

Program Overview

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| Program: | Library |
| Does this program have a CTE component? | No |
| Academic Year: | 2015/2016 |
| Review Period: | 6 Year |

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Library is one of the most heavily used facilities on the main campus of Santa Monica College. It is in constant use by students and faculty, and daily visits have steadily increased each year since 2003 when it this reopened in an expanded and modernized building. The average weekly gate count in 2015 was 30,706 visitors, with daily visitor counts as high as 13,500. The 96,000 square foot facility offers a variety of seating arrangements and study areas that accommodate up to 1,300 students, including 19 group study rooms as well as individual study carrels and tables with data and power. There is also a computer classroom designed for library instruction with 47 workstations. In addition to the main library, two smaller, subject-specific collections are housed at the Science LRC and the Bundy campus. The Bundy collection is specifically geared to the health sciences.

The Library is dedicated to being an integral component of the educational process of the College. The Library provides information resources to enrich and support the entire curriculum and strives to meet the information needs of students, faculty, administration and staff, as well as the community at large. Santa Monica College has a very diverse student population in terms of age, college preparation, computer literacy, fluency in English, for example, all of whom the Library serves. This diversity creates unique challenges for the Library, especially with regards to collection development and instruction. Different approaches to instruction are necessary to meet the users where they are and to provide materials that are appropriate for their needs.

The information world continues to undergo rapid changes, both in available resources and in methods of delivery. The role of the academic library and of librarians has changed dramatically, requiring all library faculty and staff to develop new skill sets in order to meet the needs of our students and faculty.

The Library supports the mission and the Institutional Learning Outcomes of the college and prides itself on its ability to not only to provide and use the latest information technology, but also to assist our students to achieving enhanced levels of information literacy by using that technology.

The Library consists of several internal units and the success of the Library depends on all units working together. These units include:

- Reference Service ♦ Librarians provide assistance and informal instruction to library users. All reference interactions include an element of teaching. Librarians are scheduled at the reference desk at all hours that the Library is open to help users with their information requests, using both print and online resources. To assist library users from remote locations, librarians respond to electronic reference questions received by our chat service or by email, providing assistance similar to that given to in-library users. Reference librarians also prepare web-based resource guides to aid library users in their information quests.
- Bibliographic Instruction ♦ Librarians provide users with formal instruction in library research methods. This instruction occurs through for-credit library classes, workshops, and orientations. Librarians teach users how to formulate research questions, access information, evaluate its accuracy and appropriateness, incorporate the information into their projects, and cite various formats of information. The goal of all library instruction, both formal and informal, is to increase students' level of information competency so that they may obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems as specified in our ILO
- Technical Services ♦ This area is staffed by classified employees and overseen by a librarian who responsible

for all processes necessary to make library materials available to the user. These processes include acquisitions (selection, ordering, and receiving materials), cataloging (adding materials to our collection using nationally accepted standards), processing (physical preparation of materials for shelving and circulation), and storage and maintenance (physical upkeep of all library materials, including space planning, inventory of materials, bindery and repair).

- Circulation ♦ Classified staff in this area are responsible for lending library materials to our users (including books, periodicals, videos, reserve materials and study rooms) and maintaining user records (including overdue items, holds on college records, etc.), and collecting fines and fees. In addition to lending library materials, the circulation staff assists students with many of their general directional, technical and informational questions. Beginning in spring of 2015, student workers were hired to assist fellow students with questions concerning copying and printing, and other light technical support. These students also are responsible for keeping copiers and printers stocked with paper, clearing jams, and instructing students on the use of the new high speed scanners and other equipment. The student workers in this area rely on the administrative assistant and/or the classified computing support specialist when further help is needed.
- Computer Systems ♦ A librarian, skilled in technology issues in libraries works closely with all areas of the Library to ensure computer programs, systems and services are working properly. A classified computing support specialist maintains student and staff computers in the Library and provides direct support to students and faculty for use of the wireless network and the use of library computers. Both staff members work closely with campus computing departments on issues of network security, software compatibility and technology planning.
- Administration ♦ This area is responsible for overseeing and coordinating all library operations, including management of a \$2 million budget and expenditures, facility maintenance, personnel matters, scheduling of assignments, developing policies and procedures, planning, public relations with the community, and implementation of new services. These activities are performed by the Library Director, who is also a librarian. An administrative assistant works closely with the Director and provides supports in all of these efforts to keep the Library running smoothly.

