INSTITUTIONAL PROGRAM REVIEW 2011-2012
Program Efficacy Phase

Purpose of Institutional Program Review

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

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

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

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

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Reviews and Division Dean by November 2, 2011.
It is the writer's responsibility to be sure the Committee receives the forms on time.

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

Please complete and attach this cover sheet as the first page of your report.

Name of Program:

Library and Library Computer Lab

Name of Division

Library and Learning Support Services

Name of Person Preparing this Report   **Extension**

Marie Mestas, Celia Huston

Name of Department Members Consulted

Angie Gideon, Ginny Evans-Perry

Reviewers

Sheri Lillard, Jose Recinos, Roccio Delgado

Program Review Committee Representatives

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	10/15/11	
Final draft sent to the dean	10/19/11	
Report submitted to Program Review Team	11/02/11	
Meeting with Review Team		

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		10/3/11
Final draft sent to the dean		10/28/11
Report submitted to Program Review co-chair		11/2/11

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	0	0
Classified Staff	7	0	0
Faculty	3	0	2
Total	11		2

Part I. Questions Related to Strategic Initiative: Access

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	Part I: Access	
Demographics	*The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population*	*The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.* *If warranted, plans or activities are in place to recruit and retain underserved populations.*

Campus	
African-American	18.55
Asian	4.42
Native American	0.74
Pacific Islander	1.35
Filipino	1.91
Hispanic	48.62
White	20.32
Multi-Ethnicity	1.35
Unknown	3.48
% - Male	41.4
% - Female	58.4
Disabilities	4.5

Provide an analysis of how internal gender and ethnicity data compares to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected describe plans to implement collection of data.

The Library & Lab service the entire student body. The library's circulation system does not track the ethnicity and gender. All students are able to get a library card and check-out library materials and use computers.

The Library's print and online collection supports campus curriculum. Library faculty work from a collection development policy (attached) and use library professional review media to select materials. They judiciously select materials that are representative of all ethnicities, genders, sexual preferences, and political & religious points-of-view. Careful attention is also paid in selecting electronic resources. The Library subscribes to Ethnic NewsWatch, a database of ethnic newspapers, magazines and journals that represents ethnic groups in American society. Many articles are available in Spanish. Local

publications in the database include *La Opinion* and *Precinct Reporter*. In addition all 25 EBSCO databases have the capability of translating html full-text English-language articles into 27 languages including Spanish, French, Italian, Korean, Hindi and Arabic. The EBSCO databases and SIRS Researcher include MP3 files that allow visually impaired students to listen to an article being read.

The Library has one computer owned by DSPS housed with the reference databases that includes the accessibility software used in the DSPS lab. Students utilizing the DSPS computer have access to the same resources as all the other reference database computers. Additionally there are 3 disabled accessible workstations in the Library Computer Lab and one in the instructional classroom. One copy machine is disabled accessible.

Pattern of Service

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program's pattern of service is not related to the needs of students.	*The program provides evidence that the pattern of service or instruction meets student needs.*
		If indicated, plans or activities are in place to meet a broader range of needs.

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

Current Library hours do not fully serve the needs of the community. The hours the library building is open represent a 29% reduction in hours/days of service over the past three academic years. Budget cuts and hiring freezes have prevented rehiring of staff that have left due to retirement or attrition. Library and Library Computer Lab classified staff have been reduced by 36% during the same time period. Classified staff positions that directly serve students have been reduced 42%.

Students with late evening classes do not have library or computer lab access after 8 pm. Saturday students do not have any library or computer lab services. Current library hours reflect a balance between available staffing, optimal service and time periods when students have the greatest need. Days and hours of current service were determined by a study of student use patterns

The library is open 52 hours a week providing access to the computer lab and all the print and online resources available in the Library. Library administration, faculty and staff are ready to expand services when hiring of classified staff is permitted. The Library could fully restore hours and service days if staffing was returned to 07/08 levels.

Hours of operation/pattern of scheduling

Monday – Thursday 8am – 8 pm
Friday 8am – Noon

Alternate Delivery Methods

The Library provides 24/7 online access to research materials by means of 29 databases with over 5,000 unique titles available full-text. Students have access to faculty librarians via Chat Reference, a 24/7 consortium of academic librarians who are available to assist student with research questions. Student can 'E-mail the Librarian' and a librarian will respond within one business day. There are no computer lab services available when the building is closed

The Library has one computer owned by DSPS that includes the accessibility software used in the DSPS lab. Additionally there are 3 disabled-accessible workstations in the computer lab and one in the instructional classroom. One copy machine is disability access.

