



Library Program Review 2013-2014

Service Program Department Chairs and Supervisors,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map and What to Leave In and What to Leave Out Guidelines.

Please note that prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student access or service satisfaction) in which it is trying to improve.

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave Out
- C-What to Leave In
- D-Appeals Form

Attachments:

Data packet for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Services:

Susan Bricker, Registrar, ext. 6044

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Inst. Effectiveness, ext. 6468



Due October 7, 2013



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning or student satisfaction) as a result of those initiatives.*
- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning or student satisfaction) as a result of the initiatives/funding.*

LIB1201: The Library received new laptops in its instruction classroom, as requested through a program review initiative. These laptops arrived at the end of Summer 2013, and have been used in several classes. The new laptops, in conjunction with a wireless network that has been newly tweaked by Dan McMichael from the District Office, seem to have given new life to the library instruction classroom. Students are better able to benefit through hands-on learning. The Wireless Access Point borrowed from Sandy Hajas was also replaced.

LIB1204: The Library has not yet conducted focus groups to study how the Quiet Area is used by students.

LIB1301: The Library is now able to have part-time librarians in the afternoons again. This assures that the Reference Desk has coverage when the full-time librarian is at meetings or teaching classes. This is a benefit to students, who before would not have someone to whom they could address questions.

LIB1302: The Library's book budget was reinstated to its prior levels in Fall 2013. This will enable the librarians to purchase books to fill in gaps left by deselection of older material, and to revitalize the Reference and Circulation collections. The Nursing Department, which recently received accreditation, will especially benefit, as that area was recently weeded of old material.

LIB1303: The Library does not have a subscription to the Mango Languages database. The Library's database budget lacks the flexibility to be able to accommodate the subscription to this database, which would benefit English-language learners as well as students of foreign languages.

LIB1304: The Library has been revitalized by the influx of new chairs, thanks to an initiative in last year's program review being granted. The chairs mesh well with the overall design of the library, and they are quite sturdy. We are happy to be able to provide ample seating for our students. We look forward to replacing the rest of our breakable chairs in the future.



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LIB1305: The Library's hours, starting in Fall 2013, were extended so that it would remain open until 9pm. This would enable students and faculty to use the facilities during evening classes, something they were not able to do when the library closed at 8pm.

LIB1306: The Voyager integrated library system has been entirely implemented and students are able to access library resources through this new interface. Students seem receptive to the new look, and the number of database searches and sessions has gone up by an order of magnitude.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Report any changes however; this question does not require an answer. Updates/accomplishments of SLO work will be entered in Section IIIa-A.

Operating Goal 1: This goal pertained to having hours that are adequate to serving students' needs. Starting in Fall 2013, the Library began to be open until 9pm again, a change from last year, when the Library closed at 8pm. In addition, more funding was made available for part-time librarians, allowing for Reference Desk coverage during the afternoons and evenings as of Fall 2013.

Operating Goal 2: This goal centered on Library computer hardware and software, both in the stacks and in LRC205 (the Library instruction classroom), being functional, up-to-date, and in line with current library database requirements. The thin client computers, which are used heavily by students in the library, have become a problem. They will spontaneously kick users off while they are being used, and large black squares appear on the monitors, making them difficult to use. Information Technology has been working with us to replace the computers with a "fat client" model, and so far six machines have been replaced. These six machines have their own problems, between not allowing users to save their work and suddenly losing their desktop icons. We have fared better with the laptops in LRC205, which were replaced at the end of Summer 2013. These laptops have been performing well, and, thanks to changes in the network setup in LRC205, the laptops have consistently been connecting to the Internet. This has improved our instruction.

Operating Goal 3: This goal was concerning the maintenance of adequate space for study and Quiet Areas for students. The Library will, in the future, look at the use of its Quiet Space through the use of focus groups.

Operating Goal 4: This goal pertained to furniture, equipment, and facilities being maintained and upgraded as needed. The Library recently acquired 118 wooden chairs to replace the broken and weak chairs that populated the library. In addition, the Library replaced the computer chairs with those that were easier to keep clean.



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Operating Goal 5: This goal concerned the Library budget being flexible enough to adjust for the ever-changing bibliographic needs of faculty, students, and staff. In FY13, the book budget was restored to \$28,751, almost the full amount of \$30,000. However, the Library does not have the flexibility to subscribe to Mango, the language software program; this foreign language program would benefit English-language learners as well as those seeking to learn other languages. The database budget is often augmented by funding from the Foundation; as a result, we are currently running at a \$25,000 deficit.

Section II - Description

A. Description of Program/Department

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. Program/Department Significant Events (Strengths and Successes), and Accomplishments

Instructions:

- *What has changed over the past year (i.e. staffing, regulations, etc.)?*
- *What is impacting the program now?*

With regards to instruction, the librarians are endeavoring to reach out to more instructors to offer instruction outside of the Library. Seven classes were taught for three different instructors in three different disciplines in Spring 2013, an increase from the smattering of classes taught the previous semester. We are eager to spread our influence even more.

The Library also revitalized Interlibrary Loan, the ability to loan and borrow books between libraries. The Library is now able to exchange books between other libraries in the Ventura County Community College District as well as with libraries around the country. This will have an impact on the scholarship of our students, staff, and faculty, who are now no longer limited to items in our own library.

The Library received an Educational Enhancement Grant from the Ventura College Foundation. This \$1,000 grant was used to develop a Young Adult/Graphic Novel Collection in an effort to supplement the curricular and co-curricular reading needs of our students. This collection has



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been well-received by our students; several books have been checked out, and one student likes to park himself in front of the graphic novels and just read books. It is hoped that, by continuing to nurture this collection, the Library will further the culture and habit of reading at Ventura College.