It should be noted that all of these units are dependent upon one another and each area relies on the work of the others. To illustrate this point, the reference librarians cannot provide answers to students' questions if the appropriate books have not been selected, cataloged, and processed in a timely manner; or if the circulation records for that item are incorrect. Nor can the librarians help library users if the online databases are not working properly, or if the computers are malfunctioning.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The SMC Library is dedicated to supporting the mission of the College. The Library strives to meet the information needs of the institution, including students, faculty, administration and staff, by providing the best information available in the most appropriate format and delivery method. The Library administration, faculty and staff work closely to meet the goals of the department.

In order to implement the Library's overall aim of providing the best possible information and service, the following goals have been identified.

1. To play an integral role in the educational process of the College by serving the information needs of a diverse population.
2. To assess and revise student learning outcomes and assessment measures for formal and informal library instruction.
3. To teach students the skills necessary to access, evaluate, and interpret ideas, images, and information critically.

4. To collect and provide access to the most appropriate and timely information resources in the most appropriate format, which support the current curriculum and programs of the College.
5. To evaluate and implement the most appropriate and current technologies to provide service to our users.
6. To provide a sufficient number of computer workstations to ensure adequate access to information databases, the Internet and application software.
7. To provide adequate and diverse study facilities to accommodate a variety of learning styles, including those users with special needs or special populations.
8. To develop and present classes and workshops in research methods to meet information competency needs.
9. To prepare library research guides and specialized bibliographies.
10. To provide organized access to information resources outside Santa Monica College Library via the Library website.
11. To promote the Library and its resources through outreach to the campus community.
12. To serve as a college archive by actively collecting, storing, and providing access to materials reflecting the history of Santa Monica College.
13. To serve as an informational resource to the larger Santa Monica community.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Several ILOs are integrated into the Library program. These include:

ILO #1 Personal Attributes:

Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

- Through Library instruction classes, the Library faculty help students acquire the skills necessary to pursue their intellectual curiosities and gain self-confidence in their abilities to locate relevant information for whatever their topic may be. The classes taught in the library also introduce the concept of intellectual property rights and how to ethically and legally use the information that they have found.

ILO #2 Analytic and Communication Skills:

Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- This ILO is fundamental to the concept of information literacy which is a cornerstone of what the Library does. We treat each encounter with a student as a teaching and learning opportunity, whether it be how to evaluate information found on the web or to refine or expand a topic for a research paper. We teach students how information is organized and what types of resources are best for specific types of issues.

ILO #5 Authentic Engagement:

Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

- Library faculty teach students the skills they need to engage in their subject and faculty and staff provide them access to resources which enables them to use their newly acquired knowledge and skills to delve deeper into their subject of interest.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The Library receives lottery money to purchase books and databases, and this is the only source of funding for these materials.

B. Populations Served

All Disciplines (answered once)

Instructional

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Student & Instructional Services

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The Library serves the information needs of all students, faculty, administrators and staff, as well as the community at large. Santa Monica College has a very diverse student population (students in basic skills courses, scholars programs, general education courses, career-technical programs, students with limited English skills, varying levels of computer literacy, etc.), all of whom the Library serves.

Instructional

2. Compare your student population with the college demographic. Are your students different from the college population?

