Fall 2011 semester, we have begun to offer outreach to departments, offering to visit classes with Smartroom capabilities and do brief demonstrations, so faculty don't have to sacrifice an entire class period by bringing their students into the library for library instruction. During the 2010-11 school year, we began assessing the efficacy of library instruction in earnest. We assessed a modest section in Spring 2011 and now, in Fall 2011, we have been administering pre-tests to classes, with the goal of gathering data from 20 different classes across 5 different disciplines. Towards the end of the semester, we will administer post-tests to these same classes; we hope to have real data that will allow us to gauge whether students are learning to differentiate between library resources.

The Textbook Lending Library is a hugely successful program. As can be seen from the statistics below, its attraction grows yearly:

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| Textbook Data (VC Only) | 2007-08 | 2008-09 | 2009-10 | 3 Yr Avg | 2010-11 | 1 year % Diff.* | Diff. to 3 Yr Avg** |
|--|---------|---------|---------|----------|---------|-----------------|---------------------|
| Total Reserve Holdings | 1,019 | 1,010 | 988 | 1,006 | 1,132 | 14.57% | 12.56% |
| Total Lending Library Holdings | 2,338 | 2,843 | 2,693 | 2,625 | 3,819 | 41.81% | 45.50% |
| Total Items Donated | 1,531 | 1,163 | 2,657 | 1,784 | 2,650 | -0.26% | 48.57% |
| Total Items Withdrawn | 1,416 | 1,067 | 855 | 1,113 | 1,083 | 26.67% | -2.67% |
| Number of Students Using Reserves*** | 3,589 | 4,781 | 5,338 | 4,569 | 6,106 | 14.39% | 33.63% |
| Number of Students Using the Lending Library**** | 1,889 | 2,963 | 2,960 | 2,604 | 3,670 | 23.99% | 40.94% |

*Per cent difference between 2009-10 and 2010-11

**Per cent difference between the three year average (2007-10) and 2010-11

*** Estimate of 5 check outs per week per student.

**** Estimate of 2 books per student.

The 3-year average of students using the Lending Library from 2007-2010 is 2,604; however, in 2010-2011, the number of students using the Lending Library jumped up to 3670, a 1-year difference of 23.99%, and a different to the 3-year average of 40.94%. In a recent Library study, 40.2% of students listed textbook lending as being a major draw of the library. This was obvious at the beginning of the 2011-2012 academic year, when students started lining up for the Lending Library the day before textbooks were to be checked out.

I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathy Scott

Assistant Chair: Peter H. Sezzi

Instructors and Staff

| | |
|-------------------------------------|--|
| Name | Ayanna Gaines |
| Classification | Assistant Professor-Librarian |
| Year Hired | 2011 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 1993, Brown University; M.L.I.S., 1999, Dominican University |

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| | |
|-----------------------------|--|
| Name | Peter H. Sezzi |
| Classification | Professor-Librarian |
| Year Hired | 2004 |
| Year of Industry Experience | |
| Degrees/Credentials | A.A., 1997, Ventura College; B.A., 1999, M.L.I.S., 2002, University of California, Los Angeles |

| | |
|------------------------------|---|
| Name | Linda Carroll |
| Classification | Part-time Librarian |
| Year Hired | 2011 |
| Years of Industry Experience | |
| Degrees/Credentials | A.A. , 2001, Moorpark College; B.A., 2003, University of California, Santa Barbara; MLIS, 2011, San Jose State University |

| | |
|------------------------------|---|
| Name | Lulu Coffey |
| Classification | Part-time Librarian |
| Year Hired | 2006 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 1991, University of California, Santa Cruz; M.L.I.S. – UCLA 2006, University of California, Los Angeles |

| | |
|------------------------------|---------------------|
| Name | Donna Roff |
| Classification | Part-time Librarian |
| Year Hired | 1994 |
| Years of Industry Experience | |

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| | |
|---------------------|--|
| Degrees/Credentials | A.A., 1974, Santa Barbara City College; B.A., 1976, University of California, Santa Barbara; M.L.S., 1981, University of Southern California |
|---------------------|--|

| | |
|------------------------------|--|
| Name | Bryan Thompson |
| Classification | Part-time Librarian |
| Year Hired | 1993 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 1974, University of California, Riverside; M.S.L.S., 1976, University of Southern California |

| | |
|------------------------------|---|
| Name | Sandy Hajas |
| Classification | Learning Resources Supervisor and Part-time Librarian |
| Year Hired | 1990 |
| Years of Industry Experience | |
| Degrees/Credentials | A.A., 1991, Ventura College; B.A., 2006, California State University, Northridge; M.L.I.S., 2011, San Jose State University |

| | |
|------------------------------|-----------------------------|
| Name | Dana Boynton |
| Classification | Library Assistant |
| Year Hired | 2007 |
| Years of Industry Experience | |
| Degrees/Credentials | A.A., 1995, Ventura College |

| | |
|----------------|--------------------|
| Name | Carla Kramer |
| Classification | Library Technician |

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| | |
|------------------------------|------|
| Year Hired | 2000 |
| Years of Industry Experience | |
| Degrees/Credentials | |

| | |
|------------------------------|--|
| Name | Tatyana Shaffer |
| Classification | Library Assistant |
| Year Hired | 2007 |
| Years of Industry Experience | |
| Degrees/Credentials | B.S., 2006, Kuban State University, Russia |

| | |
|------------------------------|---|
| Name | Ellen Carey |
| Classification | Part-time Librarian |
| Year Hired | 2011 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 2000, Mount Holyoke College; M.S.L.I.S, 2004, Simmons College |

| | |
|------------------------------|--|
| Name | Alyson Kaye |
| Classification | Part-time Librarian |
| Year Hired | 2011 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 1980, California State University, Northridge; M.L.S., 1982, San Jose State University |

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| | |
|------------------------------|--|
| Name | Janet Pinkley |
| Classification | Part-time Librarian |
| Year Hired | 2011 |
| Years of Industry Experience | |
| Degrees/Credentials | B.A., 2004, California State University, Fresno; M.L.I.S., 2006, San Jose State University |

2. Performance Expectations

A. 1. Service Unit Outcomes

1. Students will be able to identify an information need.

Performance indicator: *The Library faculty and staff will measure this outcome by analyzing Reference Desk transaction card comments; Reference Desk, e-mail, and phone contact statistics; and Library instruction pre- and post-tests.*

2. Students will be able to choose appropriate library resources that best meet a particular information need.

Performance indicator: *The Library faculty and staff will measure this outcome by analyzing Reference Desk transaction card comments, and Library instruction pre- and post-tests.*

3. Students will be able to demonstrate the ability to use successfully library services/resources.

Performance indicator: *The Library faculty and staff will measure this outcome by analyzing the Circulation rates of the McNaughton Leisure Reading Collection as compared to the Circulating Collection. In addition, Library faculty and staff will analyze database search statistics, library catalog search statistics and library computer usage statistics.*

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4. Students will be able to find or request materials to meet their information needs.

Performance indicator: *The Library faculty and staff will measure this outcome by analyzing requests for book purchases from patrons, requests for Interlibrary Loans, requests for textbooks to be put on reserve, and materials-specific requests and comments found on Library surveys and comment cards.*

5. Students will find the library environment and facilities satisfactory in meeting their needs.

Performance indicator: *The Library faculty and staff will measure this outcome by analyzing comments on Library surveys, comment cards and utilizing statistical counts.*

A. 2. Student Learning Outcomes (Library Instruction):

1. Students using the Library will be able to choose a Library database appropriate to their information needs.

Performance indicator: *The Library faculty will measure this outcome by analyzing Library instruction pre- and post-tests, and analyzing post-library instruction student coursework that requires library research.*

2. Students using the Library will be able to find books(s) appropriate to their information needs.

Performance indicator: *The Library faculty will measure this outcome by analyzing Library instruction pre- and post-tests, and analyzing post-library instruction student coursework that requires library research.*

3. Students using the Library will be able to find article(s) within an appropriate library database to meet their information needs.

Performance indicator: *The Library faculty will measure this outcome by analyzing Library instruction pre- and post-tests, and analyzing post-library instruction student coursework that requires library research.*

B. Program Operating Outcomes

1. The **hours** are adequate to serve students' needs.

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Performance indicator: *The Library will continue to survey students to determine whether operational hours are adequate to allow sufficient access to meet their needs.*

2. **Library computer hardware and software**, both in the Library Instruction Classroom (LRC205) and in the stacks, is functional, up-to-date, and in line with current library database requirements.

Performance indicator: *The Library will continue to survey students to determine whether our current computer situation is adequate. In addition, an inventory of all instructional computers, peripherals, and software with a value of at least \$200 will be maintained to include purchase dates, expected life, annual maintenance cost, and a replacement or upgrade schedule. Library faculty will continue to monitor the behavior of computers in LRC205 and in the stacks for patterns of obsolescence or need for replacement or repair.*

3. The library **floor plan** is maintained to ensure adequate space for study and Quiet Areas for students.

Performance indicator: *The Library will continue to survey students to determine whether there is enough study space. In addition, gate counts will be used to establish whether demand for space has increased. Focus groups will be developed to determine what steps can be taken to address the real/perceived lack of Quiet Areas in the Library. Student surveys and Reference Desk surveys will be analyzed to look for comments regarding the need to update facilities as needed. Patrons will continue to be surveyed to gauge their satisfaction with current Quiet Areas.*

4. Library **furniture, equipment, and facilities** are maintained and upgraded, as needed.

Performance indicator: *The Library will continue to survey students to determine whether there are enough chairs available to meet demand. An inventory will establish how many chairs are in need of repair and need to be replaced to meet demand. Students and other patrons will be surveyed to determine the need for cleaning the exterior and interior of the windows of the LRC.*

5. The Library **budget** sufficiently supports the ever-changing bibliographic needs of faculty, students, and staff.

Performance indicator: *The Library will analyze book and database use, patterns, and requests from students and faculty to determine the need to add more resources. In addition, the Library will study comments regarding materials on Reference and Library surveys, as well as study usage statistics from databases and the website.*

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3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

