

Program Overview

Program:	Library
Does this program have a CTE component?	No
Academic Year:	2014/2015
Review Period:	Annual

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 2002. The average weekly gate count in 2008-2009 was 29,745 visitors, with daily visitor counts as high as 10,700. The 96,000 square foot facility offers a variety of seating arrangements and study areas that accommodate up to 1,300 students, including 21 group study rooms as well as individual study carrels and tables with data and power. There is also a multimedia computer classroom designed for library instruction with 47 workstations. In addition to the main library, three smaller, subject-specific collections are housed at the Science LRC, the Bundy site and the Academy of Entertainment and Technology.

The Library is dedicated to being an integral component of the educational process of the College. The Library provides the 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 (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. This diversity creates unique challenges for the Library, especially with regards to collection development.

The information world continues to undergo rapid changes, both in available resources and in methods of delivery. The role of the academic library and librarians has changed dramatically, requiring all library employees to develop new skill sets in order to meet the needs of our students and faculty. The Library has done an outstanding job in maintaining currency, and prides itself on its ability to not only provide and use the latest information technology, but also in assisting our students to achieve information literacy.

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, 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. As part of the reference service provided, librarians assist students with general questions regarding technology issues such as acquiring network accounts, accessing eCompanion, the student self-service system, and software applications.
- **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.
- **Technical Services** ♦ This area is overseen by a librarian and is 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). The classified staff

in this area play an integral role in the performance of these activities.

- 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 and informational questions.
- Computer Systems ♦ A librarian with strong computer skills works closely with all areas of the Library to ensure computer programs and systems are working properly. The 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 employees 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 to the community, and implementation of new services. These activities are performed by the Dean of Learning Resources, who is also a librarian. The Administrative Assistant works closely with the Dean and provides supports in all of these efforts to keep the Library running smoothly.

It should be noted that all of these units are not only required parts of a library, but the work of these areas are interdependent upon one another and each area relies on the strength 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 and are presented in descending order of priority.

1. To play an integral role in the educational process of the College by serving the information needs of a diverse population.
2. To provide leadership in the information literacy efforts of the College.
3. To continuously assess and revise student learning outcomes and assessment measures for formal and informal library instruction.
4. To collect and provide access to the most appropriate and timely information resources 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 instruction in the use of library resources to enhance information literacy.
7. To provide a sufficient number of computer workstations to ensure adequate access to information databases, the Internet and application software.
8. To provide adequate and diverse study facilities to accommodate a variety of learning styles, including those users with special needs.
9. To develop and present classes in research methods to meet information competency needs.
10. To prepare library research guides and specialized bibliographies.
11. To provide organized access to information resources outside Santa Monica College Library via the Library website.
12. To promote the Library and its resources through outreach to the campus community.
13. To serve as a training institution for student assistants and graduate interns.
14. To serve as a college archive by actively collecting, storing, and providing access to materials reflecting the

history of Santa Monica College.

15. To provide referrals to appropriate campus and external resources.
16. To serve as an informational resource to the larger Santa Monica community.

3. 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).

N/A

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, administration 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.

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.

Please see 3 below

2. 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 student surveys to assess areas that are need improvement. We use our daily gate count numbers to help with staffing decisions.

3. 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*

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

Assessed by: User surveys

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

Assessed by: User surveys

4. 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

D1. Objectives

Integrate wireless devices in order to better serve library users.

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.

Select and purchase software that will control access and digital rights management for the purchase of individual ebooks

Status: In Progress

Comments:

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. 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.

D1. Looking Back

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

The Library no longer sends paper notices for overdue items and/or bills. All of these types of notices are now sent by email which saves staff time, and the school money by no longer having to support an impact printer and purchase expensive three-part mailers.

2. 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.

n/a

3. 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.

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. Expressed areas of concern for students are the noise level in the library and what they feel is the low the number of group study rooms provided.

To help mitigate the noise, there needs to be more staff visibility in the study areas. The Police cadets are helpful, but increasing the frequency of thier patrols would help keep the noise levels down.

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.

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. One of these librarians was the co-chair for 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 of our reference Librarians are working with members of the English faculty on XXXX

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 reviewer for XXXXXXXX.

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].

n/a

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 2004. They will all need to be replaced soon, and some of them have already been removed from the student area because of damage and/or wear.

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].

Hire Information desk positions (2)

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

4. List all current positions assigned to the program.

Three Library Assistants

Two Lead Library Assistants

One Computer Support Specialist

Six librarians

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. Currently, e-readers are used to access materials in e-format, and if that remains a stable method of access, the library should purchase some of these devices.

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 the space that can be freed up.

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].

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].

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

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

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