



Evergreen Valley College

Library Program Review 2014-2015

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Division: Library and Learning Resources

Last Review: 2006

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Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
 - Increase Visibility
 - Develop Strategic Partnerships
 - Building Campus Community
2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
 - Student Access: Completion of Educational Goals
 - Employee Development
 - Transparent Infrastructure
3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
 - Access
 - Curriculum and Programs
 - Services

Commitments to Action:

The College's current Commitments to Action (CTAs) are available on the following web page:

http://evcwebs.sjeccd.edu/st_planning/cta.htm

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Summary of the Department/Program (“Program”)

- 1. Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program’s development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.***

Evergreen Valley College Library Mission

The Evergreen Valley College Library supports the instructional philosophy and programs of the college. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the community. To provide these support services, the Library gives access to recorded knowledge, information and data, and provides training and assistance in the use of recorded knowledge and information. Library faculty teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply information, and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.

| | | |
|---------------------------|--------------------|-----------------|
| <u>EVC Library hours:</u> | 8:00 am – 8:00 pm | Monday-Thursday |
| | 9:00 am – 3:00 pm | Friday |
| | 10:00 am – 2:00 pm | Saturday |

Evergreen Valley College (EVC) Library is located on the third floor of the Library/Educational Technology Center, a 26,000 square-foot building that opened in June 2004 and made possible by Measure I, a locally sponsored bond. Since the opening, the library has received several awards including the 2004 Award of Honor by the Community College Facility Coalition, 2005 Best Higher Education Project, Best of 2005 California Constructions, and 2008 Ten Cool College Buildings in the World by eZine Mental Floss Magazine. The library is open to the general public, and a community borrower card is available for the public to check materials from the library for a small fee.

Its physical location provides a place for individual and group study. It houses a collection of over 60,000 volumes of books and periodicals and provides computer/internet access and printing services. Library services and resources - databases, eBooks, online research guides, and online reference chat - can also be accessed from off-campus and remote locations. The presence of the library on the home page for the campus increases the library's visibility and facilitates access to the library's electronic resources and services. With the newly acquired SharePoint software, library staff are able to create, revise and update web content regularly.

EVC Library is comprised of several areas: Technical Services, Circulation & Reference.

Technical Services includes acquisitions, cataloging, processing, and budgeting for all library materials. A library assistant and a senior library technician staff the area and are overseen by a faculty librarian. The Collection Development Librarian, who also served as the System Coordinator, retired in 2009 leaving a faculty librarian to add this task to her responsibilities. This area requires collaboration and communication with San Jose City College Library as they both share the same integrated library system with Innovative Interfaces, Inc. (III).

Circulation is the focal area for "checking out" materials including print, media, textbooks on reserve, study rooms, and computers for student use. The Circulation area also handles issues related to library accounts, library fees, technical problems with computers, copier/printers, and the security of materials. The Circulation staff is comprised of two senior library technicians and two library technicians. Like the Technical Services area, Circulation is also overseen by a faculty librarian. This area also requires communication and collaboration with San Jose City College Library as both libraries share the same integrated library system. Student workers are hired in this area to assist in areas related to the circulation and filing of materials.

Reference Services includes one-on-one instruction and research assistance to students, faculty, staff and community users, library orientations for classes, development of teaching and learning resources related to research and information literacy skills, and collaboration with faculty to support the curriculum of their courses. Three fulltime librarians and three library adjuncts staff the reference area and are assigned orientations during their reference shift.

In addition to the reference desk hours, the three fulltime librarians manage the workflow of the three areas previously mentioned, serve on shared governance committees, resolve student complaints and issues regarding library policies and procedures, oversee and manage the print and electronic collection development of the library, collaborate and communicate

library policies and procedures with San Jose City College Library staff and faculty, maintain and update the content of the library's website, and foster the integration of emerging technologies into the delivery of library services. The three fulltime librarians also serve as liaisons to departments on campus which involves being a first point of contact for information about library resources and services and working collaboratively with faculty regarding research instruction and curriculum support.

It is important to note that EVC Library serves an integral role in supporting college curriculum and institutional learning outcomes of the campus so that all students can achieve academically and develop lifelong learning skills. Research shows that library use amongst undergraduate students increases student persistence and success (Soria, Franse, & Nackerud, 2013).