In prior years the Library was able to provide copies of articles in journals not owned by SBVC through the Inland Library System's inter-library loan service. The Inland Library System is no longer in operation,

nevertheless librarians work to acquire outside articles by networking with local University Libraries.

Weekend and evening services

The Library and Library Computer Lab is open M – Th until 8 pm in the evening.
There is no weekend access to the physical building.

Part II. Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Data demonstrating achievement of instructional or service success	*Program does not provide an adequate explanation of how their program supports student success*	*Program provide an adequate explanation of how their program supports student success*
Student Learning Outcomes and/or Student Achievement Outcomes	*Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*	*Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*

Explain how the services in your program support student success.

The SBVC Library provides critical scholarly support services to the campus through its solid and comprehensive collections of learning materials that supports campus curriculum. The Library's research collections include books, periodicals, microforms, reference materials, and online databases. The Library maintains an extensive authoritative collection of print materials, a variety of current and retrospective online databases with complete indexing and a high percentage of full-text resources and an outstanding assortment of computer resources for student learning. In order to facilitate access to course textbooks for those students who may not be able to afford to purchase them, the Library maintains a Textbook Bank of high-demand textbooks in current use on campus. In addition to material that supports campus curriculum, students have the advantage of access to a current and exciting collection of other reading materials such as books, magazines, journals, and newspapers in the Library to use to strengthen reading skills, keep up with current events, develop the appreciation of literature, and for self-improvement and personal enjoyment. An SBVC Library card allows students to check out items for at-home or in-library use.

The PC and MAC computers in the Library Computer Lab (Lab) are available to all students with a valid SBVC library card during all hours of Library operation. Students have free access to computer, audio, DVD and video cassette players, DVD burners, scanners and other multi-media equipment for use in class assignments and self-paced instruction. The Lab's software collection includes basic productivity software and software used in class assignments and in all other computer labs on campus. Thus, as the Business or Science labs are often unavailable, students still have access to the software they need to complete their assignments in the Lab. Printing and scanning is available for a nominal fee, with both color and black & white printers available. Library Computer Technicians are on staff to assist students in the use of equipment and software.

The Library Computer Lab houses 82 IBM compatible computers, 4 Macintosh computers, 1 scanner, 2 black and white printers, one color printer, 4 TV/VCR and 4 TV/DVD. The Lab has 2 ADA compliant workstations. The entire Library is now part of a wireless network run by the Campus Technology Services, allowing students to use the network wherever they happen to be in the building, in the patio area, and/or The Den.

The public services staff, (Library Media Clerks under the direction of a classified supervisor), are responsible for issuing library cards to students, circulation of Library materials, maintenance of the textbook and reserve collections, re-shelving of Library materials, maintenance of the Library stacks,

repair of damaged materials, collection of fines, clearing student holds in admissions reconciliation of accounts, supervision and training of student assistants. Library Media Clerks are also the first point of contact as students enter the Library.

The Technical Services department is responsible for the acquisition of non-electronic research materials for the Library. Faculty and staff track all orders for accuracy and meticulously enter and verify records for all new items including books, periodicals and microfilm into the Library online catalog. The Technical Services staff also process materials for use in the Library, which includes placement of spine labels, barcodes, security devices, protective covers and property stamps. Faculty and staff must also process items that are removed from the collection including the instructor reserves plus they maintain in-house use statistics on circulating materials that are bar-coded. Additionally they prepare loose printed materials for binding into hard covers and evaluate donations for inclusion in the Library collection.

The faculty librarians in Reference Services serve students' research needs by working with the students to locate print and online sources that support their research topic. Librarians work with students individually at the Reference Desk and provide informal instruction on Library research to student so they may become independent, lifelong learners. Librarians provide research assistance in the Library, over the telephone, via e-mail and through chat reference. Faculty librarians offer Library orientations to classes that include hands-on learning in the use of Library resources. Orientations can be introductory or specialized depending on the needs of the class and instructors. In addition to serving students and instructing classes on Library use, faculty librarians have professional "behind the scenes" responsibilities associated with the running of the Library including, but not limited to, collection development, acquisition of materials, designing Library handouts and pamphlets, selection, maintenance and administration of reference databases, gathering and analysis of statistical data, participating in the development and assessment of program level SLOs. Librarians actively represent their division by working on campus committees.

The Library Circulation Supervisor manages and trains the Library Media Clerks and Computer Technicians, manages disputes over student obligations, monitors student use of library materials, and collects, counts and deposits fine monies. She also hires and trains all student workers, is responsible for the general cleanliness of the bookstacks, study areas and groups study rooms, and oversees the accuracy of placement of all books within the library.