Another grant that the Library received was from the National Endowment for the Humanities, in conjunction with the American Library Association. This grant is broken up into two parts. The first part, the *Bridging Cultures Bookshelf: Muslim Journeys*, consists of 25 books and 4 videos that are intended to increase understanding of the diverse cultures, peoples, histories and religion of the Muslim world. This grant also includes access to a database. Part of acceptance of this database includes the presentation of at least one public event to highlight the collection. The Library had three such events in September and October 2013: a food tasting, a talk about the lives of women in the book *Dreams of Trespass*, and a presentation on Sufism and Islam. The second part of the grant is called *Muslim Journeys: Let's Talk About It*. This entails a five-part reading and discussion series centered around five themed books that are part of the Bookshelf. These events will take place from November 2013 through March 2014. In April 2014, the Library will show a documentary called *New Muslim Cool*, which is about a young man spreading the word of Islam through rap. The Library is looking forward to engaging in such extensive programming for the public this year.

The Library has seen some changes in procedure in the past year. The McNaughton Leisure Reading Collection has become a victim of its own success, and there has been the need to change how many books patrons can check out from this special collection; patrons can now only have out one McNaughton book or CD at a time. In addition, certain "hot" books will be flagged, encouraging readers that that particular book is popular and should be read promptly so that other readers may have the opportunity to enjoy it.

In addition, the Library has introduced a new method to eliminate the need to line up in advance for the Lending Library. In Spring 2013, the Lending Library started a lottery system. Students would receive a ticket with a number on it. A number would then be randomly drawn; the student with that number would be the first in line, and the rest of the students would line up in the order determined by the order on their tickets. For example, if number 251 were to be drawn, the person with ticket #251 would be first in line, the person with #252 would be second in line, and the person with #250 would be last in line. The lottery was held on the day of the Lending Library, in order to keep students from lining up several hours, even days, before the Lending Library was to open. However, this process was not without its detractors, and an altered process was put into place for Fall 2013. This Fall, the order of the numbers was already set, with #1 being the first person in line, and students drew numbers randomly to determine their place in line the day before and the day of the Lending Library. The surveys will tell us if this process is received better by students.



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A concern is the implementation of RDA (Resource Description and Access), a new way of cataloging and describing the library's vast collection. This will require the conversion of the Library's authority files and bibliographic records, in addition to the staff learning a new way of classifying and identifying material. This process will take both time and money.

At the Santa Paula campus, a tutor has been hired to help students out, which has been a success. In addition, a pay-for-print system has been established to help mitigate the costs of printing.

In the future, the Library would like to work with the Reading and Writing Center to develop exercises which can help students develop their information literacy skills. In addition, we can see where working with Robert Porter and the learning communities, as well as the Writing and Reading Across the Curriculum initiative, to incorporate information literacy as a component would benefit students. Another plan is to conduct outreach to instructors who don't have writing projects and help them develop assignments that can incorporate Library research.

C. College Vision

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

D. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

E. College 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
- Sustainability
- Continuous Improvement



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F. Organizational Structure

President: Greg Gillespie **Executive Vice President:**

Dean: Kathy Scott

Dept. Chair: Ayanna Gaines

Supervisor: Sandy Hajas

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

Name	Peter H. Sezzi
Classification	Professor-Librarian
Year Hired	2004
Years 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., 2006, University of California, Los Angeles

Name	Donna Roff
Classification	Part-time Librarian
Year Hired	1994
Years of Industry Experience	
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
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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	Sarah Downs
Classification	Library Assistant
Year Hired	2012
Years of Industry Experience	
Degrees/Credentials	B.A. California State University, Los Angeles; M.S., University of California, Los Angeles; M.L.I.S., San Jose State University

Name	Carla Kramer
Classification	Library Technician
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

Section IIIa – Data and Analysis

A. Outcomes Data



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1. SUO Data

Instructions:

- *Provide highlights of what you learned last year in your assessments and discussions.*
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
- *How did the changes affect student learning/service performance – or how do you anticipate that they will?*
- *Based on what you learned, what initiatives requiring resources could you develop (or have developed) to improve student learning/service performance? Explain briefly. Initiatives need to be entered in more detail in Section IV.*
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section IV*
- *Comment on the status of your SUO rotational plan and TracDat work.*

The Library measured the following SUO in Fall 2012:

“The Library will provide students, faculty and staff with adequate information about the library and access to its resources regardless of their location or means of delivery.”

The goal was to have Library patrons have access to updated Library policies regardless of their location or means of delivery. Policies were available online, on paper handouts, and by request at the circulation desk. The Library used comment/complaint cards and Library patron verbal complaints to gauge whether information was being distributed to patrons. Changes to guidelines were made to the Library Policy Handbook after being reviewed by the Library and Learning Resources Committee. The findings were that Library patrons were being verbally informed of changes to our guidelines and some were notified via paper handouts. However, Library patrons complained verbally and on comment cards that they wanted access to changes on the library webpage from home prior to coming to the Library. An initiative that resulted from these findings was the posting of the current Library Policy Handbook after Library Committee review and approval on January 24, 2013, and continuous updating of the online and print versions of the Library Policy Handbook to reflect current guidelines set by the Librarians, Staff, and Library Committee.

One of our initiatives last year was to replace the chairs in the library that were prone to breaking or were already broken. By doing so, this would enable more students to use the space in the Library for studying. This was accomplished in Spring 2013. These new chairs have proven to be quite sturdy. However, there are still some of the old chairs remaining, and these chairs are prone to breakage. We have an initiative to replace the rest of these chairs with the sturdier chairs that don't break.

An initiative yet to be undertaken is the utilization of focus groups to understand better the use of the Quiet Study space in the Library. We are curious as to how the Quiet Space affects student learning, and would like to learn more. We hope to engage in this initiative in the near future.

2. SLO Data

Instructions:

- *Provide highlights of what you learned last year in your assessments and discussions.*
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
- *How did the changes affect student learning – or how do you anticipate that they will?*
- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*



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- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

Our current CSLOs are different than the CSLOs that were on record last December. In May 2013, we opted to change our CSLOs to more closely align with the accreditation standards established by the Accrediting Commission for Community and Junior Colleges. The CSLO that was on the books in Fall 2012, and was opted to be measured in that semester, was as follows:

“Be able to demonstrate the ability to use successfully library services/resources.”

The SLO that was measured last year, and is now in TracDat as having been measured in the 2012-2013 school year, is CSLO-1:

“Students and faculty will develop skills in information literacy through ongoing instruction and one-to-one reference.”