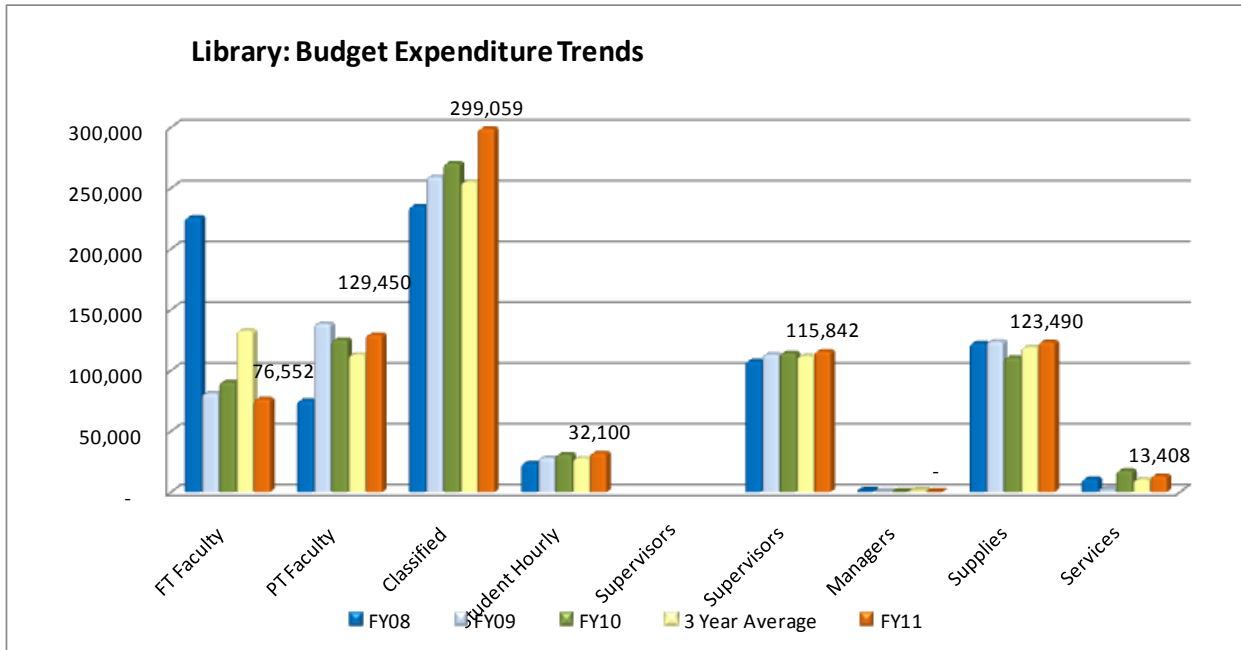
| Category | Title | FY08 | FY09 | FY10 | 3 Year Average | FY11 | FY11 Program | FY11 College |
|----------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|--------------|
| 1 | FT Faculty | 225,894 | 81,344 | 90,495 | 132,578 | 76,552 | -42% | 12% |
| 2 | PT Faculty | 75,187 | 138,593 | 125,307 | 113,029 | 129,450 | 15% | -10% |
| 3 | Classified | 235,211 | 259,371 | 270,558 | 255,047 | 299,059 | 17% | -1% |
| 4 | Student Hourly | 23,803 | 28,315 | 31,017 | 27,712 | 32,100 | 16% | 10% |
| 5 | Supervisors | | | | | | | 7% |
| 5 | Supervisors | 107,797 | 113,329 | 114,317 | 111,814 | 115,842 | 4% | -8% |
| 6 | Managers | 1,536 | - | - | 1,536 | - | -100% | 24% |
| 7 | Supplies | 122,414 | 124,005 | 110,695 | 119,038 | 123,490 | 4% | -17% |
| 8 | Services | 10,899 | 2,303 | 17,608 | 10,270 | 13,408 | 31% | -42% |
| | Total | 802,741 | 747,260 | 759,997 | 769,999 | 789,901 | 3% | 0% |

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

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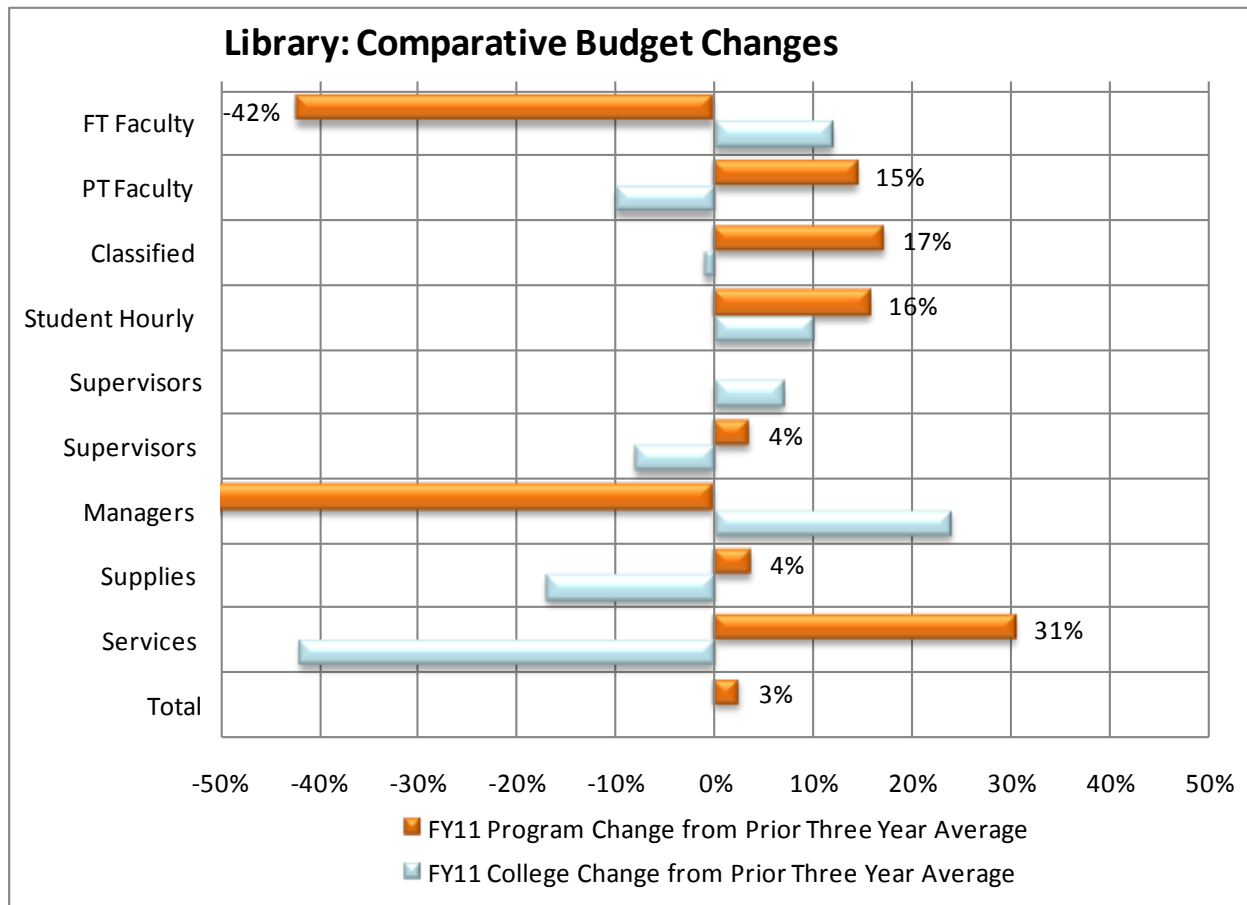


A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

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A4: Budget Detail Table

The program’s detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District’s Banner Financial System. The program budget includes all expenses associated to the program’s Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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| FOAP | Title | FY08 | FY09 | FY10 | 3 Year Average | FY11 |
|-------------------------|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 111 31013 1220 612000 | Faculty -Non-Instructional | 160,272 | 53,376 | 59,019 | 90,889 | 50,090 |
| 111 31013 1340 612000 | Faculty Facilitr/Coord/Hrly Stipend | - | - | 500 | 167 | 1,000 |
| 111 31013 1342 612000 | Faculty -Office Hours - PT Faculty | - | 119 | 216 | 112 | 313 |
| 111 31013 1420 612000 | Faculty -Non-Instructional - Hourly | 64,941 | 126,835 | 116,083 | 102,620 | 115,000 |
| 111 31013 1440 612000 | Faculty -Facilitators | 6,357 | 4,835 | 2,348 | 4,513 | - |
| 111 31013 2121 612000 | Classified Regular | 137,039 | 167,223 | 176,292 | 160,185 | 190,567 |
| 111 31013 2130 612000 | Classified - Vacation Payout | 1,944 | - | - | 648 | - |
| 111 31013 2322 612000 | Classified - Overtime | 1,179 | 1,142 | 215 | 845 | 1,000 |
| 111 31013 2530 612000 | Student Hourly-Non-Instructional | 23,185 | 27,816 | 29,860 | 26,954 | 30,524 |
| 111 31013 2610 612000 | Supervisors | 70,662 | 75,336 | 75,336 | 73,778 | 75,336 |
| 111 31013 2826 612000 | Provisional, Ltd Term-NonPos Cntr | 15,857 | - | - | 5,286 | - |
| 111 31013 3XXX1 612000 | Benefits FT Faculty | 65,622 | 27,968 | 31,476 | 41,689 | 41,537 |
| 111 31013 3XXX2 612000 | Benefits PT Faculty | 3,888 | 6,805 | 6,160 | 5,618 | 3,850 |
| 111 31013 3XXX3 612000 | Benefits Classified | 79,193 | 91,006 | 94,050 | 88,083 | 128,722 |
| 111 31013 3XXX4 612000 | Benefits Student Hourly | 618 | 499 | 1,157 | 758 | 519 |
| 111 31013 3XXX5 612000 | Benefits Supervisors | 37,135 | 37,993 | 38,981 | 38,036 | 43,742 |
| 111 31013 3XXX6 612000 | Benefits Managers | 1,536 | - | - | 512 | - |
| 111 31013 4200 612000 | Office Supplies and Material | 5,241 | 5,540 | 3,007 | 4,596 | 6,000 |
| 111 31013 4400 612000 | Copier Supplies and Materials | 161 | 131 | - | 97 | 500 |
| 111 31013 4502 612000 | Periodical Subscriptions | - | - | 9,386 | 3,129 | - |
| 111 31013 4504 612000 | Electronic/CD Rom Subscriptions | - | - | 765 | 255 | 1,200 |
| 111 31013 4800 612000 | General Supplies & Materials | 24 | 369 | 1,952 | 782 | - |
| 111 31013 5211 612000 | Employee Travel | - | - | - | - | 1,000 |
| 111 31013 5220 612000 | Mileage Reimbursement | 12 | - | - | 4 | - |
| 111 31013 5241 612000 | Faculty Travel (\$100 Per Contract) | 100 | 100 | 197 | 132 | - |
| 111 31013 5622 612000 | Maint/Repair-Equipment | - | 2,038 | 3,073 | 1,704 | 2,000 |
| 111 31013 5822 612000 | Licenses And Fees | - | - | - | - | 9,000 |
| 111 31013 5823 612000 | Library Automation | - | - | 13,290 | 4,430 | 14,000 |
| 111 31013 5870 612000 | Printing And Duplicating | - | - | - | - | - |
| 111 31013 5890 612000 | Other Expense & Services | 468 | 165 | 1,047 | 560 | 500 |
| 111 31013 6300 612000 | Library Books | - | - | - | - | 50,000 |
| 12803 31013 4501 612000 | Library Resource Materials | 3,039 | 753 | - | 1,264 | - |
| 12803 31013 4502 612000 | Periodical Subscriptions | 15,621 | 19,477 | 9,137 | 14,745 | 10,000 |
| 12803 31013 4504 612000 | Electronic/CD Rom Subscriptions | 33,657 | 33,858 | 50,451 | 39,322 | 67,000 |
| 12803 31013 6300 612000 | Library Books | 48,678 | 48,690 | 35,997 | 44,455 | - |
| 12807 31013 4501 612000 | Library Resource Materials | 9,096 | - | - | 3,032 | - |
| 12807 31013 6300 612000 | Library Books | 6,945 | - | - | 2,315 | - |
| 12819 31013 4504 612000 | Electronic/CD Rom Subscriptions | - | 15,187 | - | 5,062 | - |
| 12863 31013 4501 612000 | Library Resource Materials | (49) | - | - | (16) | - |
| 12863 31013 5641 612000 | Software Maintenance & License Fd | 10,319 | - | - | 3,440 | - |
| | Total | 802,740 | 747,261 | 759,995 | 769,999 | 843,400 |