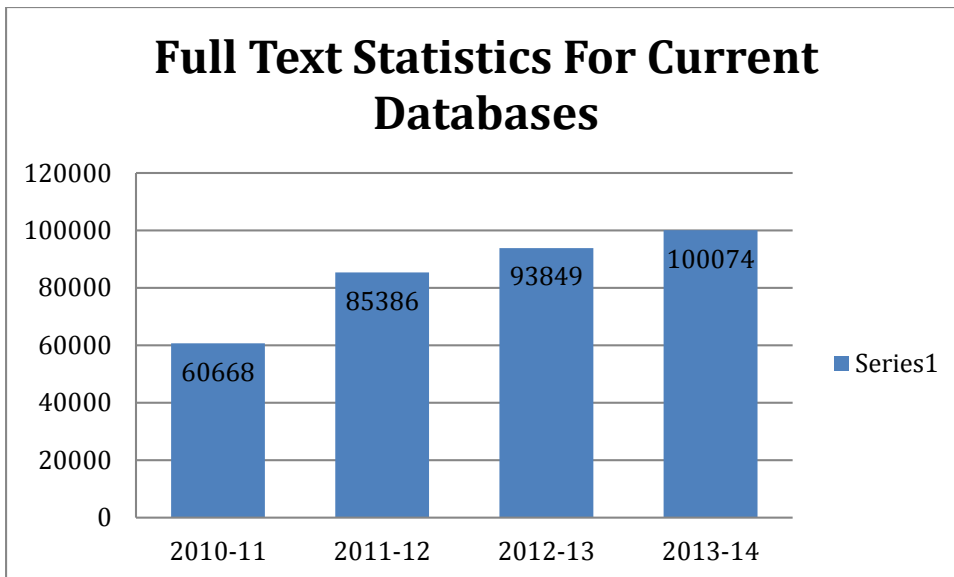
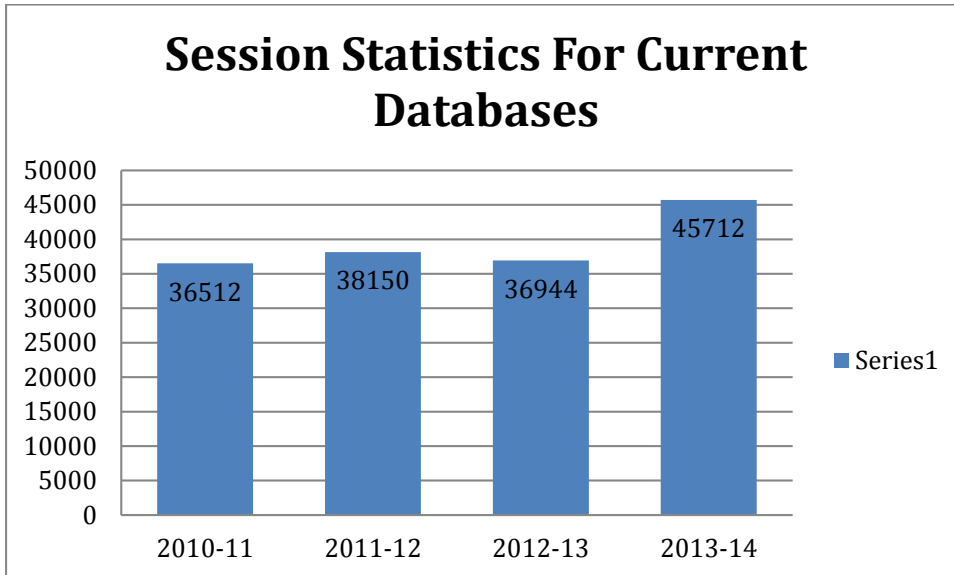
Soria, K.M., Franse, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New Evidence for students' retention and academic success. *portal: Libraries and the Academy*, Vol. 13, No. 2 (2013), pp. 147–164. Retrieved November 1, 2014, from https://www.press.jhu.edu/journals/portal_libraries_and_the_academy/portal_pre_print/current/articles/13.2soria.pdf

2. How does your program define effectiveness, and what measures have you chosen to gauge it?

The library defines effectiveness through assessment of Service Area Outcomes (SAOs) for library services and Student Learning Outcomes (SLOs) for the Reference Desk, Instructional Orientations, and LIB 015 Electronic Research and the Internet course. As noted in the mission statement of the library, knowledge in information competency and literacy skills are essential to lifelong learning and are an investment to student success. In addition, these skills directly support the Institutional Learning Outcomes of the college in the areas of Inquiry and Reasoning, Information Competency, and Personal Development. Success measures include general surveys to students (Appendix A & Appendix B), library orientation pre- and post-tests (Appendix C), faculty evaluations (see Part C), research activity assignments (see Part C), and student retention and success rates for the LIB 015 course.