Student Learning Outcomes and/or Student Area Outcomes
Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report.
See Strategic Initiative 5.1

All SAOs are current and on file with the Office of Student Services. Requests regarding SAOs are completed and submitted on time.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness
Mission and Purpose:

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not have a mission, or it does not clearly link with the institutional mission.	*The program has a mission and it links clearly with the institutional mission.*

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

What is the purpose of the program?

The Library Mission Statement: "In conjunction with the statement of mission of our parent institution, San Bernardino Valley College, which accepts as its educational responsibility the fostering of learning and personal growth for the people of the community we serve, the Library sees as its primary goal the support of the academic programs of San Bernardino Valley College. Through its professional and paraprofessional staff, the Library shall provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view, to meet the needs of students and instructors.

Collection development is required by the accreditation standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. It is the means by which the Library provides an organized collection of print and non-print resources that will meet institutional, curricular research, and instructional requirements, as well as supporting the development of the lifelong habit of reading. This also insures that the cultural and personal enrichment needs of the college community are met. Collection development is achieved by librarians, administrators, faculty, staff, and students working together to select library materials which best fulfill the above-stated needs."

How does this purpose relate to the college mission?

The library mission statement assures that students will have access to a diverse collection of quality materials that supports the curriculum, fosters learning, and represents different points of view.

Productivity

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	*The data shows the program is productive at an acceptable level.*

Explain how your program measures satisfaction and productivity? What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Library and Computer Lab have not been included in the current Educational Master Plan, but will be included in the next plan update. The Library and Computer Lab track a variety of statistical data. Data that reflects library staff's direct interactions with students that includes library circulations, Computer Lab check-outs, fines collected, print outs and copies made.

	2008/2009	2009/2010	2010/2011
Total Circulation	208,387	227,702	189,770
Library Lab Use	108,388	111,343	103,383
ACAD Lab Use	28,764	38,184	15,942
Reserve Use	54,222	61,879	56,275

There was a 9% increase in total circulation between 2008/2009 and 2009/2010 followed by a 16.7% decrease in 2010/2011. The decrease over the three year period is 9%. The surge in 2009/2010 can be attributed to the increased unemployment rate which resulted in more students seeking retraining or updating job skills and the increase in 4 year university fees which resulted in more students seeking to do their undergraduate work at a community college. The subsequent decline in 10/11 can be attributed to the budget crisis at the community college level and the reductions in course offerings, limited summer sessions and reduction in library hours at SBVC.

It should be noted:

- That while service hours decreased 29%, staff reduced 36% that service transactions with students have only decreased 9%.
- In 08/09 there was one classified employee for every 18,944 transactions.
- In 10/11 there was one classified employee for every 27,110 transactions.

So while the overall use of the Library and Library Computer Lab is down due to closures, the workload of each individual staff member is up.

- SBVC Library is below Title 5 minimums for library faculty. *Title 5 58724: Tables for minimum*

standards for libraries and media centers. SBVC's target goal for FTE's in 2010/2011 is 10,001 this would = 6.5 Library Faculty according to Title 5.
- SBVC Library has fewer faculty and staff than nearby colleges.

College	Collection	Faculty	Staff
Riverside Community College	290,826	8	21
Victor Valley College	150,485	3.71	10
Chaffey College	181,550	4.75	12
San Bernardino Valley College	100,000	3	7

(Source: California Library Association Statistical Handbook 2009)

The Library and Learning Support Services Division has been approved and ranked for a faculty and staff during the past two needs assessment cycles and the position(s) have not been filled.

The significant reduction of use in the ACAD Lab in the Liberal Arts Building is a result of its closure in Spring 2011. The FT Library Media Clerk that staffed the lab was moved to the physical library to join the one remaining FT Library Media Clerk that staffs the Circulation Desk so that the library could be open more than 40 hours a week.

Statistical data collected that reflects the productivity of the faculty librarians are library orientations and reference transactions.

Reference Desk Activity

07/08	08/09	09/10	10/11
11,972	13,681	14,796	10,925

Reference services show significant growth from 07/08 thru 09/10 and although 10/11 drops 26%, overall growth over four academic years is 8.7%. Library faculty attributes the decrease in reference transactions to several factors.

- The reductions of library hours and service days
- there has been a dramatic reduction in classes offered over the summer
- Few courses offered in summer have a major research component due to the shortness of summer session.