CSLO-1 was measured by examining the bibliographies of classes that had come in for information literacy instruction. A rubric was established to determine the extent to which students used library resources (e.g., databases). Our benchmark was that at least half of the students will have half of the sources in their bibliographies come from library resources (e.g., databases). $\frac{1}{4}$ of students exceeded the benchmark established, in having $\frac{2}{3}$ of their resources come from library resources. $\frac{1}{2}$ of students had half of their references come from library resources. To put it plainly, $\frac{7}{12}$ of the students met our established benchmark. However, with such a small sample size, it is difficult to truly establish the efficacy of library instruction. It was determined that a larger sample size should be used, should we use this method of evaluation again. Another point was made that library instruction was made difficult by the library’s instruction laptops, which often failed to connect to the Internet consistently. Without the ability to have students practice and gain hands-on experience with library databases, it would be more difficult for them to retain what was being taught.

The library laptops were the object of Library Initiative LIB1201 in 2012, which requested the replacement of the laptops. The laptops were replaced in Summer 2013. Since their replacement, library instruction has improved. In the classes that have been taught in Fall 2013, we have seen an increase in hands-on learning, which is invaluable to the retention of learned skills. We believe that these new laptops are a boon to student learning.

Our CSLOs have been revised to the following:

- Students and faculty will develop skills in information literacy through ongoing instruction and one-to-one reference.
- Students and faculty will find that the library collection supports the diverse learning, co-curricular, and extra-curricular needs of the student and instructional faculty populations.
- Students and instructional faculty will be provided library instruction via multiple delivery methods.

We have decided to measure our CSLOs in the spring of each year. In Spring of 2014, we will be measuring CSLO-2. All CSLOs map to the ISLO of Information Literacy.



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An initiative that would also benefit student learning would be the implementation of instantaneous student feedback via a polling software system such as PollEverywhere. Such a tool would allow us to obtain instantaneous feedback and perform assessments at point-of-need; we would be able to alter our teaching methods or content for immediate impact. PollEverywhere is discussed further in Section IV.

Immediacy is a concern when we are doing library instruction. Students are often grabbed by a sudden urge to search for articles on their own when practicing research skills in our instruction classroom. However, they are often thwarted in their search by the inability to print out articles in our classroom. We would like to facilitate their research by providing access to a printer in our classroom. This initiative is expanded on in Section IV.

B. Operating Data

1. Service Data

Instructions:

- *What populations are served by the program?*
- *How many students, classes, etc., have been served by the program over the last two years (per semester)?*
- *Does the program/department have any other operational data from any other source (i.e., program generated, state generated, etc.) that should be reviewed/discussed in this program review?*
- *What does the data indicate about the students, student performance, program performance, or any other aspect of the program?*
- *What about the data encourages or gives you cause for concern?*
- *Does the data meet your expectations? Why or why not?*
- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section IV.*
- *Provide the data in an attachment or provide an online link.*

The Library serves the students, faculty, and staff of Ventura College, as well as community members from around Ventura County. Our students are predominantly locals: 32% of our students come from Ventura, while 30% of our students are from Oxnard. As of the 4th week of the Fall 2012 semester, there were 13,067 students enrolled, as compared to 13,763 enrolled in the 4th week of the Fall 2011 semester, representing a decline of almost 700 students. The average age of our students was 24.7 years old, with 35% being 19 years or younger, and 34% being between the ages of 20-24 years old. The racial ethnic background was as follows:

	Fall 2011	Fall 2012
Asian	6.7%	4.9%
Black	3.9%	2.8%
Hispanic	48.5%	55.3%
American Indian/Alaskan Native	1.3%	0.5%
Pacific Islander*	-	0.3%
Other	4.4%	-
Two or More Races*	-	3.9%
White	34.7%	31.6%
Unreported	0.5%	0.6%



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* a new category or newly broken out this year

52% of our students attended classes during the day, while 32% took both day and evening classes. In Fall 2012, 53% of students listed their educational goal as an AA/AS and transferring to a four-year institution, while another 10% listed transferring without an AA/AS as their goal.

In 2012-2013, 277,023 people came into the Library; this is down from 2011-2012, when there were 334,084 people entering its doors. This may reflect the overall downward trend in enrollment. There were 42,542 Circulation transactions in 2012-2013, as opposed to the 56,432 in 2011-2012. In 2012-2013, the Library assisted 25,475 patrons with student status, 488 with faculty status, and 315 with community member status. This is a jump up from the previous year's numbers, when there were 15,681 student patrons, 471 faculty patrons, and 165 community member patrons. It seems that, despite the relative drop of number of people coming into the Library, more patrons, especially students, are engaging in transactions at the Circulation Desk.

This increase in Circulations is not because of the Lending Library, however. The number of students using the Lending Library dropped from 5,200 in 2011-2012 to 3,576 in 2012-2013. This may be due to the change in procedure in how Textbook Lending works. In January 2013, a lottery system was put into place, wherein students received tickets with numbers on them; if their number was randomly drawn, they would be the first person in line for the Lending Library, and the line would progress in numerical order from there. The lottery was confusing to some, and was not as successful as we had hoped; thus a new lottery system was adopted in Fall 2013, and we hope that the numbers and the surveys tell the story of whether or not it succeeded.

The increase in Circulations is not due to Reserve books, either. The number of Reserve books being checked out dropped from 38,671 in 2011-2012 to 24,669 in 2012-2013. The number of students using Reserve books dropped from 5,200 to 3,576.

It is possible that the increase in Circulations is tied to the increase in Reference questions. In 2011-2012, the Reference Desk answered 6,876 questions; in 2012-2013, the Reference Desk answered 10,170. The number of Instruction sessions lowered slightly, from 147 in 2011-2012 to 139 in 2012-2013. In 2012-2013, the Librarians taught 4,384 students. With the increase in Reference questions, more patrons, especially students, may be being directed to print resources by librarians, and therefore more patrons may be checking out items at the Circulation Desk.