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A5: Program Staffing

The following table shows the staffing in the FY12 budget.

| Library | | | | | | | |
|------------------|------------------------|-------------------------|--------|-------|---------|--------------|--------------|
| Fund Org Account | Title | Name | Months | Pos% | Assign% | Total% | FTE |
| 111310131220 | Associate Librarian | Gaines, Ayanna Damali | 10 | 1.000 | 1.000 | 1.000 | 1.000 |
| 111310131420 | 0 | Sezzi, Peter H | 0 | - | 0.150 | - | 0.075 |
| 111310131420 | 0 | Gaines, Ayanna D | 0 | - | 0.007 | - | 0.003 |
| 111310131420 | 0 | Carroll, Linda C | 0 | - | 0.069 | - | 0.034 |
| 111310131420 | 0 | Pinkley, Janet E | 0 | - | 0.078 | - | 0.039 |
| 111310131420 | 0 | Coffey, Lulu | 0 | - | 0.171 | - | 0.086 |
| 111310131420 | 0 | Sezzi, Peter H | 0 | - | 0.114 | - | 0.057 |
| 111310131420 | 0 | Pinkley, Janet E | 0 | - | 0.157 | - | 0.079 |
| 111310131420 | 0 | Roff, Donna W | 0 | - | 0.629 | - | 0.314 |
| 111310131420 | 0 | Thompson, Bryan | 0 | - | 0.143 | - | 0.071 |
| 111310131420 | 0 | Stough, Thomas A | 0 | - | 0.010 | - | 0.005 |
| 111310132121 | Library Asst. | Boynton, Dana Carol | 12 | 1.000 | 1.000 | 1.000 | 1.000 |
| 111310132121 | Library Assistant | VACANT | 12 | 1.000 | 1.000 | 1.000 | 1.000 |
| 111310132121 | Library Asst. | Shaffer, Tatyana | 11 | 1.000 | 1.000 | 1.000 | 0.917 |
| 111310132121 | Library Technician | Kramer, Carla J | 12 | 1.000 | 1.000 | 1.000 | 1.000 |
| 111310132121 | Library Asst. | Carroll, Linda Cristina | 12 | 1.000 | 1.000 | 1.000 | 1.000 |
| 111310132610 | Learning Resources Spv | Hajas, Sandra M | 12 | 1.000 | 1.000 | 1.000 | 1.000 |
| | | | | | | 7.000 | 7.680 |

A6: Interpretation of the Program Budget Information

Due to the resignation of former full-time librarian Salomeh Pourmoghim in March 2011, there was unusual budgetary movement in the Part-Time and Full-Time Faculty Budgets. From FY10 to FY11, there was a change from \$90,495 to \$76,552 in the Full-Time Faculty Budget. In order to make up for the staffing gap, it was necessary to back-fill from the Part-Time Faculty pool, resulting in a change in the Part-Time Faculty Budget from \$125,307 in FY10 to \$129,450 in FY11. The change in the Full-Time Faculty Budget from \$225,895 in FY08 to \$81,344 in FY09 is due to both Peter H. Sezzi's reassignment to serve as Academic Senate President and to the retirement of then full-time librarian Harmony Rodriguez. The change of status of Linda Carroll from a Full-Time Library Assistant to a Part-Time Librarian will not result in a drastic change, we hope, as we are optimistic that her position will be filled, resulting in a 0 net change in this line item.

It is worth noting the shift in the amount of money allotted for maintenance and repair of equipment. From \$3,073, this line item has been reduced to \$2,000 in FY11. This money has been shifted in the past to help pay for expenses such as databases. As new databases and electronic resources come into play, and more financial resources are withdrawn, finances will

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become more of an issue. It should also be noted that several items have or will soon affect the library with regards to its program budget. The 100% reduction in both TTIP and IELM funding to all California Community Colleges a few years back meant that college general fund support was necessary to allow for the Library to continue offer access to online databases and library instructional equipment. The Library is grateful that the institution values its Library enough to support our database budget out of the general fund, especially in a time of budgetary constraints. However, in order to continue to provide access to the library databases that we currently have, much less to grow the electronic collections that we need in the near future, additional incursion on the general fund in support of library print and electronic materials is necessary.

A soon to be impact on our budget is our District's decision to move all three college's to the same Integrated Library System (ILS). While the costs associated with this new system will be primarily shouldered by onetime and ongoing funds coming from the Districtwide Services budget, there are both some unanticipated near and long term costs associated with our move to the Voyager ExLibris ILS. Presently, the Ventura College Library uses The Library Corporation (TLC) for our ILS. Additionally, we use a product supplied by TLC called ItsMARC to provide us the machine readable catalog records found in our catalog. TLC is unique among ILS providers in that they supply both library catalog hard/software as well as catalog records. With our move to the more academic and robust Voyager ExLibris ILS we will shortly need to assume a service contract with a new supplier of catalog records. Although significantly more expensive than ItsMARC, the industry standard supplier for MARC records is the Online Computer Library Center (OCLC). In order to be able to use the new Voyager ExLibris catalog purchased by the District, there is simply no other way to make it work than to provide each college in the District access to OCLC. While Moorpark College already has access to OCLC and Oxnard will shortly be gaining access to it too, until the District picks up the cost associated with OCLC as a Districtwide Services expense, the college must shoulder the yearly subscription access to this service.

Another unforeseen aspect of our migration from TLC to Voyager ExLibris was the delayed encountered after Board approval in June 2011. Unfortunately, due to a variety of issues, we at VC had anticipated migrating away from TLC before our contract expired with them in September 2011. Unexpected delays have made it so that our transition will not occur until December, which means an additional stress on the Library's limited budget this fiscal year. Also unanticipated were the several thousands of dollars in "exit services" needed to move us from TLC to Voyager ExLibris. **In the final analysis, the campus will have to assume the ancillary costs associated with our migration to our new ILS.**

The Vacant Library Assistant position listed on our budget table has remained unfilled since Diana Salberg retired in Spring 2005.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

| Library | | | | | | | | |
|-----------------------------------|------------------|-------|-------|-----------|-----|---------------|------------|----------|
| Item | Vendor | Org | Fund | Purchased | Age | Price | Perm Inv # | Serial # |
| Equipment -Computers -Non In | Dell Computer C | 36037 | 121 | 5/16/01 | 10 | 1,810 | N00002843 | J23VK01 |
| Conf B Computer from District B | MAT 2000 Inc | 36037 | 121 | 7/2/01 | 10 | 1,163 | N00002882 | 9705963 |
| #OLYM225230 Olympus E-10 SLR | Samy's Camera | 36037 | 121 | 7/9/01 | 10 | 1,983 | N00002669 | 1030880 |
| Conf B Computer from District B | MAT 2000 Inc | 36037 | 121 | 7/2/01 | 10 | 1,163 | N00002885 | 9705962 |
| Conf B Computer from District B | MAT 2000 Inc | 36037 | 121 | 7/2/01 | 10 | 1,163 | N00002884 | 9705964 |
| Conf B Computer from District B | MAT 2000 Inc | 36037 | 121 | 7/2/01 | 10 | 1,163 | N00002883 | 9705961 |
| Intel Pentium III 800 Server Syst | MAT 2000 Inc | 36037 | 121 | 3/7/01 | 10 | 4,634 | N00002815 | 9705465 |
| Equipment -Computers -Non In | Dell Computer C | 36037 | 121 | 5/16/01 | 10 | 1,810 | N00002844 | 104VK01 |
| Equipment -Computers -Non In | Dell Computer C | 36037 | 121 | 5/16/01 | 10 | 2,785 | N00002835 | 6Q94K01 |
| #C600 Latitude Laptop -Quote # | Dell Computer C | 36037 | 121 | 6/7/01 | 10 | 2,854 | N00002873 | 4H76M01 |
| Hammerhead Color Laser Printe | Dell Computer C | 36037 | 121 | 6/11/01 | 10 | 2,250 | N00002865 | Q0202736 |
| #8100 Pentium 4 Computer - Qu | Dell Computer C | 36037 | 121 | 6/11/01 | 10 | 2,218 | N00002874 | 5WHGMO1 |
| #8100 Pentium 4 Computer - Qu | Dell Computer C | 36037 | 121 | 6/11/01 | 10 | 2,218 | N00002875 | 7WHGMO1 |
| E10 Olympus Digital Camera | Samy's Camera | 36037 | 121 | 6/20/01 | 10 | 1,873 | N00002877 | 1053084 |
| Intel Pentium III 550CPU (Wind | MAT 2000 Inc | 36037 | 121 | 9/11/00 | 11 | 1,439 | N00009423 | 0 |
| Computer from configuration B | MAT 2000 Inc | 36037 | 121 | 10/16/00 | 11 | 1,177 | N0021227 | 9705546 |
| P153-5247 Bookcheck 955 Sensi | Demco Inc | 36039 | 12830 | 7/14/03 | 8 | 2,681 | N00003366 | 5072518 |
| Dell Power Edge 2600 Dataserve | The Library Corp | 36039 | 12830 | 6/27/03 | 8 | 8,490 | N00003358 | 433JQ21 |
| XPS M1330 Intel Core 2 Duo Pro | Dell Computer C | 36051 | 121 | 7/9/08 | 3 | 677 | N00018570 | 5BPHNG1 |
| XPS M1330 Intel Core 2 Duo Pro | Dell Computer C | 36051 | 121 | 7/9/08 | 3 | 677 | N00018571 | 2CPHNG1 |
| | | | | | | 44,228 | | |

B2: Interpretation of the Inventory Information

While the above information needs to be updated, it is worth noting the age of the computers noted above. If half of these computers are still in use in the Library, then the Library will need to assess carefully whether any of this computer hardware is capable of satisfying the Program Operating Outcome of being “functional [and] up-to-date.” An analysis of our Library surveys, as well as anecdotal data from Library faculty and staff, can attest to whether current computer hardware is sufficient to meet the needs of our patrons.