When online registration became the students' only option the Library experienced an influx of students who needed help with registration, financial aid application, and CCCApply. As no lab offering computers and assistance with these processes has yet been identified on campus, students were desperate for somewhere to complete the required forms. In response to the need, the Library allowed them to utilize the database research computers in the Reference area (which have access to campus systems and do not need to be checked out with a library card). However, the individuals who came to the Library to do this were unable to complete the work without a great deal of assistance, and constantly demanded the attention of library faculty. These students and future students with limited computers skills and/or limited reading skills could require up to an hour of one-on-one assistance depending on the number of forms that needed to be completed. The situations became untenable when these individuals became rude, demanding, and even hostile to staff and faculty when the librarians attempted to complete their off-desk faculty responsibilities or when they were helping current students with research.

In light of the facts that Reference is already understaffed and that assisting basic skills student requires more time in each Reference interaction, in 2010/2011 the library faculty made a conscious effort to refocus on their primary mission, student research. Library faculty and administration saw that students with legitimate research needs were being under-served because faculty librarians were performing clerical work for Admissions and Financial Aid. Librarian/student research interactions were hurried and incomplete as there were always long lines at the reference desk and students on the computers were

constantly demanding service by waving their hands and/or calling out for help with registration, financial aid and admissions. Additionally, library faculty spent so much of their work week at the Reference desk that the 'behind the scenes' office work that is so vital to a well-run library was not being completed. Over the course of the 2010/2011 academic year library faculty gradually reduced the level of clerical assistance they were providing.

We expect reference numbers to drop again for 11/12 because in Summer and Fall 2011 faculty began encouraging students to become more self-sufficient in filling out the forms on their own, to help one another when questions arose, and/or or referring them back to Admissions and Financial Aid. Those with no computers skills and/or limit reading skills are now redirected to the Cyber-lounge and the SAP office where they may find someone who can sit with them for an extended period of time.

Other Service Measures

"One-Minute Reference Assessment" was piloted during the 10/11 academic year. This quick check list form was openly available at the reference desk and at the Reference computers. Forms were collected and discussed monthly during library faculty meetings. Feedback was generally positive. Library faculty are currently assessing the effectiveness of the One-Minute Reference Assessment and revising the form.

Library Snapshot Day
SBVC Library participated in "Snapshot: One Day in the Life of California Libraries." http://www.cla-net.org/snapshotday/

Highlights from our data collecting validating the necessities of the services offered in the division toward student success:
- People using the division on this day: 2,817 (based on average hourly head count)
- Number of total circulation check outs for the division: 1,515
- Number of check outs in the:
  - Library Computer Lab: 728;
  - Academic Advancement Lab: 235;
  - Reserve materials checked out in the division: 420
  - Students receiving tutoring: 154
  - Number of student contacts of 5 minutes or longer with a Librarian (not including ready-reference, registration, FAFSA or directional): 106
  - ACAD Lab Computer Check Outs: 235

Students, overall, were deeply appreciative of the division's many services and computer access. Comments included the following:
"ACAD lab and Tutoring services are important to me because they help me understand and learn the subjects I am taking and, consequently, I get "A's" in all my classes."
"The library is important to me because (of) all of its resource(s). I need it for each one of my classes, books used, computers and copy machines."
""A library is our second brain…it helps us to think and download information."

Negative comments were predominately associated with the noise level in the library (cell phones, loud voices), library hours and not being open on Saturdays.

III **Relevance and Currency, Articulation of Curriculum**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.	*The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.*

Relevance and Currency, Articulation of Curriculum
If applicable to your area, describe your curriculum by answering the following questions.
The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy (Indicate Not Applicable if program does not have courses and curriculum).

Not Applicable

Review the information about your program on the campus website. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?
Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Catalog information is currently accurate.

IV Planning

Strategic Initiative: Planning	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not identify major trends, or the plans are not supported by the data and information provided.	*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.*

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

An existing trend in libraries and education is the emergence of e-books as a viable alternative to print resources. According to a November 2010 study published by Library Journal. "

> "Almost all academic libraries (94% of survey respondents) say they currently offer ebooks to users. As for that 6% that currently don't, over half are planning to within the next couple of years…
> …On average, academic libraries that carry ebooks own or subscribe to more than 33,500 ebooks (mean 33,830; median 16,666). When we ask about the primary driver of ebook purchases, 66% of academic libraries cited "faculty request," with "inclusion in bundles with attractive pricing" at number two (62%), and "usage statistics/projected usage" at 59%. Graduate and professional institutions are most likely to be influenced by faculty requests (73%). The biggest factor influencing undergraduate ebook purchasing is "inclusion in bundles with attractive pricing," while community colleges are split between faculty request and projected usage."