There was a vast increase in the number of database searches, from 166,384 in 2011-2012 to 1,209,381. This must stem from the increased number of databases that the Library subscribed to about this time. This may also reflect usage of Primo, the new library resource discovery tool that the Library put into place in January 2013. Primo is geared to search several databases simultaneously, and students may be taking advantage of this interface. There is also the restructuring of the Library website, which has brought forward a number of databases. This increased use seems to indicate that patrons are becoming



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more familiar with the use of databases for finding articles. More work can be done, however, to do more library instruction.

In addition, we can do more to engage more classes by going into their classrooms and doing brief, 15-minute library instruction sessions. We feel there is a large, untapped population of students that are not receiving library instruction that can be served if we visit them in their classrooms. We could also collaborate with faculty members to help develop suitable assignments if there is not already an existing one wherein students use library resources. A simple annotated bibliography would certainly serve as a valid introduction to the Library.

(See Appendix)

2. Budget

Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make. Note: do not delete these boxes when/if you delete instructions from this document.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section IV.*
- *Requests for contract/full time faculty or classified staff should be addressed in the resource section below.*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

Total Budget Activity by Fund, Org, Category for: 111-31013 - Library

		FY10	FY11	FY12	FY13	Bud FY14	
1	FT Faculty	90,495	76,552	98,267	107,478	115,378	
2	PT Faculty	125,307	129,450	128,562	102,956	93,635	
3	Classified	270,558	299,059	273,299	311,976	331,240	
4	Student Hourly	31,017	32,100	28,141	30,548	31,107	
5	Supervisors	114,317	115,842	119,081	120,877	122,772	
7	Supplies	15,110	52,008	18,833	45,919	48,000	
8	Services	17,608	13,408	11,953	4,611	4,500	
9	Equipment		0	0	1,950	0	0
Activity for 31013 - Library		664,413	718,419	680,086	724,364	746,632	

Total Budget Activity by Fund, Org, Account for: 111-31013 - Library

111 31013 1220 612000	Faculty - Non-Instructional	59,019	50,090	64,809	68,130	70,692
111 31013 1340 612000	Faculty Facilitr/Coord/Hrly Stipend	500	500	1,000	500	1,000
111 31013 1342 612000	Faculty - Office Hours - PT Faculty	216	220	313	235	313
111 31013 1420 612000	Faculty -Non-Instructional - Hourly	116,083	121,369	117,789	94,996	90,522
111 31013 1440 612000	Faculty - Facilitators	2,348		0	0	0
111 31013 2121 612000	Classified Regular	176,292	183,335	159,867	178,390	191,478
111 31013 2130 612000	Classified - Vacation Payout		0	0	951	0
111 31013 2322 612000	Classified - Overtime	215	48	398	1,236	1,000



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111 31013 2530 612000	Student Hourly-Non-Instructional	29,860	30,966	26,712	29,297	30,524
111 31013 2610 612000	Supervisors	75,336	75,336	75,336	75,336	75,836
111 31013 2826 612000	Provisional, Ltd Term-NonPos Cntrl	0	0	5,191	4,850	0
111 31013 3XX1 612000	Benefits FT Faculty	31,476	26,462	33,457	39,348	44,686
111 31013 3XX2 612000	Benefits PT Faculty	6,160	7,361	9,459	7,226	1,800
111 31013 3XX3 612000	Benefits Classified	94,050	115,676	106,891	127,500	138,762
111 31013 3XX4 612000	Benefits Student Hourly	1,157	1,134	1,429	1,251	583
111 31013 3XX5 612000	Benefits Supervisors	38,981	40,506	43,745	45,541	46,936
111 31013 4200 612000	Office Supplies and Material	3,007	1,456	2,707	6,010	6,000
111 31013 4400 612000	Copier Supplies and Materials	0	113	0	0	0
111 31013 4502 612000	Periodical Subscriptions	9,386	0	1,335	-445	0
111 31013 4504 612000	Electronic/CD Rom Subscriptions	765	10,829	3,094	11,409	12,000
111 31013 4800 612000	General Supplies & Materials	1,952	2,462	0	194	0
111 31013 5241 612000	Faculty Travel (\$100 Per Contract)	197	0	0	0	0
111 31013 5622 612000	Maint/Repair-Equipment	3,073	2,056	2,204	2,264	2,000
111 31013 5823 612000	Library Automation	13,290	10,430	5,132	250	0
111 31013 5870 612000	Printing And Duplicating	0	19	0	5	0
111 31013 5890 612000	Other Expense & Services	1,047	902	4,617	2,092	2,500
111 31013 6300 612000	Library Books	0	37,148	11,697	28,751	30,000
111 31013 6423 612000	Equip-Non Instruc Equip \$200- \$999	0	0	1,950	0	0
31013 Library Program Review Expenses	Detail Total	FY10 664,413	FY11 718,419	FY12 680,086	FY13 724,364	Bud FY14 746,632

Program members have reviewed the budget data.

No comments or requests to make about the budget

In the past three years, the book budget has seen some ups and downs. In FY12, the book budget was slashed by almost \$26,000, due to a snafu in spending the previous year. It has recovered some; in FY13, the book budget was restored to \$28,751, and the budget for FY14 is \$30,000. However, it is difficult to make choices in purchasing books with a budget that is still below the \$37,148 that was available in FY11. The price of books has gone up. In FY12, the average price of books, according to Baker and Taylor/YBP's Annual Book Price Update, was \$83.59, up 3.2% from the previous year (http://www.ybp.com/book_price_update.html). The quality and quantity of books that we are able to buy with our book budget directly affects student learning; when we are able to offer a vibrant, up-to-date book collection with depth in its subjects, students are able to conduct their research. Thus, as an initiative, we will be requesting that our book budget be supplemented.

The electronic/CD-ROM subscriptions budget is \$12,000. We are fortunate that this is supplemented by funds from the 12803 fund, for \$12,000 is not sufficient for spending on databases. However, even though spending on databases is supplemented by funding from the Foundation, we are, as a result, running at a deficit. For example, Literature Resource Center, one of our literary databases, costs \$8,791, more than 2/3 of our database budget. The cost of databases, coupled with the size of our budget,



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does not allow for much flexibility. We are not able to subscribe to the Mango language database, a database which would allow both English-language learners and foreign-language students to have access to audio assistance. Databases are crucial to the research of our students and faculty; therefore, it behooves us to request the augmentation of our database budget as an initiative.