Student & Instructional Services and Administrative Services

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

n/a

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

n/a

4. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

n/a

C. Program Evaluation

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they

complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

We have chosen to focus on our first UO, which is, "Using the Library will help students with their assignments." We are assessing this SLO with a user survey, asking students, "Did using the Library help you with your assignments?"

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

The SLOs for the Library 1 class are:

1. Students will locate books using the Library of Congress Classification system.
2. Students will use electronic and print resources to find appropriate materials and create a works-cited page in MLA format.

SLO number one was changed in fall 2011. The previous SLO was ♦Choosing a research topic, students will formulate and articulate a thesis statement. There was concern among the Librarians about the Library teaching how to write a thesis statement. It was decided after discussion that it is better for students to learn how to write a thesis statement in an English class, and for the Library to focus on some other aspect of research.

The orientation sessions have the following SLO:

By attending a library orientation or workshop, students will increase their awareness of Library services.

This SLO is assessed by in-class exercise.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

n/a

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

The Library uses a data-driven decision process to evaluate its services and the resources it provides. For example:

In evaluating our collection, we use our circulation statistics to determine which areas of the collection need enhancement. Statistical reports generated from our integrated library system (ILS) allows librarians to target areas of the collection that are aging and in need of weeding.

Classified staffing levels are evaluated and adjusted using our circulation statistics (the number of items that are checked out and in within a specific time frame). The Library tracks the number of users that come through the door with a gate counter and is recorded daily. This information, combined with the circulation statistics, helps guide decisions on which days and hours should be most heavily staffed on the circulation desk. We recently increased staffing levels at the circulation desk by four hours per day to better serve our students during peak times.

Reference staffing levels are evaluated in part by use of reference statistics, which is a count of reference questions

asked, broken down by hour and day. Another factor in reference librarian staffing is data from the Library classroom calendar that is used to guide reference desk schedules. This calendar is used to schedule and keep track of all activities that occur in the Library classroom.

The Library uses student surveys as an assessment tool. Our most recent student survey, done in Spring 2014, shows high user satisfaction with the library and its services, most students agree or strongly agree that using the Library helps them with their assignments (80%), that library databases meet their needs (90%) that the staff is knowledgeable and helpful (96%) that the book collection meets their needs (91%) and that a computer is available to them in the Library when they need one (76%) Full results of the survey are available in Appendix 1.

5. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Library program level outcomes are:

1. Using the Library will help students with their assignments.

Assess by: User surveys

2. Students who use the library will find appropriate print and electronic resources for their research.

Assessed by: User surveys

3. Students who use the Library find an environment conducive to their purpose (e.g. computer use, group study, quiet study)

Assessed by: User surveys

6. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

These UOs are assessed by biennial student surveys.

7. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

As stated earlier the Library makes use of user surveys to inform and guide planning and assessment.

Statistics are kept for the online chat reference service. All part-time librarians and three of the full-time librarians answer questions that come in on our chat service, which is prominently listed on the library website. Just as circulation statistics record usage of the Library's print collection, statistics for usage of the databases that the Library subscribes to measure usage of the Library's on-line collection. These reports are used to guide decisions on renewal of these databases.

D1. Objectives

Improve the visibility of the reference Librarians to the students

Status: Completed

Comments:

The reference desk was relocated to the entry level of the Library from the lower level with the goal of better serving the students by the Librarians being visible from the entrance. By moving the Reference desk closer to the circulation has lessened the frustration of students wanting to locate a call number for a Reserve book. Before the reference desk was moved upstairs, students who needed a call number for a Reserve book were sent downstairs to a Reference Librarian who would help the student locate it. The student was then sent back upstairs in order to check out the book. This was a great source of irritation to the students.

Acquire iPads and book scanners

Status: Completed

Comments:

Three faculty received a Margin of grant to purchase iPads in order to provide reference service away from the traditional reference desk. Three high speed book scanners were also purchased with the grant monies. These scanners will allow students to send or save digital images from their textbooks that are on Reserve in the Library. These scanners have the appropriate copyright warnings affixed to them, to keep students mindful of the law.