SBVC Librarians has been aware of the need for e-books for many years and optimistically continue making plans for their inclusion in the collection. A primary factor in the purchase of the Literary Reference Center online database is its inclusion of over 1,500 books containing literary criticisms and reviews.

The purchase of an e-book collection has been approved and ranked the last three Needs Assessment cycles but has not been funded. (Note: in the past, e-books and the science database have been requested together and are ranked as 'databases').

In Spring 2010 SBVC Library was almost able to purchase e-books from Credo Reference. The multi-discipline collection contained over 550 reference books from reputable publishers would have given students access to creditable information in an online format (no Wikipedia here!). Purchased separately in print, these titles would have cost $74,800 (based on average cost of a reference book, 2009) which makes the $2,800 annual fee for Credo Reference very cost effective. Unfortunately, funding was pulled before the contract was completed.

The library has been making progress towards linking records in the library online catalog to e-books that are freely available online. An example of this type of service would be the Project Gutenberg e-books. A necessary upgrade to the online catalog that was purchased and installed in Spring 2010 has a feature that may allow cataloging and linking to free e-books.

Another trend in education that impacts the library in the steady increase of enrollments in the biological and physical sciences on a national level (Statistical Abstract of the United States, 2011) and FTE's for the Sciences are increasing every year at SBVC.

FTE's for Science and Applied Sciences

Fa 06	Sp 07	Fa 07	Sp08	Fa 08	Sp 09	Fa 09	Sp 10	Fa 10
656	596.4	622.9	653.85	677.85	738.59	787.58	836.62	807.06

The purchase of a scientific database has been approved and ranked the last three Needs Assessment cycles but has not been funded.

Library faculty and administration will continue to pursue purchasing e-books and scientific databases through the Program Review Needs Assessment process, and another other venue that is appropriate. Librarians will continue to participate in database trials so that should funding become available we can purchase a cost effective e-books and databases that add value to our collection.

There is an ongoing trend towards ever-greater use of technology in libraries. In the past, the SBVC Library has explored circulating laptops to students for in house and/or take home use, but a variety of issues exist (e.g., availability of funding for laptops, potential theft and vandalism, insufficient staff to provide and technical support), have always prevented the library from moving forward with these plans. Additionally, there the question as to whether there is adequate electrical supply and outlets available if laptops were checked out to students. Currently, students are coming in with laptops and smart phones that electrical outlets are at a premium. The Library has some study carrels that carry power to the desktop, but there inadequate numbers of these available. There is an ongoing staff concern over students who sit on the floor to study and who run their running power cords across traffic flow areas, creating safety issues. Library administration tried several times last year to utilize some available funding to purchase additional study carrels with built-in power outlets, but the expenditures were never approved and the funds were swept.

The is a trend where community colleges are echoing the university trend of moving computer labs from libraries to facilities dedicated to campus computing services. This is happening because more and more students need access to higher, more sophisticated levels of technology, software, and assistance to complete courses—technology such as e-textbooks, online components such as projects and group assignments, and expensive software packages which students may not be able to afford on their own. In addition, a single computing facility rather than an entire library is often more successful in staying open late in the evenings and on weekends. A random sample of community colleges, below, shows that 12 out of 18 of these campuses have established student computing labs in buildings other than the library.

COLLEGE	Campus Lab in Library	LOCATION
• Allan Hancock College	No	Computer Resource Center
• Bakersfield College	No (for Web Res. Only)	No dedicated lab
• Barstow College	No	Computer Center
• Cerro Coso College	No (only for Internet use)	No computing facility for students
• Chaffey College	*Yes*	Info. Research Center
• Citrus College	No	Info. Science Bldg.
• College of the Desert	*Yes*	Also In Alumni/Student Lab
• Cuesta College	No	High Tech Center
• Cuyamaca College	No	Technology Mall
• Fullerton College	*Yes*	Info commons
• Mount San Antonio College	No	Writing Center

- Mount San Jacinto College   No   Learning Center
- Palo Verde College   No   Learning Skills Center
- Palomar College   *Yes*   no dedicated lab
- Riverside City College   *Yes*   Writing Center (in library)
- Southwest College   No   Academic Success Center
- Taft College   *Yes*   Computer Instr. Lab
- Victor Valley College   No   Academic Commons

The Library and Computer Lab do not currently have any plans to address this trend, but is aware that Campus Technology Services is studying computer lab needs on campus. If the computer lab was moved out of the physical library and into another facility, it would alleviate the space issues in the library.