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C1: Service Data:

a) What populations are served by the program?

The Library serves the students, faculty, and staff of Ventura College, as well as community patrons from around Ventura County. Our students are predominantly locals: 34% of our students are from Ventura, while 28% are from Oxnard. There are approximately 12,868 students enrolled, compared to 13,840 in the fourth week of Fall 2010. The average age of our students is 25.25 years old, with 34% being 19 years and younger, and 33% between the ages of 20 and 24; this differs little from the previous year's percentages. The racial/ethnic breakdown is as follows:

| | Fall 2010 | Fall 2011 |
|-------------------------------|------------------|------------------|
| White | 36% | 35.4% |
| Hispanic | 46% | 48% |
| Asian/Pacific Islander | 7% | 6.6% |
| Black | 3.4% | 3.8% |
| Native American | 1.4% | 1.3% |
| Other | 5.3% | 4.4% |
| Unreported | .6% | .6% |

54% of our students attend classes during the day, a 4% increase from Fall 2010. However, 31% of students take classes during both day and evening hours, down from 34% in Fall 2010.

Finally, it is worth noting the ambition of our students: 50% of students in Fall 2011 have the educational goal of earning an AA/AS to transfer to another institution. This is up a full 6% from a year ago.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

Below are statistics addressing the number of patrons that the Library has assisted or taught in the past two years:

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| LIBRARIAN ASSISTANCE DATA | 2008-09 | 2009-10 | 2010-11 |
|----------------------------------|----------------|----------------|----------------|
| Reference Questions | 6,012 | N/A | 8,567 |
| Instruction Session | 207 | 154 | 133 |
| Credit Based Instruction | 68 | 78 | 69 |

As you can see, the Library does not have statistics for the number of reference questions asked for the 2009-2010 academic year. We are working to improve our record-keeping methods by keeping a static Excel spreadsheet in SharePoint that is accessible to all library faculty and staff, so that we may all contribute to this shared wisdom, moving away from the model of information hoarding.

The Library has provided library instruction or given library tours to 133 classes in the 2010-2011 academic year, serving a grand total of 3,525 students:

Summer 2010 semester 216 students
Fall 2010 semester 1,747 students
Spring 2011 semester 1,562 students

This is down from the 4,318 students, taught over 154 classes, in the 2009-2010 academic year:

Summer 2009 semester 62 students
Fall 2009 semester 2610 students
Spring 2010 semester 1646 students

Given this decrease, and the rise in reference questions over the same period, one may infer that classroom faculty members have chosen to bypass library instruction altogether, either because they are assuming that their students are already knowledgeable about library research skills (which the traffic at the reference desk seems to refute), or because instruction time is highly valued, and cannot be sacrificed for the sake of information literacy.

If the results of our pre- and post-testing indicate that students that come in for library instruction are better prepared to engage in library research, it would behoove the librarians to engage with classroom faculty to see if there is some way to ensure that students receive the guidance they need, either through outreach directly in their classrooms, or via more web-accessible help resources (i.e., online tutorials, YouTube videos, etc.).

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The below table details patron use of the library and its resources:

| LIBRARY USAGE DATA | 2009-10 | 2010-11 |
|---------------------------|----------------|----------------|
| Attendance Data | 264,855 | 271,369 |
| Circulation | 51,514 | 54,671 |
| Database Searches | 178,857 | 166,458 |
| Interlibrary Loans | - | - |

The data shows a 2.5% growth in attendance between the 2009-2010 academic year and the 2010-2011 academic year. However, there has been a 6% growth in the number of items checked out by patrons. It is possible that this rise is due to the success of the Textbook Lending Library. The numbers below indicate that the rise in circulation may be attributed to other sources as well:

| TEXTBOOK VENTURA CAMPUS | 2009-10 | 2010-11 |
|---|----------------|----------------|
| Total Reserve Check-outs | 26,689 | 30,528 |
| Number of Students using Reserves (Estimate 5 check outs per week per student) | 5,338 | 6,106 |
| Total Lending Check-outs | 5,919 | 7,340 |
| Number of Students using Lending (Estimate 2 books per student) | 2,960 | 3,670 |

The Library staff has instituted a new method of counting heads in the library, as well as having fixed the entry gate to assure higher accuracy in gate counts. We hope that, in the next two years, we may have a more precise idea of how many people use the Library.

c) What other operational data is pertinent to your program? Please provide.

The following is data pertaining to the Library's collection:

| LIBRARY COLLECTION DATA | 2008-09 | 2009-10 | 2010-11 |
|-------------------------------------|----------------|----------------|----------------|
| Total Holdings | 82,345 | 84,612 | 85,742 |
| Number of Titles Added | 1,555 | 1,701 | 1,704 |
| Number of Volumes Added | 3,163 | 4,014 | 4,194 |
| Periodicals | 305 | 295 | 298 |
| Bound Periodicals-Number of Titles | 71 | 71 | 71 |
| Bound Periodicals-Number of Volumes | 2,482 | 2,482 | 2,482 |

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| | | | |
|-------------------------------|-------|-------|-------|
| Microforms--Number of Titles | 126 | 126 | 126 |
| Microforms--Number of Volumes | 8,785 | 8,785 | 8,785 |
| Videos-DVDs-Number of items | 933 | 940 | 946 |
| E-Books | - | - | - |
| Total Textbook Holdings | 3,853 | 3,681 | 4,951 |

A full accounting of our textbook holdings follows:

| TEXTBOOK VENTURA CAMPUS | 2008-09 | 2009-10 | 2010-11 |
|---|----------------|----------------|----------------|
| Total Reserve Holdings | 1,010 | 988 | 1,132 |
| Total Lending Holdings | 2,843 | 2,693 | 3,819 |
| Total Supplemental Instruction Holdings | 19 | 23 | 65 |
| Total Tutoring Center Holdings | 375 | 399 | 400 |
| Total Textbook Donations | 1,163 | 2,657 | 2,650 |
| Total Textbook Withdrawn | 1,067 | 855 | 1,083 |
| Total Reserve Check-outs | 23,903 | 26,689 | 30,528 |
| Number of Students using Reserves (Estimate 5 check outs per week per student) | 4,781 | 5,338 | 6,106 |
| Total Lending Check-outs | 5,925 | 5,919 | 7,340 |
| Number of Students using Lending (Estimate 2 books per student) | 2,963 | 2,960 | 3,670 |

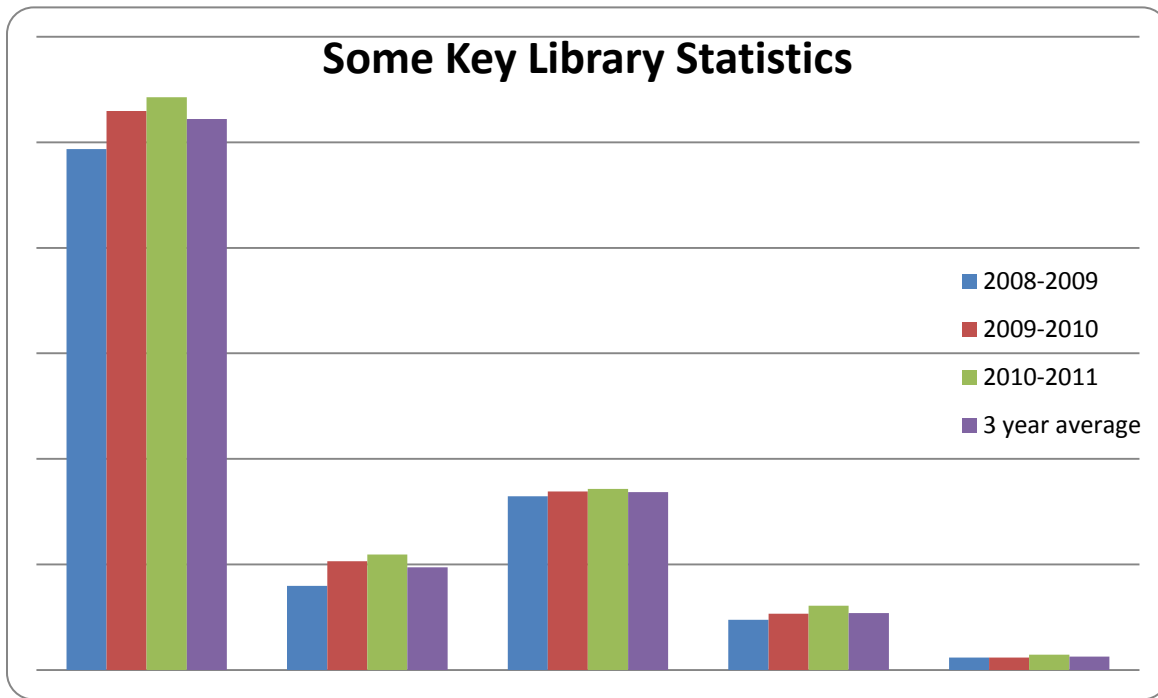
Textbook borrowing is very popular with our students, who find the economic climate challenging for sustaining academic pursuits. Below is a list of expenditures related to our textbook collections:

| TEXTBOOK EXPENDITURES & PURCHASES | 2008-09 | 2009-10 | 2010-11 |
|--|----------------|----------------|----------------|
| VC Foundation Funded | \$ 20,000.00 | \$ 20,000.00 | \$ 25,000.00 |
| Total Reserves Purchased – Foundation | 263 | 252 | 274 |
| Total Lending Purchased- Foundation | 157 | 121 | 146 |
| ASB Funded | \$ 2,240.00 | \$ 2,500.00 | \$ 5,240.00 |
| Total Lending Purchased—ASB | 0 | 50 | 36 |
| Title V Grant Funded | \$ 12,000.00 | \$ 12,000.00 | \$ 12,000.00 |
| Total Lending Purchased--Title V | 248 | 656 | 192 |

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Some 3-year averages of note:



| | 2008-2009 | 2009-2010 | 2010-2011 | 3 year average |
|--------------------------------|-----------|-----------|-----------|----------------|
| Attendance | 246,752 | 264,855 | 271,369 | 260,992 |
| Circulation | 39,854 | 51,514 | 54,671 | 48,680 |
| Total holdings | 82,345 | 84,612 | 85,742 | 84,233 |
| Total reserve checkouts | 23,903 | 26,689 | 30,528 | 27,040 |
| Total lending checkouts | 5,925 | 5,919 | 7,340 | 6,395 |

Finally, the Library is 32,500 assignable square feet, with seating for 537. There are 49 public computers, 15 staff computers, and 1 print station.