The change of status of Ayanna Gaines from a part-time librarian to a full-time librarian, and the shift of Linda Carroll from library assistant to part-time librarian in FY12, led to shifts in the personnel budget. The Full-Time Faculty budget shifted from \$76,552 in FY11 to \$98,267 in FY12, while the Part-Time Faculty budget changed from \$129,450 in FY11 to \$128,562 in FY12. There was continued back-fill from the Part-Time Faculty Pool due to the reassignment of Peter H. Sezzi to serve as Academic Senate President. The position vacated by Linda Carroll was filled on a provisional basis by David Escoto until Fall 2012. This resulted in a change in our Classified budget from \$299,059 in FY11 to \$272,730 in FY12. Sarah Downs was hired in Fall 2012 as library assistant to work at the Ventura site 60% of the time and the Santa Paula site 40% of the time.

At the end of Spring 2013, Peter H. Sezzi stepped down as Academic Senate President. He is currently on 60% release due to his duties as Academic Senate Vice-President and Curriculum Committee Chair (as opposed to his being on 100% release). This has changed our budget for part-time faculty from FY13 to FY14, as the need for part-time faculty coverage has been reduced. The regular librarian hourly budget was cut last year due to budget cuts and had we not had release time funds available, the library would have had to reduce the evening hours to two evenings a week and close at 8:00 p.m. instead of 9:00 p.m. It is important for these funds to be fully restored before the release time funds end in two years in order to maintain evening services for students.

C. Resources

1. Non- Instructional Faculty

Instructions:

- *How does your program/department's FTEF compare to the college? Have there been any changes in FTEF for part and/or full time faculty over the last three years?*
- *What is the effect of part time FTEF on your program/department (i.e., Does your area have difficulty finding hourly instructors? Is the program lacking faculty with a particular specialty? Are there any accreditation requirements for FT faculty?, etc.)*
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section IV.*

The Library has 1.4 FTEF full-time non-instructional faculty members, and .508 part-time non-instructional faculty-members, for a total of 1.908 FTEF.

With regards to instructional staff, the Library has 0 FTEF faculty members. This is due to the fact that the class "Using the Library of the 21st Century," has not been taught since FY11, and has only started up again in FY14.

The Library Productivity Measures are as follows:



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	FY10	FY11	FY12	3 Year Avg	FY13	Change
Sections:	2	2	0	1	0	-100%
Census:	105	81	0	62	0	-100%
FTES:	4	3	0	2	0	0%
FT Faculty:	0	0	0	0	0	-100%
PT Faculty:	.07	.07	0	0.04	0	-100%
XL Faculty:	.02	0	0	0.01	0	-100%
Total Faculty:	.08	.07	0	0.05	0	-100%
College WSCH Ratio:	631	608	0	621	0	-100%

For instructional faculty, the percentage for FT faculty is undefined (as you can't divide by 0).

For non-instructional faculty, the percentage for FT faculty is 73.3% which is far above the college average of 42.4%. The percentage for PT faculty is 26.6% which is below the college average of 55.3%.

Over the last three years, there have been shifts in non-instructional full-time and part-time faculty staffing. In March 2011, Salomeh Pourmoghim departed the college, leaving the Library with no active full-time librarian (at the time, the other full-time librarian, Peter H. Sezzi was on full release from the Library due to his work as Academic Senate President). Hours were filled in by part-time librarians until a full-time librarian was hired. Ayanna Gaines, who was working as a part-time librarian, was hired on as a full-time librarian in Fall 2011, thus reducing the need for part-time librarian coverage. Another reduction in part-time librarian coverage occurred in Fall 2013, when Peter H. Sezzi ceased being Academic Senate President. He is back in the Library 40% of the time; he is on 60% release due to his duties as Academic Senate Vice-President and Curriculum Committee Chair.

The class "Using the Library of the 21st Century" was not taught from FY11 until FY14. As a result, the number of part-time instructional faculty has been reduced to 0 since FY12.

2. Classified Staff

Instructions:

- *Have there been changes in the number of classified staff in the program/department over the last three years?*
- *What has been the effect of decreases/increases in classified staff on the program or department?*
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section IV.*

Linda Carroll left her position of library assistant in October 2011. This had an impact on the remaining library assistants, who had to pick up extra duties. In October 2012, after having a provisional employee for 9 months, Sarah Downs joined the staff as library assistant. She works in the Library on our Ventura campus 60% of the time, and at the Santa Paula campus 40% of the time. Thus, there is still a 40% reduction in classified staff from October 2011 at the Ventura site. Meanwhile, in Fall 2013, Linda Carroll became a part-time librarian.

3. Inventory

Instructions:



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In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section IV.*

The inventory indicates that there is no scanner present for students and patrons to use. The Library is requesting a scanner for LRC202. Students often ask to scan documents for Financial Aid or books from our collection. However, there is no scanner available to them. As a result, they ask to use the scanner behind the Reference Desk. Use of this scanner ties up the librarian's computer, making it difficult to answer reference questions. One patron tied up a librarian's computer for half an hour while she scanned images from a book. Having a scanner, in addition to software that students can use to manipulate images, would benefit the students of the library and provide a quality learning environment.

The inventory indicates that there are 10 thin client computers in LRC202 and 38 in LRC202c. Currently in use, there are 42 thin client computers and 6 "fat client" computers. These computers have long been problematic. The thin clients are slow, and will not scroll at the same speed that the user is scrolling. They freeze and will log off users in the midst of being used. In addition, large black squares appear on the screens. In an attempt to fix this problem, 6 "fat clients" were installed as a test. These machines have their own issues. They will often not allow users to print, either displaying a printer error or giving users a message saying that the memory is full. They freeze at the start-up screen, sometimes in the midst of being used. We have received several complaints, both in person and on comment cards, about the thin clients as well as about the "fat clients." The "fat clients" are not a reasonable solution for the thin client problem. The library needs ordinary PCs to be installed for our students to use. At the moment, the computers we are providing are not conducive to research or learning.

4. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
- *Initiatives will be entered in more detail in Section IV.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

The Library has had problems with breaking and unstable chairs. The model of chair that was originally chosen for the Library has proven to be weak, and it breaks under the weight of patrons. As a result, 11% of its chairs have been lost to breakage. Chairs have been glued together to accommodate for this loss, but this is a stopgap measure. Last Spring, 118 chairs were replaced with sturdier chairs with a 25-year warranty. We would like to replace the remainder of our chairs with chairs of the same make and model.

5. Combined Initiatives

Instructions:



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Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section IV.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

Students often use the Library space to conduct research using their own laptops. We spend a lot of time at the Reference Desk helping people with problems connecting to the wireless network using their laptops. The problem is, more often than not, bandwidth. There are simply too many people using the wireless network, and there is not enough bandwidth for the number of people that the wireless network is trying to accommodate. We have received several complaints, both verbally and on comment cards, regarding this inability to connect to the wireless network. We would like to request an increase in bandwidth, as discussed in Section IV.

The United States Library of Congress adopted RDA (Resource Description and Access) as an industry standard for cataloging in March 2013. Thus this is becoming a national standard throughout libraries. It behooves the Library to adopt this standard in order to stay current. In addition, switching over to RDA will ensure that our records mesh with those with the international organization OCLC, of which we are a member. RDA is becoming a part of library catalogs across the world. If we do not switch, our records will become obsolete, and we will be unable to share records with other institutions. A benefit of RDA is that this new standard is reputed to be more easily supportive of digital formats, which will greatly benefit a collection containing electronic books. RDA will ensure that students, faculty, and staff can more easily find material in the online catalog, regardless of format. Library staff will need to learn how to implement RDA. In addition, the Library will need to hire professionals for an RDA conversion to upload authority files and bibliographic records in the new RDA format; this will ensure that that older records can be integrated into RDA, and older records and newer records are more easily searchable. We would like a subscription to the RDA Toolkit, as discussed in Section IV, in order to learn more about this new standard; this will enable us to catalog new material. In addition, we would like to hire an organization to help with the RDA conversion of our authority and bibliographic records.

The Library and Learning Resources Committee approved the circulation of Plate books. These books are currently part of the Reference Collection. We would like to make it an initiative to work towards having these books circulate, either by recataloging them so that they may be used by the public, or by overriding controls in the Circulation system so that the books may circulate. We would like to study which route is more feasible.



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The Library staff feels that there needs to be more rigorous rules pertaining to student, faculty, and staff safety. In Fall 2013, particularly, we have felt acutely the lack of established rules that can protect students, faculty, and staff from harassment, bullying, and assault. This is due to a student who allegedly bullied two of our student workers, and then proceeded to allegedly barge behind the Circulation Desk and try to lunge at one of our staff. While the addition of a panic button and security cameras to the Library are a start, we would also like to see increased police presence on campus. In addition, we would like to see something in writing that states how the College and the District will protect students, faculty, and staff. Thus the Library is putting forth an initiative to add language to the safety protocols put forth by the District Administrative Center that covers the safety of students, faculty, and staff at the hands of others. In addition, the Library would like a security gate placed at the Circulation Desk so that patrons cannot get behind the desk.

Section IV - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department.

Funding Source Category:

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds



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Ranking: (i.e. H)

List your initiatives below, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Quiet Space Focus Groups

Initiative ID: LIB1204

Link to Data: SUO Outcomes Data, Operating Goal #3

Expected 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 situation, and hopefully gain some good suggestions on how to address it. This will allow us to provide students with sufficient space to study, thereby increasing student success rates.

Goal: Obtaining real data, allowing us to analyze how the Quiet Area in the Library is utilized. Ensuring that our Quiet Spaces are suitable for the demand of students.

Performance Indicator: Positive comments on comment cards

Timeline: 2015-2016

Funding Resource Category: No new resources needed

Ranking: L

B. Initiative: Mango Language Database

Initiative ID: LIB1303

Link to Data: Budget

Expected Benefits: Supplying other methods by which students and other patrons can learn English and other languages. Patrons often ask for audio material for language acquisition purposes, and being able to supply them with access to this software will benefit student learning.

Goal: The Library would like to fill in the gap left by its lack of audio language learning material. The Library would like \$4,475 yearly to pay for a subscription to the Mango Languages database. The Ventura County Library has access to Mango, a language learning software that is recommended by the *Los Angeles Times*, *Education World*, and *The New York Public Library Best of Reference*. Through its web page, patrons are able to not only learn French, Spanish, and many other languages, but English language learners are able to learn English in their native language. The program is not only accessible via the web; it is also available on smartphones, allowing patrons to reinforce the language lessons they have learned. Librarians have referred students interested in continuing their language studies to Mango on the Ventura County Library site, due to the College Library's lack of audio and digital resources in language learning. Acquiring Mango Languages will fulfill a great need.

Performance Indicator: Number of database searches in Mango.

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Ranking: M

C. Initiative: New Library Chairs



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Initiative ID: LIB1304

Link to Data: Operating Goal #4, SUO Outcomes Data, Facilities

Expected Benefits: Provide students with more study space, thereby increasing student learning.

Goal: We would like \$30,000 to replace the remainder of our chairs with sturdier chairs. It is unsafe for our students to sit in chairs that constantly break. We were able to replace 117 of our chairs last fiscal year. This year, we would like to replace the rest of them. Last year, the Library with BKMoe to acquire Sauder chairs with a 25-year warranty. We would like to work with them to acquire chairs that match the current chairs.

Performance Indicator: Less or no breakage of chairs, increased usage of library space.

Timeline: 2013-2014

Funding Resource Category: Equipment-non computer

Ranking: R

D. Initiative: Student, Faculty, and Staff Safety Regulations

Initiative ID: LIB1401

Link to Data: Other Program Goals

Expected Benefits: Safety of students ensures that they can participate in the learning process without fear; faculty and staff who feel safe are better able to carry out their duties and are better able to contribute to student learning.