While not necessarily a trend, the library and lab are aware that a Middle College facility is being built north of campus. This new facility will not have a library. It is unclear if SBVC Library will be expected to fulfill this role. Library faculty are beginning discussions about how we would meet the needs of middle college students with our current resources if it becomes necessary.

Accomplishments and Strengths

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not incorporate accomplishments and strengths into planning.	*The program incorporates substantial accomplishments and strengths into planning.*

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

SBVC Library faculty offer quality library orientations that instruct classes on the location and use of resources available in the library. In the past, librarians had one basic tour that was given primarily to Academic Advancement, English and Speech Classes. Through years of steady outreach library faculty now do course specific orientations for child development, nursing, psych tech, art, human services, biology and other disciplines. Instructors have a choice between an elementary, intermediate, or advanced orientation. Faculty librarians are also able to customize orientations to a course specific topic or assignment. In 2010/2011 library faculty built on their strength in research proficiency by creating mini-workshops open to all students and which teach basic research techniques such as finding books, finding articles, and evaluating Internet sources. Mini-workshops last 20 – 30 minutes and each provides students with a focus on a fundamental information literacy skill. Building on this foundation and at the request of science instructors, faculty librarians developed an advanced online searching mini-workshop. The Library will continue to expand these workshops to meet emerging research needs, and will also increase the frequency they are offered.

Participation in the California Library Association's Library Snapshot Day was an accomplishment. The positive feedback from the SBVC student community has strengthened staff morale and given the Library a benchmark of how students perceive and use the library. It has also given the library faculty, staff and administration impetus to come up with new ideas on how to expand services to students. For example complaints about the noise level in the library generated a lot of discussion. It is impractical and nearly impossible to police the entire building

for cell phone use so instead of constantly shushing students (an outdated image we try to avoid), we now plan to create a 'Phone Zone' consisting of the lower level of the library where, student/student, student/staff and student/faculty interaction already creates a certain level of noise. It is hoped that when the Phone Zone is implemented that students will respect the designation of the upper level of the library as a "Quiet Study Area" and use their phones downstairs so that the noise in the building will be limited to that area.

The reduced Summer sessions have provides some very positive opportunities for the Library and the Lab. In summer 2010 and 2011, every employee in the department worked together as a team to undertake some major project that, although essential to the maintenance of a thriving library collection, are often postponed or broken up into smaller segments of work that can be finished whenever a window of opportunity arises. Just before the fall 2011 semester began however, the library team felt a real sense of accomplishment after completing a physical count of ever individual print item; a full inventory of the collection; and weeded areas of the collection that were overcrowded with titles that were outdated, damaged beyond repair, or contained obsolete information. Afterwards, the entire circulating book collection was shifted (i.e. - we moved 90,000 books!) to make room for growth. These activities accomplished many things; weeding a collection of unusable, obsolete materials increases circulation; inventory and shelf-reading the collection ensures that each book is in the library and in its proper location; weeding the collection identifies subjects that librarians can focus on when evaluating the collection; and finally, shifting books creates room to grow the collection.

The Library Computer Technicians were able to evaluate/inventory peripheral items such as headphones and mice; vacuum and clean the computers and workstations and then upgrade hardware and software during the summer without disrupting service to students. Library Computer Technicians also had time to learn newly-installed or upgraded software so they were prepared to help students unfamiliar with new software or software changes.

Weaknesses

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	The program does not incorporate weaknesses and challenges into planning.	*The program incorporates weaknesses and challenges into planning.*

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

The Library and Library Computer Lab were not included in the Educational Master Plan. It has been a distinct disadvantage not to have been included in the premier planning document of the campus that is used for campus and district planning and used by Board members for background on our institution. The Library and Library Computer Lab have been told they will be included in the next revision, but administration and faculty will remain vigilant to see that this actually happens and will also lobby again to have library representation on the Educational Master Plan committee.

The biggest challenge the library has had in the last three year is staying open as classified staff that have left their positions due to attrition, transfer and retirement, and have not been replaced. The division has been as creative as possible when planning open hours for the facility and schedule classified staff, trying to optimize the dwindling number of employees while still attempting to provide adequate services.