Implement printing for wireless users

Status: In Progress

Comments:

The Library is working with Network Services on this objective and hope to have the pilot implementation in the Library completed by summer 2016.

Investigate feasibility of hiring security monitors to patrol the building and deal with noise and other issues.

Status: In Progress

Comments:

The Library is 96,000 square feet in size. It is difficult for staff already doing jobs critical to the proper functioning of the Library to consistently patrol the building and deal with noise and behavioral issues.

Begin digitizing archival materials

Status: In Progress

Comments:

Recently new staff were assigned to work in the Archives and progress has been made in determining what materials would be suitable for digitization. The recent digitization of the Corsair was the first project completed as part of this effort.

Library caf project

Status: In Progress

Comments:

In our efforts to modernize and better serve our students, the Library will be involved in the creation of a Library caf. We are a commuter college and our students need a place to relax, buy a cup of coffee, and study, and we want to provide a space for them to do this. This project is in the nascent stage, so we do not yet have any concrete information as to the size and location of the caf.

Create an information desk in the Library Commons. Two positions for classified Information desk positions have approved by senior staff and are awaiting action by the Personnel Commission (PC). This job category currently does not exist, so the PC will have to do considerable work before we get to the point of hiring these positions.

Status: In Progress

Comments:

The goal for the establishment of these positions is to provide better support for the students in the Library Commons.

Earlier student network account activation.

Status: In Progress

Comments:

Prospective students who have applied admission are issued a student ID number and a user name. They then need to complete the admission and enrollment process, which can require the use of a computer for processes such as completing the online orientation, getting transcripts from other institutions, filling out financial aid forms and using Corsair Connect. The Library has only a very small number of public access computers available, and these are the only computers that these students can use until their network account is activated. Printing from these public access computers is somewhat complicated which adds to the frustration of these students.

Library caf☒

Status: In Progress

Comments:

Library Cafes have proven very popular with students. As a commuter school, our students spend long hours in the Library and providing a caf☒ would enhance student life.

Revamp library cash management process.

Status: In Progress

Comments:

Students often do not carry cash and expect to be able to pay for everything with their credit/debit cards. None of the photocopy machines or printers in the Library accept credit or debit cards. Because of this, the Library circulation staff must make change for students in order to use these machines. It is our hope that we can completely move away from a cash based system. This move would provide greater satisfaction to the students and increase the security in the Library because we would not have to have large amounts of cash on hand for change. This would also decrease the workload on our very busy circulation staff.

Wireless printing

Status: In Progress

Comments:

With the increase in the number of student wireless devices, the demand for this service is growing. Offering wireless printing will allow students to print from their own device, lessening the demand for college owned computers. Currently, students must switch to a college owned computer in order to print.

Mobile website

Status: In Progress

Comments:

The Library?s website should be accessible to users on their portable devices.

Purchase an increased number of e-books to support our distance education, satellite, and on-ground users.

Status: In Progress

Comments:

More and more resources are becoming available electronically and these resources have the benefit being available to students from anywhere and anytime of day. In addition they require no physical processing or shelf space to store on which to store them.

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

As of January 2015, the Library no longer sends any paper notices for overdue items and, or bills. All notices are now sent by email which saves staff time, and the school money. Students receive their notices more quickly and in their preferred method of communication, their mobile devices.





The systems librarian and classified staff were heavily involved in the digitization of the Corsair. This resource went live on our website in August 2014.

To improve the efficiency of the library orientation request process two changes were made in fall 2014: 1) a library faculty member was made the orientation coordinator and 2) an online form was developed for faculty to request an orientation. These changes made the process of scheduling an orientation more efficient, and it has increased the number of orientation requests received, 340 orientations and workshops were taught in the 13-14 academic year and 383 were taught in the 14-15 academic year.