Goal: A safer campus for all. Word of the enforcement of regulations will spread, hopefully resulting in fewer incidents, as would-be perpetrators realize that their actions have real consequences. The Student Code of Conduct, which expressly prohibits "Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities," as well as "Unauthorized entry to... district/college facilities" and "Disruptive behavior, willful disobedience,... or the open and persistent defiance of the authority of, or persistent abuse of, district/college personnel in performance of their duties" will be enforced in the protection of students, faculty, and staff. In addition, Risk Management of the Ventura County Community College District will address the issue of staff and faculty safety, and introduce protocols that assist campuses in dealing with violations of staff and faculty safety.

Performance Indicator: There will be an increase in the sense of safety of faculty, staff, and students.

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: R

E. Initiative: Increased Wireless Network Bandwidth

Initiative ID: LIB1402

Link to Data: Other Program Goals

Expected Benefits: More students would be able to use their tablets and laptop computers to access the wireless network; this would enable them to complete their homework, take online tests, and otherwise engage in student learning.

Goal: Between cell phones, tablets, and laptop computers, there are several machines fighting for access to the wireless network. The network cannot accommodate all of these devices, and students often come to the Reference Desk or the Circulation Desk, asking for



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assistance or complaining. One student will be able to connect while his neighbor will be unable to connect. Students have better connections downstairs in the BEACH or outside the Library. With increased bandwidth, more devices will be able to get online, and there would be fewer complaints. The Library would like \$5,000 to purchase more wireless access points or otherwise augment or increase the existing bandwidth in the Library.

Performance Indicator: Fewer reference questions concerning the wireless network.

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Ranking: H

F. Initiative: Budget Augmentation (was Book Budget Reinstatement, LIB1302)

Initiative ID: LIB1403

Link to Data: Budget

Expected Benefits: Being able to provide up-to-date print material for students and faculty benefits the research, studies, and co-curricular reading activities of the entire college. Databases are crucial to the research needs of our students and faculty; bolstering our budget will benefit student learning in a number of ways. In addition, we would be able to provide a wider variety of databases for our students, and be able to support our faculty in their instruction of our students.

Goal: We are requesting an augmentation of \$40,000 to the Library's general fund, in order to support book purchases and database purchases. The librarians engage in collection development, in evaluating the books in the collection and ensuring that up-to-date books are available, ensuring that obsolescence is not an issue. It is difficult to keep a collection current without the funds to do so. We would like to ensure that the print collection remains vibrant and relevant. In addition, the Library would like to be able to accommodate the increase in database prices. This increase in our database budget would allow us the flexibility to purchase new databases as needed.

Performance Indicator: No longer using Foundation funds to pay for databases and operating at a \$25,000 deficit; younger average age of books

Timeline: 2013-2014

Funding Resource Category: Equipment-non computer

Ranking: H

G. Initiative: LRC205 Printer

Initiative ID: LIB1404

Link to Data: SLO Outcomes Data

Expected Benefits: Having a printer in LRC205 will allow students to print out articles during library instruction at point-of-need. This will ensure that there is no disruption in the research learning process.

Goal: The Library would like \$800 to purchase a Hewlett-Packard printer, similar to the HP LaserJet Enterprise 3015dn. The printer should be able to interface with our laptops and have wireless printing capability, and ideally have the ability to do duplex printing.

Performance Indicator: Students would be able to print articles.

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Ranking: L



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- H. Initiative:** PollEverywhere
Initiative ID: LIB1405
Link to Data: SLO Outcomes Data
Expected Benefits: PollEverywhere would allow the Library and other College constituents to poll students during instruction to gauge student learning, and adjust teaching methods or content immediately as needed. This interactive way of assessing students will engage students and positively contribute to student learning.
Goal: The Library would like the College to get an Institutional subscription to PollEverywhere, an online polling service. This would cost \$3,500 for a subscription for 1,000 unique students, and an unlimited number of faculty log-ons.
Performance Indicator: Students would be able to take polls online.
Timeline: Spring 2014
Funding Resource Category: Technology Funds
Ranking: L
- I. Initiative:** Library Scanner and Image Manipulation Software
Initiative ID: LIB1406
Link to Data: Inventory
Expected Benefits: A scanner that students can use will allow greater access to the Library's collection. There are certain books that cannot leave the library. These books are image-rich, and photocopying does not do them justice. Students often request to scan these images, yet the only scanner in the Library is behind the Reference Desk. Having a scanner on the floor of the Library, in addition to Adobe Photoshop, would allow students to retrieve these images from these books, as well as do image manipulation. These images can then be emailed or saved onto flash drives, and used for papers. Increased access to our collection can benefit student learning.
Goal: The Library would like \$250 to purchase a scanner similar to the Hewlett Packard Scanjet G4050 Photo Scanner. This scanner should be capable of scanning both photographs and books. In addition, the Library would like \$162 to purchase a site license for Adobe Photoshop, to be installed on the computer housing the scanner software.
Performance Indicator: Students using the Reference Desk scanner less to scan.
Timeline: 2014-2015
Funding Resource Category: Technology Funds
Ranking: M
- J. Initiative:** Site License for RDA Toolkit and RDA Conversion Services
Initiative ID: LIB1407
Link to Data: Other Program Goals
Expected Benefits: A subscription to the RDA Toolkit will allow Library staff to become conversant in RDA (Resource Description and Access), the new standard in cataloging. Learning RDA will enable us to catalog new records in this new protocol, and keep our newly-converted bibliographic and authority records in shape. Hiring RDA conversion services to upload authority files and bibliographic records in the new RDA format will ensure that that old records can be integrated into RDA, and older records and newer records are more easily searchable. Being able to find books regardless of search term will



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ensure that students can find material suitable for their research needs, regardless of format.

Goal: The Library would like \$413.25 for a site license to the RDA Toolkit, in addition to two concurrent users. This cost represents a 5% discount of the full price, as granted to us through the Community College of California Library Consortium. This Toolkit will accommodate any number of users, and three concurrent users. In addition, the Library would like \$5,000 to pay for Backstage Library Works to perform RDA upgrades on our bibliographic records, and provide authority control processing. This would be a total of \$5413.25.