As noted earlier there has been a 42% reduction in Library & Lab classified staff that work directly with the public. Fall 2010, faced with having only one Library Media Clerk in the library, the Division made the painful decision to close the ACAD Lab in the Liberal Arts building and move the single Library Media Clerk staffing that lab into the library. Otherwise the library would have only been able to remain open only 40 hours a week. At present, all library positions from the Division Dean down to student assistants, are working out of class or below class assisting with public services because 4 classified staff working with the public cannot do the work of 7.

The library continues to plan their hours of operation very carefully, doing usage studies by day and by hour in order to provide services to the greatest number of students. The Division Dean is currently working with the VPSS and President to partially restore library hours.

One of our greatest challenges currently is to convey to others the intricacies and details involved with in responsibly staffing a two-story, 44,000 square foot library and computer lab.

Classified staff do far more than check-out books and computers, and issue library cards and are not stationary at the desk for their entire shift.
- Staff duties require them to be away from their desk for significant periods of time through the shift, performing tasks such as bringing in items from two book drops (one outside the front door and one in Lot #1); re-shelving books on the second floor; book repair; admitting students to study rooms and setting up videos or DVDs in the viewing rooms.
- Staff duties also involve activities that maintain the cleanliness and sanitation of the library through cleaning keyboards and monitors, and wiping down counters, handrails and table surfaces. These activities protect students and staff against the spread of disease and are not performed by custodial services.
- Staff duties also include enforcement of library rules and protection of the security and safety of students with actions such as checking the restrooms for illegal activities or vandalism; walking the second floor bookstacks to discourage improper or illegal behavior such as defacing or mutilating library materials; graffiti; sleeping; eating; acts of a sexual nature; or criminals intimidating, harassing, assaulting and/or exposing themselves to students. Police calls to the library have increased now that staff are unable maintain a show of presence by regularity patrolling the building. Staff visibility on the second floor deters crime.

The library has developed a staffing map showing the usage data at the traditional desks and the additional areas that need staff and in hopes of clarifying the staffing needs to those unaccustomed to library.

① CIRCULATION DESK

2 Library Media Clerks

In 2010/2011 they

- Checked-out 86,387 items.
- Issued or updated library cards for all students
- Collected and cleared all student fines

② COMPUTER LAB & PRINT DESK

0—Library Media Clerks
2—Library Technical Assistants (working below class)

In 2010/2011 they

- Check-out 103,333 Computers to student.
- Process and collect fees for 92,258 Printouts
- Assist any students who needed help with copiers—209,833 copies were made....

LIBRARY COMPUTER LAB

2—Library Technical Assistants

In 2011/2011 they

- Offered computer and software support to 103,333 students
- Did double duty by staffing the Computer Lab & Print Desk

③ REFERENCE DESK

3—FT Faculty, 1 Evening Adjunct

In 2010/2011 they

- Tracked 10,925 interactions with students for reference and academic research ; registration, admissions and financial aid assistance.
- 126 Orientations/Workshops
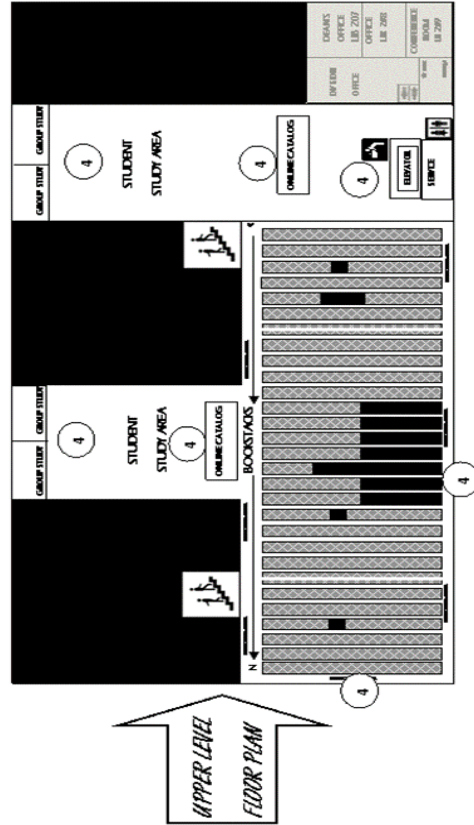- Directional questions, copier assistance and other brief transactions are not counted
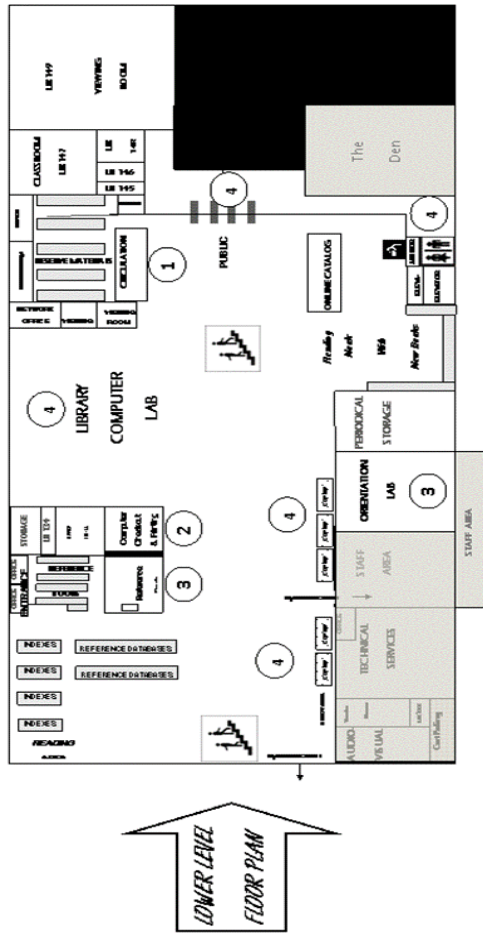
LIBRARY FACILITY