In October of 2014, the Library began subscribing to an online chat reference service that provides our students with online reference support via the Library website 24/7/365. Reference librarians from around the world are part of this collaborative service. Our librarian who provides this service has helped students as far away as Great Britain.

In August of 2015, all 223 student computers in the Library were replaced. After many years of lobbying for replacement, we were able to retire our failing 12 year-old computers. Anecdotal evidence suggests that the students are happy to have these new computers available to them.

In order to provide consistent reference desk coverage during our intersessions, funding for additional librarian hours was requested and granted in October 2015. These additional hours were needed because when there is a Library orientation scheduled, the solo reference librarian on duty teaches the session leaving the reference desk unstaffed.

In August 2014, the Library reconfigured the public catalog to default to a more  Google  like search, from the previous  Browse subject  setting. In a perfect library world, our students would use the subject headings we so meticulously craft for them in our catalog, but the reality is, our students grew up with Google and assume that searching our catalog should be similar. This change was popular with the librarians, and they have reported that the students are happy with this change as well.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

There were three recommendations from the previous executive summary.

1. Reevaluate the current Library course SLOs and assessments.

As stated above, the librarians meet to discuss the SLOs and assessments and have done some revision of SLOs based on those discussions.

The SLOs for the Library 1 class are:

1. Students will locate books using the Library of Congress Classification system.
2. Students will use electronic and print resources to find appropriate materials and create a works-cited page in MLA format.

SLO number 1 was changed in the beginning in 2011 from evaluating a thesis statement to number one above.

2. Work with institutional research to develop more defined SLO assessments and document any changes made in

response to the results.

In summer of 2015 we spoke with institutional research regarding our biannual survey with the hope of developing a better survey instrument can be distributed outside the Library. The resulting survey will be deployed by IR via Corsair Connect and will go to a sampling of students who may or may not be Library users. In the past, we only surveyed students who were actually in the Library.

3. Review options for delivering Library orientations at satellite sites.

We have discussed the possibility of sending a librarian to the Bundy campus to conduct orientations, but this has not come to pass. Classes taught at the Bundy campus do still bring their classes to the main library, and if scheduling allows, the instructor may use the Library classroom for their entire class period. The logistics of scheduling a librarian to go teach an orientation at Bundy are complex. The time spent in travel and parking makes this a difficult service to provide because this would be time that the librarian could not serve on the reference desk. A better method may be an online orientation or a video orientation. These two methods will be discussed by the Librarians in this academic year.

In addition, the Program Review committee urged all library staff to work together to insure a positive work environment. Though progress has been made, there is still much room for improvement. However, there has been a great improvement in the morale of the classified staff. Currently all of our staff positions are filled; in the past, long-term vacancies have caused them stress and fatigue which has been in large part relieved.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The retirement of the previous Dean of Learning Resources led to a reassessment of the administrative structure of the Library and Learning Resources areas. The restructure expanded the areas of responsibilities by the addition of Distance Education and Media Services to the scope of this new dean's work (position currently open). A new position of Director, Library and Information Services was created, and is currently filled on an interim basis. This change will be beneficial to the Library because it is a complex unit that requires an administrator who can focus on the Library exclusively.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

The Library received Instructional support grant monies to replace leisure chairs and to purchase benches for the Library lobby. We were able to purchase 32 new leisure chairs and eight benches. We purchased the benches so that students would have a place to rest their feet without being tempted to put them on the new chairs. The addition of these chairs increased the number of seats available to the students because many of the older chairs had broken and needed to be discarded. We were also able to purchase eight new adjustable tables for our disabled students that were needed to replace broken ones.

5. Describe departmental efforts to improve the teaching and learning environment.

As mentioned above, the Library has replaced student computers in our classroom and other student areas, as well as replaced broken height-adjustable tables. The Library received all new student computers, including our computer classroom, moved the Reference desk upstairs for greater visibility, and added student worker technical support in the computers commons.