On the next pages are additional charts displaying helpful information about Library usage statistics.

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Library Usage Statistics:

| | Metric | 2007-08 | 2008-09 | 2009-10 | 3 Year Average | 2010-11 | 1 year % Diff. * | Diff. to 3 Year Avg* * |
|--------------------------------|------------------------------------|---------|---------|---------|----------------|---------|------------------|------------------------|
| 1 | Librarian Assistance Data | | | | | | | |
| | Reference Questions | 5,009 | 6,012 | ? | 5,511 | 8,567 | ? | 55.47 % |
| | Instruction Sessions | 206 | 207 | 154 | 189 | 118 | - 23.3 % | 10.11 % |
| | Credit-Based Instruction | 42 | 68 | 78 | 63 | 69 | - 11.5 % | 10.11 % |
| | Library Usage Data | | | | | | | |
| | Attendance Data | 210,181 | 246,752 | 264,855 | 240,596 | 271,369 | 2.46 % | 12.79 % |
| | Circulation | 33,122 | 39,854 | 51,514 | 41,497 | 54,671 | 6.13 % | 31.75 % |
| | <i>Reserves Circulation</i> | 17,944 | 23,903 | 26,689 | 22,845 | 30,528 | 14.3 % | 33.63 % |
| | <i>Lending Library Circulation</i> | 5,666 | 5,925 | 5,919 | 5,837 | 7,340 | 24.0 % | 25.76 % |
| | Database Searches | 244,736 | 245,879 | 178,857 | 223,157 | 166,458 | - 6.93 % | 25.41 % |
| | Library Collection Data | | | | | | | |
| Total Holdings | 80,869 | 82,345 | 84,612 | 82,609 | 85,742 | 1.34 % | 3.79 % | |
| Number of Titles Added | 3,925 | 1,555 | 1,701 | 2,394 | 1,704 | 0.18 % | - 28.81 % | |
| Number of Volumes Added | 5,956 | 3,163 | 4,014 | 4,378 | 4,194 | 4.48 % | - 4.20 % | |
| Print Periodical Subscriptions | 315 | 305 | 295 | 305 | 298 | 1.02 % | - 2.30 % | |
| Textbook Data (VC Only) | | | | | | | | |
| 2 | Total Reserve Holdings | 1,019 | 1,010 | 988 | 1,006 | 1,132 | 14.5 % | 12.56 % |
| 3 | Total Lending Library Holdings | 2,338 | 2,843 | 2,693 | 2,625 | 3,819 | 41.8 % | 45.50 % |
| | Total Items Donated | 1,531 | 1,163 | 2,657 | 1,784 | 2,650 | - 0.26 % | 48.57 % |
| 4 | Total Items Withdrawn | 1,416 | 1,067 | 855 | 1,113 | 1,083 | 26.6 % | - |

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| | | | | | | | |
|--|-------|-------|-------|-------|-------|--------|--------|
| | | | | | | 7% | 2.67% |
| Number of Students Using Reserves*** | 3,589 | 4,781 | 5,338 | 4,569 | 6,106 | 14.39% | 33.63% |
| Number of Students Using the Lending Library**** | 1,889 | 2,963 | 2,960 | 2,604 | 3,670 | 23.99% | 40.94% |

Notes

2010-11 Reference Question data for Fall 2010 lacking; calculated via extrapolation from Spring 2011 data (Spring data x 1.2)

2009-10 Reference Question data missing

* Per cent difference between 2009-10 data and 2010-11 data.

** Per cent difference between 2010-11 data and three-year average data.

*** Estimate of 5 check outs per week per student.

**** Estimate of 2 books per student.

Database Usage Statistics

| Database | 2007-08 | 2008-09 | 2009-10 | 3 Year Average | 2010-11 | 1 year % Diff.* | Diff. to 3 Year Avg** | Cost/Search | Cost |
|--|---------|---------|---------|----------------|---------|-----------------|-----------------------|-------------|------------|
| American Council of Learned Societies | | | | | | | | | |
| E-Book Collection | 109 | 110 | 77 | 99 | 70 | 9.09% | 29.05% | \$6.43 | \$450.00 |
| Bowker | | | | | | | | | |
| <i>Books in Print</i> | | | | | ? | #VAL LUE! | #VAL UE! | #VAL UE! | \$1,624.00 |
| <i>Resources for College Libraries</i> | | | | | ? | #VAL LUE! | #VAL UE! | #VAL UE! | \$1,805.00 |
| <i>Bowker Analysis Collection Tool</i> | | | | | ? | #VAL LUE! | #VAL UE! | #VAL UE! | \$3,651.00 |
| <i>Serials Solution 360</i> | | | ? | | ? | #VAL LUE! | #VAL UE! | #VAL UE! | \$4,936.00 |
| Country Watch | | | | | | | | | |
| Country Watch | 9029 | 3543 | 1394 | 4655 | 3149 | 125.90% | 32.36% | \$0.00 | \$0.00 |

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| | | | | | | | | | |
|---|-------|-------|------------------|-------|------------------|-----------|----------|----------|-------------------|
| CQ | | | | | | | | | |
| CQ Researcher | 16326 | 14196 | 9788 | 13437 | 8063 | 17.62% | 39.99% | \$0.08 | \$646.00 |
| CQ Global Researcher | 16 | 67 | 404 | 162 | 411 | 1.73% | 153.18% | \$1.20 | \$495.00 |
| <i>CQ Encyclopedia of Government</i> | 1 | 0 | CANCELLED | | | | | | |
| CQ Historical Documents | 1 | 0 | 0 | | 0 | | | | \$39.00 |
| EBSCO | | | | | | | | | |
| <i>CINAHL</i> | 421 | 282 | 1911 | 871 | 3288 | 72.06% | 277.35% | \$2.11 | \$6,925.00 |
| GreenFile | | | 67 | | 84 | 25.37% | | | |
| Magill on Literature Plus | 944 | 784 | 1114 | 947 | 1276 | 14.54% | 34.69% | \$1.02 | \$1,305.00 |
| International Bibliography of Theater and Dance | | | | | 68 | | | | |
| Library, Information Science and Technology Abstracts | | | 87 | | 106 | 21.84% | | | |
| Encyclopedia Britannica | | | | | | | | | |
| Britannica en Espanol | 187 | 211 | ? | 199 | ? | #VAL LUE! | #VAL UE! | #VAL UE! | \$702.71 |
| Britannica Online | ? | ? | ? | | ? | #VAL LUE! | #VAL UE! | #VAL UE! | |
| Facts on File | | | | | | | | | |
| <i>African-American History & Culture Online</i> | 1228 | 1565 | 11 | | CANCELLED | | | | |
| <i>American History Online</i> | 1749 | 2438 | 14 | | CANCELLED | | | | |
| <i>American Indian History & Culture Online</i> | 1401 | 1803 | 8 | | CANCELLED | | | | |
| <i>American Women's History Online</i> | 1568 | 1979 | 14 | | CANCELLED | | | | |
| <i>Ancient History & Culture Online</i> | 1745 | 2190 | 8 | | CANCELLED | | | | |
| <i>Modern World History Online</i> | 1433 | 1933 | 8 | | CANCELLED | | | | |
| JSTOR | | | | | | | | | |

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| | | | | | | | | | |
|---|--------------------|--------------------|----------------------------|--------------------|----------------------------|-------------------|--------------------|---------------|-------------------------|
| JSTOR | 2603 | 2353 | 3526 | 282 7 | 11477 | 225. 50% | 305.9 3% | \$0.64 | \$7,30 0.00 |
| OVID | | | | | | | | | |
| Ovid/LWW Lippincott Nursing Journals | | | | | | | | | \$7,06 2.00 |
| ProQuest | | | | | | | | | |
| <i>Ethnic News Watch</i> | 3959 | 4121 | 3499 | 386 0 | 1389 | - 60.3 0% | - 64.01 % | | |
| <i>Gender Watch</i> | 1041 | 1251 | 848 | 104 7 | 520 | - 38.6 8% | - 50.32 % | | |
| <i>Historical Los Angeles Times</i> | 3184 | 824 | CANC ELLE D | | | | | | |
| Proquest Bundle | 1013 91 | 9374 8 | 82732 | 926 24 | 87689 | 5.99 % | - 5.33% | \$0.24 | \$21,3 34.00 |
| Thompson Gale | | | | | | | | | |
| <i>Biography Resource Center</i> | 7595 | 8073 | 6,124 | 7,26 4 | 2563 | | | | |
| Gale Virtual Reference Library | 1610 9 | 1415 0 | 12412 | 142 24 | 27668 | 122. 91% | 94.52 % | \$0.01 | \$320. 00 |
| <i>Health and Reference Center Academic</i> | 3685 | 5961 | 3856 | | CANC ELLE D | | | | |
| <i>Health and Wellness Resource Center</i> | 6402 | 4881 | 1083 | | CANC ELLE D | | | | |
| Sum of the above two | 1008 7 | 1084 2 | 4939 | | N/A | | | | |
| Literature Resource Center | 1244 8 | 1337 4 | 6340 | 107 21 | 8610 | 35.8 0% | - 19.69 % | \$0.96 | \$8,22 9.00 |
| Opposing Viewpoints Resource Center | 7625 1 | 8445 1 | 57173 | 726 25 | 25092 | - 56.1 1% | - 65.45 % | \$0.24 | \$5,93 9.67 |
| Total | 2449 23 | 2460 90 | 17885 7 | 225 561 | 16645 8 | 6.93 % | 26.20 % | \$0.31 | \$52,1 92.38 |

Notes

All searches statistics are from July 1 20XX - June 30, 20XX.

All prices are for the last period in which we paid for the product.

All databases in *italic font* have been prior to this FY or will be cancelled this FY.

Numbers in Column A indicate that this is a database that we subscribe to (as in we pay money

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for these). Freebies or formerly-subscribed to DBs are listed FYI.

* Per cent difference between 2009-10 search data and 2010-11 search data.

** Per cent difference between 2010-11 search data and three-year average search data.

Databases with a Cost Per Search > \$1 are possible candidates for deletion if the library budget becomes constrained.

1. *Country Watch* is provided free of charge to all CCCs by the CCLC.