MINIMUM STAFFING

REQUIREMENTS BY

COVERAGE AREA

① Library Media Clerk
② Library Media Clerk -or- Library Technical Assistant I
③ Librarian
④ Student Assistant Coverage

LOWER LEVEL FLOOR PLAN

UPPER LEVEL FLOOR PLAN

The size of the Computer Lab is a continuing challenge as it does not have enough computer workstations or sufficient staff to meet growing student demand. Students have to sign in on a waiting list for the next available computer. Library and Lab staff have been working on several plans alleviate the congestion.

- The lab has identified space for 20 more computers that can be brought over from the ACAD Lab (LA-206).
- The division consistently applied for and is approved for a Library Media Clerk to staff the computer desk. This would free up the Library Computer Assistants to do their jobs by working with students who need assistance, instead of trying to do both that AND the clerk's work behind the desk. With their help, student would be able to complete their work sooner and thus make more computers available to other students.
- Strictly enforced computer usage policies specify that the lab is for class work only. This implementation has proven difficult as more and more courses require the use of media and technology. Blackboard, web supported text-books and viewing required DVDs have increased computer lab use and blurred the definition of 'class use' as many students do not have access to a home computer for online classes.
- Student use lab computers for registration and financial aid which prevents current students from completing coursework. Most of spring registration is occurring immediately prior to or during finals. In order to give priority to students who are completing coursework, the library and lab are currently making a plan to redirect registration and financial aid activities to LA-206 and the Cyber-lounge

The implementation of Chat Reference has proven to be a challenge. Although the library has offered the service for several years it has been under-utilized by students. Additionally students do not often use chat reference for its intended purpose that is, to; provide research assistance when the library is closed. Rather, student's use chat reference ask for database passwords, ask for the school's financial aid code, and other directional questions that focus more on college policies than academic research. This causes problems as Chat Reference is staffed by a cooperative of academic librarians throughout the state who are well qualified to help with research but not familiar enough with our campus policies to provide assistance with registration and financial aid questions. In addition, Chat Reference is difficult for SBVC library faculty to staff. The library is obligated to provide four hours of chat service during the week, or two hours during evening and weekends. Faculty have attempted several times to work the four hour obligation into the traditional work day, but have been unable to fulfill the obligation because of the sometimes overwhelming nature of student demand at the Reference Desk, around which their other work obligations are centered. There are simply not enough librarians to allow each to have a scheduled time off the Desk – all three librarians often work side by side throughout the day. Around the constant demand for assistance with student research, librarians must also plan their workdays to accommodate class orientations, committee meetings, the collection of data, and writing or reports.

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

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

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

The Library and Library Computer Lab has worked with Campus Technology Services to upgrade copiers in the building. A color copier is currently being installed.

The Library and Library Computer Lab partner with DSPS to provide a workstation with accessible software.

The Library building is one of the modern Millennium architectural style buildings on campus, which adds to aesthetic appeal of the library and lab environment. Purchased and donated artwork, plants, and displays of various articles of interest, help make the environment appealing. The friendly and helpful staff strive to make the building a safe and welcoming place for students to study and relax. Students know that they can do research and complete assignments on the computers in a staffed, well-lit building until 8:00 p.m. contributing to their sense of safety and security while on campus.

It is anticipated that when the Phone Zone is implemented it will improve the climate in the building.

Library has plans to add e-books that are freely available online to the online catalog in the near future.