Performance Indicator: Library staff would have training in RDA and be able to catalog items in this new standard. Authority files and bibliographic records will be converted to RDA.

Timeline: 2013-2014

Funding Resource Category: Technology Funds

Ranking: H

K. Initiative: Plate Books

Initiative ID: LIB1408

Link to Data: Other Program Goals

Expected Benefits: The Plate Books do not see much usage, due to the fact that they do not circulate. These books are mostly art books, and would benefit our patrons, were they able to be checked out.

Goal: The Library would like to study whether to move the Plate books from the Reference/Plate collection to the Circulation collection, which would entail recataloging them, or whether it is sufficient to simply override the circulation module when individuals attempt to check them out.

Performance Indicator: There would be circulating statistics on Plate books.

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: L

L. Initiative: Security Gate for Circulation

Initiative ID: LIB1409

Link to Data: Other Program Goals

Expected Benefits: A security gate will protect our staff from patrons trying to push their way behind the Circulation Desk. This will add to the security of our student workers and staff.

Goal: The Library would like to have a security gate installed at the entrance to the Circulation Desk near the Circulation Desk Office. The expected cost is unknown. This may be able to be done in-house.

Performance Indicator: Students and other patrons will be unable to barge behind the Circulation Desk.

Timeline: 2013-2014

Funding Resource Category: Facilities Funds

Ranking: R



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M. Initiative: Personal Computers (PCs)

Initiative ID: LIB1410

Link to Data: Operating Goal #2, Inventory

Expected Benefits: New computers would allow our students to do research using the Library's many databases, as well as writing papers using the research gleaned from these databases. In addition, new computers would enable students to access Desire2Learn, take online exams, and to access MyMathLab and other online components that are required of their classes. For many students, the Library is the only place where they can study and go online; having computers that function properly is vital to their academic success.

Goal: The Library would like to purchase 48 new Personal Computers (PCs) to replace the thin clients and "fat clients" currently being used in LRC202. The computers currently in use are ill-equipped to cope with either our level of use or our network set-up, resulting in freezing, inability to print, black squares on monitors, inability to save work, loss of work due to rebooting, and other problems. We would like \$1,300 per computer (including monitor), for a total of \$62,400.

Performance Indicator: Fewer complaints from patrons regarding the computers, more student use of computers.

Timeline: 2013-2014

Funding Resource Category: Technology Funds

Ranking: H

N. Initiative: Mobile Library Instruction

Initiative ID: LIB1411

Link to Data: Service Data

Expected Benefits: The majority of the classes that receive library orientations and library instruction are English classes. However, English is not the only discipline that would benefit from library instruction; History, Psychology, Philosophy, and Political Science, among others, would also profit from being exposed to information literacy. However, classes are not always able to come into the library for instruction. By offering mobile library orientations and library instruction, the Library would be able to bring a much-needed skill to its constituents.

Goal: The Library would like to have an initiative in which we conduct outreach to instructors in various disciplines, offering to teach brief, 15-to-20-minute information literacy sessions in their classrooms. This would enable us to extend our reach beyond the Library. Hopefully, this will help the Library achieve its CSLO pertaining to continual student learning via library instruction. The librarians can collaborate with those faculty members who do not have assignments that require research or writing in their classes, helping them to develop such projects.

Performance Indicator: Higher number of classes taught by librarians, more students receiving library instruction.

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: H



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Section V – Process Assessment

Instructions: Please answer the following questions:

A. How have the changes in the program review process this year worked for your area?

It can be difficult for the Library to do a program review, because it is a service unit with instruction. It was difficult to integrate the WSCH information, seeing as the class taught does not reflect the other instruction that the library does, nor does it really reflect the number of students that the library serves.

B. How would you improve the program review process based on this experience?

I would not require a Performance Indicator to be listed for each initiative, as the success of some initiatives is hard to quantify in a numerical fashion.

C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals Form (Appendix D) that explains and supports your position. Forms are located at the Program Review VC website.

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

VI – Submission Verification

Instructions: Please complete the following section:

Program/Department: Library

Preparer: Ayanna Gaines

Dates met (include email discussions): September 9, September 30, October 1, October 2, October 3, October 18, October 24, October 28, November 4, 2013

List of Faculty who participated in the program Review Process: Dana Boynton, Linda Carroll, Lulu Coffey, Sarah Downs, Sandy Hajas, Carla Kramer, Donna Roff, Peter H. Sezzi, Tatyana Shaffer, Bryan Thompson

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



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Appendix

III.a. Data and Analysis

B. Operating Data

1. Service Data

LIBRARY USAGE DATA	2010-11	2011-12	2012-13
Attendance Data	271,369	334,084	277,023
Circulation	51,327	56,432	42,542
Database Total Searches	166,458	166,384	1,209,381
Database Total Sessions	N/A	N/A	254,378
Interlibrary Loans - VC requests			4
Interlibrary Loans - other OCLC Filled Requests	-	-	28
Universal Borrowing - VC / MC / OC colleges only	N/A	N/A	49

LIBRARIAN ASSISTANCE DATA	2010-11	2011-12	2012-13
Reference Questions	8,567	6,876	10,170
Instruction Session	118	147	139
Number of students			4,384
Credit Based Instruction	69	-	-
Number of students			



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LIBRARY PATRON DATA	2010-11	2011-12	2012-13
Student Patron Count	16,333	15,681	25,475
Faculty Patron Count	601	471	488
Community Member Patron Count	283	165	315

DATABASE STATISTICS, 2012-2013	Total Searches	Total Sessions
Database name		
ABC-Clio (accessed through catalog)		374
ACLS		42
Britannica	397,957	11,421
CountryWatch		652
CQ Researcher	2,995	1,773
EBSCO (all databases)	357,157	24,529
Gale (all databases)	348,926	187,015
JSTOR	9,639	4,601
OVID	6,654	2,938
ProQuest (all databases)	86,053	21,033
TOTAL:	1,209,381	254,378



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiatives.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Appendix D

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

Category for appeal: Faculty
 Personnel – Other
 Equipment- Computer
 Equipment – Other
 Facilities
 Operating Budget
 Program Discontinuance
 Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.