2. *CQ Researcher* was purchased w/ Perpetual Electronic Ownership Rights (PEOR) in DATE. The cost inc. hosting charges of \$50

CQ Historic Documents was purchased with PEOR in DATE. We have not purchased additional years since DATE.

3. All *Facts on File* databases were cancelled in Spring 2009. Search results for 2009-10 include only July 2009, the last month for which we had (most likely, only part of one month's) access.

4. *JSTOR* access as of Oct 2011 includes all of the following collections: A&S I, A&S II, A&S III, A&S Comp, A&S VII, Life Sciences (\$1500, \$1000, \$1300, \$700, \$1300, \$1500)

From Jan-June 2010, VC executed 2723 searches in *JSTOR*.

Community Colleges as a group had a mean of 9215 searches.

From July 2010-June 2011, VC executed 11477 searches in *JSTOR*.

Community Colleges as a group had a mean of 17743 searches.

5. *ProQuest Bundle* includes a host of database files, including LIST (ABI-Inform, PQ Newsstand, PQ Research Library, etc.)

PQ Bundle search stats are inclusive of all PQ products (with the exception of ERIC), including Ethnic NewsWatch and GenderWatch search results

6. We cancelled *Biography Resource Center* in DATE but for some unknown reason, Gale still provides us access to it.

7. Discrete stats were available for *Health and Wellness Resource Center* and *Health and Reference Center Academic*

but we paid for them as a bundled package.

C2: Times of Operation (per semester/summer):

During Fall and Spring Semesters, the Library is open 7:30am to 9:00pm Monday through Thursday, and 7:30am-4:00pm on Friday. On Saturday, we are open from 9:00am to 12:00pm. We are closed Sunday. Summer hours vary, but the Library is generally closed Friday through Sunday.

4. Performance Assessment

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A. Service Unit Outcomes

| Service Unit Outcome | Performance Indicators |
|---|--|
| 1. Students will be able to identify an information need. | <i>The Library faculty and staff will measure this outcome by analyzing Reference Desk transaction card comments; Reference Desk, e-mail, and phone contact statistics; and Library instruction pre- and post-tests.</i> |
| Operating Information | |
| <p>In Spring 2011, Peter H. Sezzi conducted a pilot test of a pre- and post-test instrument. This pre- and post-test was administered to a small group of English composition classes. In addition, Peter analyzed a sampling of bibliographies from the class to determine what percentage of resources were found using library databases.</p> | |
| Analysis – Assessment | |
| <p>Although the sample size was too small to develop conclusive results regarding library instruction, several details about pre- and post-testing became clear: 1) paper tests would be more useful in 50 minute classes, where time was a premium; 2) in shorter classes, librarians would need to return to the classroom, after library instruction had occurred, in order to administer the post-test; 3) alternately, librarians should plan ahead and visit classes in advance to administer pre-tests, and ensure that instructors know that students may not leave the classroom until post-tests are handed back in.</p> <p>It was therefore determined that in the Fall 2011 semester, the Librarians would need to conduct more extensive pre- and post-tests, over a variety of disciplines, to measure whether students have learned how to identify information needs during the course of library instruction. In addition, librarians would maintain their own individual surveys in order to keep track of variations between disciplines and course levels. As a further measure, librarians would contact at least one instructor and ask for a random sample of student coursework to analyze for library-related content.</p> | |

| Service Unit Outcome | Performance Indicators |
|------------------------------------|--|
| 2. Students will be able to choose | <i>The Library faculty and staff will measure this</i> |

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| | |
|---|--|
| appropriate library resources that best meet a particular information need. | <i>outcome by analyzing Reference Desk transaction card comments, and Library instruction pre- and post-tests.</i> |
| Operating Information | |
| The Library has several electronic databases that are available both on- and off-campus. These databases facilitate research by providing access to articles crucial to doing research in the discipline. The Library Survey data reveal a paucity of discipline-specific resources available from the social sciences, and from Psychology in particular. | |
| Analysis – Assessment | |
| The Library and Psychology Departments have determined the need to access more specialized articles in this discipline. While ProQuest is serviceable, it is a fairly generalized database, and does not have the depth of articles in psychology, psychiatry, and psychotherapy that would allow faculty and students in the Psychology Department to adequately execute their research and instruction. Psychology is one of our more popular disciplines, accounting for 6% of course enrollments in the Fall 2011 semester, and rightly deserves a more robust psychology database. A Psychology database would benefit not only Psychology, but other Social Science disciplines, such as Education, Sociology, Child Development, and Human Services. | |

| Service Unit Outcome | Performance Indicators |
|--|---|
| 3. Students will be able to demonstrate the ability to use successfully library services/resources. | <i>70% or higher will correctly answer question #6 on the library orientation post-test instrument.</i> |
| Operating Information | |
| A pre- and post-test instrument was piloted during the Spring 2011 semester, with the intent of a more intensive measurement being carried out during the 2011-2012 school year. | |
| Analysis – Assessment | |
| The sample size of our pilot test made it difficult to infer any conclusive data. What was determined was, when comparing the percentages for questions answered correctly between the pre- and post-tests, the performance indicator was met. However, a much smaller number of | |

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students answered the post-test, as compared to the pre-test, which led to discussion as to how execution should be altered for further testing. It was decided that pre-tests should be administered in paper format, while post-tests should be administered in person by librarians online. We also decided to continue to study question #4 as to whether it was an accurate measure of what we wanted to know.

| Service Unit Outcome | Performance Indicators |
|---|---|
| <p>4. Students will be able to find or request materials to meet their information needs.</p> | <p><i>The Library faculty and staff will measure this outcome by analyzing requests for book purchases from patrons, requests for Interlibrary Loans, requests for textbooks to be put on reserve, and materials-specific requests and comments found on Library surveys and comment cards.</i></p> |

Operating Information

The Library is currently switching from TLC (The Library Corporation)'s Integrated Library Software (ILS) to Voyager, produced by Ex Libris. One of the features that Ex Libris offers with one of its products is the ability to view database search results on smartphones; this technology is also available through a competitor. This development is worth noting, as many patrons approach the Reference Desk with phone clutched in hand, reading information off of it.

The switch to TLC has also brought forth another issue. Currently, the Library staff and faculty export information on new books using a program called ITSMARC. Losing access to TLC means losing access to ITSMARC, making it impossible to export cataloging data into our new Integrated Library Software (ILS). A competing cataloging program, OCLC Connexion, has many benefits, the least of which is being compatible with our new ILS, and belonging to an organization that facilitates Interlibrary Loan. The Library does not currently engage in formal Interlibrary Loan – if patrons are interested in acquiring a book from another library, librarians look at catalogs of other libraries, and counsel patrons to acquire library cards for other libraries.

The ability of students to find or request information appropriate to their needs is also made difficult when computers do not function correctly, either due to equipment failure or due to problems connecting to the Internet. Computer access and availability continue to be an issue on the library survey; the most recent survey reported that 68.4% of respondents used the library for computer use, 39.1% used it for database research, and 62.1% used the library for research assignments. We would hope to have high satisfaction rates on computer availability; however, out of the four items respondents were asked about, people were the least satisfied with computer availability: 21.8% are very satisfied, 27.7% are satisfied, 24.1% are neutral, 15.8% are dissatisfied.

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The ability to find information extends to leisure reading: many students, faculty, and staff have been visiting the McNaughton Leisure Reading Collection, which has gained popularity on campus. Many lower-level English classes have been given the assignment of finding leisure reading, and several others browse the area looking for a good read.

Analysis – Assessment

It is vitally necessary that we acquire OCLC Connexion. Without it, it will be impossible to ensure that our patrons can find library holdings by looking in our catalog. The great advantage of switching to OCLC Connexion is that, by joining the OCLC library cooperative, we would be well-positioned to not only begin Interlibrary Loan, but also gain access to invaluable cataloging information which would streamline work for our Library faculty and staff. Accessing cataloging information corroborated by millions of librarians from all over the world will ensure a higher level of quality control.

Another point worth noting: given the rapidity with which technology is changing, the Library should also look into making its catalog, if not its entire website, more easily viewable on smartphones and other mobile devices. Instead of developing our own apps, we should use the capabilities that are already made available by two reputable vendors. One, Ex Libris, is handling our new Integrated Library System, and has an interface that can be made available for its Primo discovery tool. Another vendor, Boopsie, has a product that can render the entire library's website viewable on smartphones of different platforms. This product is already being used by the library at California State University Channel Islands, and by the entire campus of Occidental College.

In addition to strengthening its software infrastructure, the Library needs to ensure that its computers are in working condition. This means not only ensuring the existing computers are functioning (as is discussed more thoroughly in OG #2), but that the remaining thin clients are installed throughout the Library.

Finally, we would like to make more material available to our students. The McNaughton Leisure Reading Collection has been hugely successful, with a circulation rate of 23%, much higher than the 1% circulation rate of the Circulating Collection. Yet for every patron who has gone away with a book that has stirred their imagination and encouraged them to continue reading, there is another whose reading tastes have not yet been met, including those looking for Young Adult Literature. In addition, many patrons are looking for reading material in other media, such as electronic books. More funding is needed to expand and explore, to meet the needs of our 21st century readers.

| Service Unit Outcome | Performance Indicators |
|----------------------|------------------------|
|----------------------|------------------------|

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|---|--|
| 5. Students will find the library environment and facilities satisfactory in meeting their needs. | <i>The Library faculty and staff will measure this outcome by analyzing comments on Library surveys and comment cards.</i> |
|---|--|

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| Operating Information |
|------------------------------|

The Library is separated into two large spaces. The main section, where the computers, Reference and Circulation Desks, Study Rooms, and book collections are located, are intended to facilitate collaboration between students as well as between librarians and patrons. There are a large number of tables where students can sit and study, as well as eight study rooms where groups can work together. However, there is another section of the Library, the Reading Room, home to newspapers and magazines, as well as a number of comfortable chairs. This area is designated as a Quiet Area. The two areas are not separated by doors or walls. There is signage asking patrons to respect the Quiet Area. The Library has become increasingly busy, with fewer and fewer spaces becoming available for students to sit. The Library has many large windows which feature gorgeous views of the surrounding area; on clear days, one can see out to the Channel Islands. Many people come to Library to enjoy the view.

| |
|------------------------------|
| Analysis – Assessment |
|------------------------------|

The question of the Quiet Area has often come up. Because the two areas are not separated, sound can easily travel from the main section of the library to the Reading Room. In addition, patrons have commented, on Library surveys, on comment cards, and in person, that people have not been respecting the rules of the Quiet Area. The Library cannot have someone permanently stationed in the Reading Room to enforce quiet, unfortunately. There is also the problem that, once a staff member walks into the room, the Quiet Area mysteriously lives up to its name. The question becomes, then, how do we keep the Quiet Area quiet. The idea of establishing a partition or door has been floating, but then there is the question of the noise a door would make opening and closing as well as how to provide power to door in order to make it ADA compliant. This is an ongoing issue. Another issue that has been addressed lately pertains to the windows. Lately, patrons have complained that the view has been obscured by their dirty condition. Previously, the windows of the library were professionally cleaned on an intermittent basis. Now, the interiors of the windows are cleaned by the custodians, who must try to fit in the task when they can fit it in with their many other chores. As the Library is celebrated for its unique architecture and the way that it brings the theme of the ocean into the building itself, it behooves the College to allow patrons to have an unobstructed view of the ocean from the Library.