6. If there is a tutoring component or other learning support service associated with the program, describe the

relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

n/a

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Data drawn from user surveys indicates that students overall are satisfied with the services that the library provides (see appendix 1). Expressed areas of concern for students are the noise level in the library and what they feel is the low number of group study rooms provided. Although our students feel that we have a small number of group study rooms, we do in fact have many more than other libraries of similar size (e.g. Pasadena City College has eight)

To help mitigate the noise, there needs to be more staff visibility in the student study areas. The police cadets are helpful, but increasing the frequency of their patrols would help keep the noise level down. Ideally, having a permanent security presence in the Library would help control noise and behavioral issues, as well as increase the level of security in the Library which is of great concern for the staff.

D2: Objectives

No Objective have been entered.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

The Library has not created any new courses since the last six-year review. The course outline for Library 1 was submitted to the Curriculum Committee for review. There were no substantial changes to the course outline of record.

Curriculum is reviewed and revised by our by the two full-time Librarians who teach the courses, with input from others in the department in meetings and department flex days.

ILO number 2 is central to the Library's mission.

Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

We teach students not only to find appropriate resources, also but how to identify those resources that are not appropriate for academic assignments or may be specious.

There are only two Librarians who currently teach our credit course and they work closely together to ensure that their syllabi are aligned with the course outline. If an adjunct librarian teaches a course, the two full-time librarians share their syllabi and stress the importance of teaching to the course outline of record.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Library faculty are very much engaged in committee work on campus. Two librarians co-chaired the Professional Development committee for several years. One of these librarians was the co-chair of the DPAC HR committee and a member of Personnel Policies. We have a librarian who is a non-voting member of the Curriculum committee. Two reference Librarians worked with members of the English faculty last summer on the English Academy that was meant to prepare a selected cohort of students for English 1 in the fall. One of these Librarians will be a judge for the first English 1 Prize for the Researched-Based Essay.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Most Librarians are members of library professional organizations such as the American Library Association (ALA) or Association of College and Research Libraries (ACRL). One of our Librarians is a book judge for the print and digital Independent Book Publisher's Association, Benjamin Franklin Awards. She was also just appointed as a member of the American Library Association's Gay Lesbian Bi Transgender Round Table's (GLBTRT) Over the Rainbow Book List Committee. Another librarian just recently finished a term on the statewide Council of Chief Librarians Electronic Access to Resources committee which selects the databases to offer at a discount to all California Community Colleges.

Instructional

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Student & Instructional Services

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

The Library has a very skilled group of part-time librarians who cover most of the evening and weekend hours. Part-time librarians are welcome to attend department meetings and are always invited to attend institutional flex days, as well as social gatherings like our holiday party. Part-time librarians have access to all resources and support as the full-time faculty. There is a large part-time librarian's work area equipped with a computer and printer that is available for their use. As there is rarely more than one part-time librarian scheduled at a time, they normally have the room to themselves. Our part-time librarians bring to SMC ideas and practices from other institutions that energize the staff and spur discussion.

We are heavily involved in the instruction programs of many departments as we conducted nearly 400 library orientation sessions, most of which were geared for a specific assignment while inculcating the principles of information literacy and library research.

The relationship between some of the faculty, staff and administration is collegial and respectful. Other faculty have more strained relationships with their colleagues.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Library has requested and has received an increase in part-time librarian hours for the next two intersessions. Currently, our reference desk is single staffed during winter and summer. The Librarians teach one-hour orientations, and during those times, our reference desk is unstaffed, and this can be the case for several hours per day depending on how many orientation sessions that are scheduled. The lack of a librarian during those time impacts our students

who need assistance, and their questions then come to our circulation staff who have neither the time nor the training to answer them.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The lounge chairs by the computer commons have served the students well since the Library was remodeled in 2003. They need to be replaced soon, and some of them have already been removed from the student area because of damage and/or wear.