B. Operating Goals

| | |
|-----------------------|-------------------------------|
| Operating Goal | Performance Indicators |
|-----------------------|-------------------------------|

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|--|--|
| <p>1. The hours are adequate to serve students' needs.</p> | <p><i>The Library will continue to survey students to determine whether operational hours are adequate to allow sufficient access to meet their needs.</i></p> |
| Operating Information | |
| <p>The Library is currently open from 7:30am until 9:00pm Mondays through Thursdays. On Fridays, the Library is open from 7:30am to 4:00pm. The Library is open from 9:00am-12:00pm on Saturdays, and closed on Sundays. Summer hours vary, depending on budgetary concerns and course offerings, and we are closed on school holidays.</p> | |
| Analysis – Assessment | |
| <p>A study of the Library survey from Spring 2011 show that many people would like to see the Library open longer hours. Some are requesting longer hours during finals week, while others would like longer hours in the evening. Many are asking for more hours during the weekend, including on Sundays. However, the Library does not currently have the budget or the staffing to satisfy the demands of our public for more hours. We hope that, by making more resources available online, and providing more passive online assistance, patrons are able to accomplish some of their research while the library is closed.</p> | |

| Operating Goal | Performance Indicators |
|---|--|
| <p>2. Library computer hardware and software, both in the Library Instruction Classroom (LRC205) and in the stacks, is functional, up-to-date, and in line with current library database requirements.</p> | <p><i>The Library will continue to survey students to determine whether our current computer situation is adequate. In addition, an inventory of all instructional computers, peripherals, and software with a value of at least \$200 will be maintained to include purchase dates, expected life, annual maintenance cost, and a replacement or upgrade schedule. Library faculty will continue to monitor the behavior of computers in LRC205 and in the stacks for patterns of obsolescence or need for replacement or repair.</i></p> |
| Operating Information | |
| <p>The Library Instruction classroom (LRC205) has 40 laptops equipped with wireless, which are designed to allow students hands-on experience with accessing databases while learning about</p> | |

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research techniques with a librarian. The classroom also has an instructor laptop connected to a projector. In the main stacks of the libraries are several desktop computers intended for students and other patrons doing research or working on papers. There is wireless internet through the Library, intended to support patrons using their own machines for research purposes.

Analysis – Assessment

Where to begin with a discussion of the Library's current computer situation? Despite the 48 desktop computers available in the Library, there are still not enough to meet the current demand. A common comment on Library surveys is the need for more computers available for patron use, especially for research and homework use. Patrons are especially distressed when a large number of computers are out of service. This was especially apparent during the beginning of the Fall 2011 semester, when frequent server problems rendered many of our new computers unusable. Another problem that has plagued the Library has been the inability to log on (or stay logged on) to the student WiFi server. Many patrons this year have complained to Library staff and faculty about the difficulties that they have had in being able to access the Library server. Although the wireless network was upgraded over the summer, with more access points added, students often complain that they are unable to log on, while their neighbors are often to log on without any problems. Students are kicked off of the server unceremoniously; in one instance, a student being proctored for an online exam by a librarian was kicked out of the exam and was unable to log back into the exam to complete it. The computers in LRC 205 (the Library Instruction Classroom) are not immune. The Instructor's computer froze in the middle of a class, refusing to boot, and had to be replaced in the middle of the class. It is not uncommon for many of the computers in LRC205 to not be able to log on to the wireless network, making it impossible to do on-hands library instruction with our students. Any momentum is lost, and students lose interest quickly. When librarians have 50 minutes to attempt to scratch the surface of library research, every moment is precious, and the amount of time spent going from computer to computer, checking to make sure each of 40 computers is able to access the Internet by going through a series of steps wastes what little time we are allotted.

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| Operating Goal | Performance Indicators |
|---|--|
| <p>3. The library floor plan is maintained to ensure adequate space for study and Quiet Areas for students.</p> | <p><i>The Library will continue to survey students to determine whether there is enough study space. In addition, gate counts will be used to establish whether demand for space has increased. Focus groups will be developed to determine what steps can be taken to address the real/perceived lack of Quiet Areas in the Library. Student surveys and Reference Desk surveys will be analyzed to look for comments regarding the need to update facilities as needed. Patrons will continue to be surveyed to gauge their satisfaction with current Quiet Areas.</i></p> |
| Operating Information | |
| <p>The Library is attempting to address the issue of the Quiet Area in the Reading Room; there are often complaints from users that there are those who are not respecting the signage in the area. In addition to the Quiet Area, the Library also offers study rooms for use. There are 8 study rooms in the Library that are often in high demand.</p> | |
| Analysis – Assessment | |
| <p>In response to complaints that there were not enough study rooms available for study purposes, the Library Staff has set aside an additional study room that is available by reserve use only; there are now 2 study rooms that are set aside for those who plan in advance. The Library Staff also tries to accommodate groups by asking individuals to vacate the study rooms, as their intended purpose is for group study. For the most part, people understand. However, there still needs to be further assessment to establish how widespread the problem of Quiet Space is in our Library. Our intent is to have focus groups so that we can work with our patrons to help determine our next steps.</p> | |

| Operating Goal | Performance Indicators |
|---|---|
| <p>4. Library furniture, equipment, and facilities are maintained and upgraded, as needed.</p> | <p><i>The Library will continue to survey students to determine whether there are enough chairs available to meet demand. An inventory will establish how many chairs are in need of repair and need to be replaced to meet demand. Students and other patrons will be surveyed to determine the need for cleaning the exterior and interior of the</i></p> |

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| | |
|---|----------------------------|
| | <i>windows of the LRC.</i> |
| Operating Information | |
| <p>The Library has seating for close to 550 people, and an assignable square footage of 32,000 ASF. The building was designed to incorporate views of the ocean with a sea shell motif in the stairs, and an open airy feel in the Library itself.</p> | |
| Analysis – Assessment | |
| <p>As the Library becomes more central to the mission of the College, it is vital that there be adequate facilities to support the scholarship of our students. In addition to the Quiet Area conundrum, as addressed in Service Unit Outcome #5, above, the Library has been dealing with a lack of chairs. Several chairs have been broken for some time, making sufficient seating hard to come by; the chairs break easily when patrons lean back in them or handle them too roughly. A sturdier chair model would be advised. It is not unusual to see students who are strangers to each other sharing a table in order to study. In addition, students have noted in the Library survey that they would like better seating, some that is easier to move or is more comfortable. In addition, many patrons have complained about the inability to see through the windows, as they have not had a thorough exterior cleaning in some time. Many students spend several hours in the Library; making the environment more welcoming to them would aid them in their studies considerably.</p> | |

| Operating Goal | Performance Indicators |
|--|--|
| <p>5. The Library budget is adequately flexible enough to adjust for the ever-changing bibliographic needs of faculty, students, and staff.</p> | <p><i>The Library will analyze book and database use, patterns, and requests from students and faculty to determine the need to add more resources. In addition, the Library will study comments regarding materials on Reference and Library surveys, as well as study usage statistics from databases and the website.</i></p> |
| Operating Information | |
| <p>The Library has an annual book budget, in addition to funds allocated towards electronic databases. These databases allow for access to a variety of reference resources as well as a wealth of popular and scholarly articles. The Librarians attempt to purchase items in collaboration with departments and divisions, supporting the scholarly needs of its faculty, students, and staff. In addition, the Library provides access to material that fosters a love of lifelong reading. Due to the changing nature of Library resources, especially cost, it is important to always evaluate the collection for relevance, and to purchase new items as is necessary.</p> | |

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Analysis – Assessment

It can be difficult to keep up with the way that the prices of databases fluctuate constantly. It is important that the Library have a budget able to be adjusted yearly to meet the demands of inflation. Several necessary purchases have already been identified, and if the Library is to continue to be proactive, rather than reactive, then the Library needs the monetary wherewithal to support our students and realize its vision and mission. For example, the Library has seen how successful the McNaughton Leisure Reading Collection is, with a 23% check-out rate, as compared to a 1% check-out rate for the Circulating Collection. Yet there are those whose reading tastes have not yet been met, including those looking for Young Adult Literature. Seeing so many people interested in reading is amazing; we need to continue to cultivate this interest.

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5. Findings

Finding 1: Library software and hardware both in LRC205 and in the stacks is not up to the challenge of our current computer needs. Students, librarians, staff, and faculty need computers that work reliably, software that is up-to-date, and networks that can handle large numbers of people being logged on every day. (OG #2)

Finding 2: An upcoming change in the Library's Integrated Library Software (ILS) will make it impossible for Library staff to continue using ITSMARC software for cataloging purposes. In acquiring access to a competitor's product, the Library is posed to step into the 21st century and embrace other modern aspects of librarianship, such as website interface for smartphones (available through vendors such as Boopsie) and Interlibrary Loan (made possible through OCLC). (SUO #4) (OG #5)

Finding 3: The College boasts a robust Psychology department, comprising 6% of course enrollments. Yet none of our current suite of databases sufficiently meets the demands of the program. The Library requires more specialized resources to support the scholarship of this department. (SUO #2)

Finding 4: According to the Library survey, 64% of our patrons use the Library for quiet study. The ability to designate a Quiet Area is somewhat challenged by those who do not respect the rules of that area. (SUO #5) (OG #3) In addition, table space is at a premium, made somewhat more reduced by the lack of seating. Chairs break constantly, and the remaining chairs are somewhat fragile, not up to the rigors of our patrons. There are fewer places to sit. (OG #4) Library staff have also received complaints about dirty windows, as we are no longer able to hire a crew dedicated to cleaning windows. (OG #4) Overall, Library patrons are not entirely succeeding at finding an environment that meets their needs.

Finding 5: Our patrons are readers and expect all the resources that a 21st century library offers, such as e-books and up-to-date print materials and access to appropriate academic databases. In addition, with regards to popular materials, our patrons are looking for newer fiction and non-fiction, in genres such as true crime, graphic novels, and young adult literature, than can be found in our regular Circulating Collection. We need more funds to be able to lease or purchase material in varied formats in these areas. (SUO #4) (OG #5)

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Finding 6: With the changing needs of our patron base, the library needs a budget that more accurately accounts for both inflation and the growing breadth of library resources that library patrons expect. (OG #5)

Finding 7: With the recent resignation of one of our staff members, the Library needs its full complement of library staff present in order to face the many challenges ahead, including the installation of new Library software and the increased popularity of the Lending Library.

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6. Initiatives

Initiative: LRC205 Instructor Computer and Infrastructure

Initiative ID: LIB01

Link to Finding #?: 1

Benefits: Allows librarians, other faculty, other departments to teach and hold meetings using reliable computer hardware and network

Request for Resources: Instructor Desktop Computer in LRC205 and Wireless Access Point (AP)

The library is requesting that a desktop computer be installed to replace the laptop that is currently used for library instruction in LRC205. In the Spring 2011 semester, the librarians taught research strategies and skills in 50 different class sessions, with many more classes expected during the busier Fall 2011 semester. Librarians use the instructor terminal to demonstrate research techniques, displaying search results on a screen via a projector. Many classes stay for 50 minutes, with some lasting well over an hour. When the classroom is not used for library instruction, LRC205 is used by faculty in many disciplines for classes and Distance Education orientations, while administrators rely on the space for faculty interviews and meetings of all types. Given the extensive use of the instructor computer in LRC205, we feel that a more robust computer is needed, especially given the recent performance problems that have plagued the current instructor laptop computer, such as slow start-ups and freezing.

The library is requesting one time computer funds of \$1,600 to purchase a desktop computer and monitor with the following or equivalent features:

- Dell XPS 8300 CPU Tower Desktop
- Intel Core i5-2500 processor, 6 MB cache, 3.3 GHz
- Genuine Windows 7 Professional 64Bit
- 6 gigabyte DDR3 SDRAM Memory
- 1 TB Hard Drive, 16MB cache, 7200RPM
- AMD Radeon HD 6450 1 GB Video Card
- Blu-ray Combo 8x BD-R/DVD+/-RW Optical Drive with BDCOMBO DVD+R double layer write capability
- THX TruStudio PC Sound Card
- Dell 1501 Wireless-N PCIe Card
- Two additional USB 3.0 ports
- Dell IN2030M 20-inch monitor

In addition, the Library is requesting that the Wireless Access Point (WAP) taken from Sandy Hajas to replace the older WAP in LRC205 be replaced retroactively. A new WAP was installed

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and configured by Grant Jones and Dan McMichael in October to help with network stability issues.

If replacing the Wireless Access Point does not fix the problem in LRC205, then it may be necessary to replace the laptops in that room. It is vital that there be reliable computers in that room, in order for students to have hands-on experience working with a librarian in learning research techniques. Without consistently working computers, the librarians would need to reserve the computers in the stacks, which would take away vital computing space away from other students. Given that the library taught 133 classes in the 2010-2011 academic year, serving 3,530 students, the sheer number of students would overwhelm the computers in the stacks, ruining the studious atmosphere that we are trying to maintain.

We would therefore like to request funding in the amount of \$50,000 in reserve, to replace the 40 laptops with a mobile computing solution that is more stable.

Funding Sources:

| | |
|--|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | X |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

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Initiative : OCLC Connexion and Boopsie

Initiative ID: LIB02

Link to Finding #?: 2

Benefits:

OCLC's Connexion software meshes well with the Voyager Integrated Library Software (ILS) that is currently being implemented, and is necessary, given that we will be losing access to our current cataloging software ITSMARC. In addition, OCLC is recognized as the world's largest library cooperative, and we hope that, by sharing and pooling our resources and knowledge, we can reduce the cost of resources by borrowing items from other institutions via Interlibrary Loan. Acquiring Connexion and joining OCLC can be the first step towards this goal.

Boopsie would allow users to better access the Library website using their smartphones. Currently, users must currently resize the Library's webpage and constantly scroll in order to display the desired information. Boopsie enables patrons to use Library resources on a variety of smartphone platforms, and does not require the Library to expend time or energy in creating different interfaces for viewing on different devices. Users would install the Ventura College Boopsie App on their phones, and have Library resources at their fingertips.

Request for Resources:

With the loss of TLC's ItsMarc, the Library must become members of OCLC, a non-profit library cooperative, in order to better integrate our cataloging procedures with our new Integrated Library Software, as well as share bibliographic information with other libraries around the world and prepare ourselves for engaging in Interlibrary Loan. The Library is requesting one-time funds of \$7,556.98 for an annual subscription:

| | |
|---|--------------------------|
| Cataloging subscription online, monthly price: \$559.44 | annual price: \$6,713.28 |
| Access Subscription, monthly price: \$70.31 | annual price: \$843.70 |

The above is an institutional quote; we are hopeful that, as the rest of the District libraries adopt Voyager as their Integrated Library Software, we can negotiate a consortial price next year and use Districtwide Services funds, rather than College funds for this purchase. If Districtwide Services does not pick up this cost in FY 13, then the Library will request budget augmentation in next year's program review cycle to address this potential structural deficit.

In addition, the Library requests \$3,995 for an annual subscription to Boopsie, in addition to a one-time integration fee of \$995. This cost covers a Standard Package, which includes access to the library catalog, an Ask a Librarian feature, Reading Lists, and the opportunity to incorporate social media elements such as blogs and Twitter.

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Funding Sources:

| | |
|--|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | X |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

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Initiative: PsycArticles

Initiative ID: LIB03

Links to Finding ?: **3** In order for students to successfully perform research, it is critical that students have access to a database of current journals. Currently our students try to use the ProQuest database at the VC library without much success. The Library and Psychology Department can improve student performance related to the research SLOs by updating the ProQuest subscription to include access to APA's PsycArticles, which has over 70 journals students can use to perform literature reviews.

Benefits: Improvement in student access to PsycArticles will increase students' ability to effectively practice the theory and application of research methods. Other disciplines will also benefit from access to these journals. The improved journal access for social science students is a shared goal of the VC Library faculty and Psychology faculty.

Request for Resources: Budget augmentation of \$2400 annually to support the purchase of APA's PsycArticles database added to our current ProQuest subscription.

Funding Sources:

Please check one or more of the following funding sources.

| | |
|--|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | X |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

Library Program Review

2011-2012

Initiative : Quiet Space Focus Groups

Initiative ID: LIB04

Link to Finding #?: 4

Benefits:

The Library is a favorite study place among students on campus. Over the years, we have seen comments on surveys that the Quiet Area is not respected as it should be. We hope that, by having focus groups come in to discuss with us their concerns, we can get a better idea of the scope of the situation, and hopefully gain some good suggestions on how to address the problem.

Request for Resources:

We would like to host a few focus groups in the Library, offering refreshments to those who come. The cost of refreshments would be minimal. This is a relatively low-cost proposal that we hope yields some real results. The Library will absorb any costs associated with these focus groups.

Funding Sources:

| | |
|--|--|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

Library Program Review

2011-2012

Initiative : 21st Century Library Resources (E-Books & Leisure Reading Funding)

Initiative ID: LIB05

Link to Finding #?: 5

Benefits:

In the September 2011 issue of *College and Research Libraries*, Julie Gilbert and Barbara Fister discuss in their article “Reading, Risk, and Reality: College Students and Reading for Pleasure” how pleasure reading is far from endangered. In fact, leisure reading is often well-received at colleges, and benefit from it within and without the classroom.

<<http://crl.acrl.org/content/72/5/474.full.pdf>> Many faculty have encouraged their students to seek out leisure reading, and students, faculty, and staff alike have enjoyed the McNaughton Leisure Reading Collection. It circulates at a much higher rate than our Circulating Collection, and can act as a gateway to those who might otherwise be reluctant to step into the Library.

Request for Resources:

The Library would like more funding to support this growing collection. This collection was initially funded by a Ventura College Staff Innovation Grant. This year the Library assumed the costs of maintaining this collection. We are requesting additional college support to enhance this collection as a service to our students and staff. Specifically, we are looking for \$3000 in budget augmentation to support this collection and to increase its reach to include young adult and graphic novels.

Funding Sources:

| | |
|--|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | X |
| Requires computer equipment funds (hardware and software) | |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

Library Program Review

2011-2012

Initiative : Library Environment Fund

Initiative ID: LIB06

Link to Finding #?: 4

Benefits:

The Library is celebrated for its environment. Lately, it has been running short on space for students wanting a place to study, due to the large number of broken chairs. In addition, the view of the Channel Islands has been obscured due to dirty windows. Establishing a sinking fund for the beautification of the Library would enable us to maintain an environment that fosters a serene study environment.

Request for Resources:

We request \$4,000 a year for the replacement of chairs in the Library, on a rotating basis. In addition, we request \$2,500 to go towards a thorough external/internal cleaning of the Library windows, to be repeated once every couple of years. We would also like \$800 for a thorough interior cleaning of the windows, to occur once a year. To help reduce the need for excessive outside contracting, we can ask the custodians to touch up the interior windows three times a year.

Funding Sources:

| | |
|--|---|
| No new resources are required (use existing resources) | |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | x |
| Requires computer equipment funds (hardware and software) | |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

Library Program Review

2011-2012

Initiative : Library Assistant Replacement

Initiative ID: LIB07

Link to Finding #?: 7

Benefits:

The Library has recently lost one of its Library staff members, Linda Carroll. This loss is coupled with the fact that there is a vacant position that has not been filled since Diana Salberg left in Spring 2005. This leaves the Library dangerously short-handed at a time of great change, when more and more students are relying on the Library for textbooks and computer access. The Library staff are invaluable for ensuring the smooth operation of the Textbook Lending Library, and are behind many of the operations of the Library, such as Cataloging and Circulation. Having a full-time staff member would take pressure off of our current staff members.

Request for Resources:

We would like to request that the position of Linda Carroll be filled at 100% capacity.

Funding Sources:

| | |
|--|---|
| No new resources are required (use existing resources) | X |
| Requires additional general funds for personnel, supplies or services (includes maintenance contracts) | |
| Requires computer equipment funds (hardware and software) | |
| Requires college equipment funds (other than computer related) | |
| Requires college facilities funds | |
| Requires other resources (grants, etc.) | |

Library Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Personnel –Faculty Requests

N/A

Personnel – Other Requests

1 – LINDA INITIATIVE

Equipment – Technology Requests

1 – LRC-205 Laptops

2 – LRC-205 Instructor Work stations

Library Program Review

2011-2012

Computer Equipment and Software

- 1 – OCLC
- 2 – PsychArticles
- 3 – 21st Century Library Resources

Other Equipment Requests

- 1 – Chairs

Facilities Requests

- 0 – Quiet Space Focus Groups
- 1 – Windows

Library Program Review

2011-2012

Other Resource Requests

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Library Program Review

2011-2012

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.

The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.