When a new contract for campus photocopiers and printers is negotiated, the Library would like the contract to include a cashless system so that the students are allowed to pay for these services with a debit or credit card. It is of concern that the Library must keep large amounts of money on hand to make change for the current machines.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Two positions for Information Desk clerks were approved by senior staff and are currently in the Personnel Commission awaiting completion of the research necessary to establish this new position.

The Library would like to have security monitors to patrol the building and deal with noise and other student conduct issues. Though the police have increased (by a factor of five) the patrols in the Library since the tragic events of June 7th, 2013, there is still not enough security presence in the Library. The Library building is huge, and the number of students in the building at any one time can be well over 1200. Most libraries have some sort of security presence, and given that we are a large urban campus, this Library should as well.

4. List all current positions assigned to the program.

Three Library Assistants

Two Lead Library Assistants

One Computer Support Specialist

Six librarians

One FTES part-time librarian

One Interim Library Director

One Administrative Assistant II

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

There will continue to be an increase in the breadth and depth of content that will be offered electronically. Purchasing single user licensed books will be the method of acquisition for most e-books, though we will still purchase collections should any become available that are appropriate for the collection. The most important benefit of purchasing an e-book with a user license, is that the publisher controls the access, therefore the digital rights management and the Library does not have to be involved in that complicated process.

Our book circulation has decreased over the past several years, with the exception of our Reserve textbook collection which accounts for roughly 65% of our circulation. Fewer books are being purchased because the demand for them has decreased.

As the book collection size begins to shrink, the library has the opportunity to think creatively about how to best use our space. The notion of the Library as a creative space is gaining traction in the library world. Many libraries are creating maker spaces where students can go to work on projects such as posters, art and design. These spaces are currently more popular in public libraries, but academic libraries are now seeing the benefit of providing such spaces. We already have students painting, cutting, pasting, and even sewing in the Library. Providing a maker space will allow these students to be together in a creative environment, learn from each other and perhaps even collaborate. Some maker spaces even have 3-D printers, but most are supplied with staples such as scissors, tape, paper cutters and other such supplies. Go-pro video cameras are something that we feel would be used by the students for such things as practicing a scene from a play or speech that they must present to a class. Associated Students executive members have approached us to discuss some of these same ideas.

Though the Library will continue to have a healthy book collection, and the Library as a space will continue to evolve as will the changing needs of our students. There is an increasing need for student technical support in the Library, and as stated elsewhere, the Library is the sole provider of support for students with wireless issues. Given that there isn't a student help desk on campus, the Library has filled that role for many students. More formally providing student technical support is a natural progression of what the Library currently does, but one that would require discussion and collaboration with several departments on campus.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Library currently has sufficient funding to purchase e-books

Creating the maker space would require funding. The space would have to be made separate from the study areas that would remain on the same floor as the proposed space. We do not envision this as a quiet space.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Library needs to have a dedicated security presence in the building at all times the Library is open.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The Library would need to coordinate with Campus Police to increase the security presence in order to get full-time security in this building.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The Library is seeing a shift in how students want information presented to them. They still (and should) use books, but their focus and their preferred method of access is their mobile device or computer. There are many more technical and how to questions than in the past because the vast majority of information that students use is available online. The need for student technical support is evident in the Library, and the two new positions that are currently in the Personnel Commission will enable us to better serve the students. The Library needs to adapt to emerging technologies and evolving student demands. This will require all of the Library staff to keep up their skill set in order to provide a consistent level of service to our users.

The Library staff needs to discuss at length the notion of the Library as a creative and learning space for students to use in a variety of ways. Student currently use the library to make posters, paint, draw, film, etc., and creating a space in which these activities can happen would benefit the students.

6. Please use this field to share any information the program feels is not covered under any other questions.

n/a

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The benefit of the Program Review process is that it is a mechanism for frequent and structured assessment of the Library's programs and services. It provides the opportunity to involve the entire library staff in discussions about the improvement of our services and also to applaud the things that we do well.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support