In addition, the library integrated system, Sierra (formerly Millennium), has the ability to provide statistics on library usage related to the circulation of materials. Staff is able to provide a breakdown of statistics based on the number of times books, textbooks on reserves, media, computers and study rooms are circulated. The data shows where increases or decreases in the circulation of materials have taken place and what areas staff should focus

on promoting or expanding. In addition, EVC library subscribes to a collection of databases which also provide usage statistics for both sessions and fulltext article downloads. The following data shows an increase in database usage and full-text article downloads, which is an indication of growing demand for digital research resources.



3. Please summarize the results of any measures you have applied. What do these results mean for your program?

A Library Reference Desk Survey (Appendix A) has been used to gauge effectiveness of both librarian instruction and student learning. Upon ending a reference desk interaction with a librarian, students are given a survey to determine what skills were learned as a result of the interaction. Surveys are not distributed at every reference interview but rather a period during the semester. In the last survey that was distributed in 2010, 91% of the students stated that they are now better able to use the library catalog to find material of interest using the most appropriate search method. While 35% students stated that they came to the library to find an article from a database, 52% of the respondents stated that they were better able to access subscription databases and retrieve articles. These results are interesting in that while only 35% of the students actually came to find an article, an additional 17% were able to learn about databases. It is recommended that these surveys be given continuously to better gauge the effectiveness of reference services. As of date, surveys will be distributed in fall 2015.

A Library Student Survey (Appendix B) has also been used to obtain feedback from students regarding library services. While it has been noted that the survey serves as a customer service feedback form rather than a measurement, it is worthwhile to note how students view the library. This particular survey had a large pool of 252 respondents. Of the 252 students, 60% stated that their purpose for visiting the library was to check out a computer, 45% came to check out library materials, and 61% came for a quiet place to study. While the survey may need a revision to effectively measure the Library's Service Area Outcomes, it is worth noting that the respondents knew where the library is located, knew how to check out a computer, and knew how to checkout library materials. A comments section allowed us the opportunity to learn about areas that are in need of attention such as the need for more textbooks on reserve and better Wi-Fi.

Students who take the ENLACE English 1A course are given a Pre- and Post-Test during their Library Orientations. Pre- and post-tests using Google Forms are provided to students in order to measure how well they learned the information during the orientation including library services, library policies, access to the catalog and databases, library research and citation style. The answers to the questions on the quiz are covered during the orientation, so it is essential that students are fully engaged during the instructional session. From this assessment, the librarian may discover that certain areas of the instructional session may need to be deeply covered. Other variables such as students absent at the initial orientation may score lower on the post test or 0% response to all answers in a question may be due to

a computer error. On the average, results of the data (Appendix C) demonstrate an increase in the knowledge gained from the pretest to the post-test. Where decreases in percentages occur, the librarian may need to address the area in depth or rephrase the question.

4. *Where would you like your program to be three years from now?*

The library has faced a reduction in fulltime faculty librarians due to retirements within the past few years. Since the retirement of two fulltime librarians, the remaining two fulltime librarians have heavier workloads and oftentimes, areas and services of the library are set aside. This fall 2015, a third librarian was finally hired. Three years from now, we would like to see an increase in fulltime librarians so that it will enable the librarians to maintain and enhance the delivery of essential services to the college, increase student achievement in enhancing and evolving learning environments, strengthen the library collections on a continuous basis to support the college curriculum and lifelong learning through the effective management and acquisition of materials, realize marketing efforts to increase visibility and usage of library resources and services, and strengthen curriculum integrated information competency instruction and support. In addition, we would like to see the hiring of a Library Coordinator, Library Director or a Dean of Library and Learning Resources who would be responsible for policy recommendation, departmental planning, and direction and administration of library activities. Currently, the Library department is overseen by the Dean of Language Arts and Library & Learning Resources, who oversees several departments of the division making it difficult to provide direct support and supervision to the department and all aspects of library operations and functions including advocating for the library at all times.

The library budget has seen healthier times when the Technology and Telecommunications Infrastructure Program (TTIP) funds from the state made it possible for the library to fund the subscription of the integrated library system (ILS) and online databases. Now that these funds are no longer available, the library must tap into its current budget, which is primarily used for the purchase of print library materials. Since then, the Dean of Language Arts & Library and Learning Resources has had to locate the funding every year for its ILS maintenance and database subscription renewals. It is our hope that money already be set aside to cover the cost of the subscriptions and a growing eBook collection.

We would like to see the library department engage in activities that would draw students to come to the library. In the last program review, it was noted that the library needed to increase its marketing efforts in order to bring students in and create *Library as Place* and make the library a desired destination and the heart of the campus. Hosting a Technology

Fair for faculty and students was also mentioned in the last program review but never realized. Perhaps this is something to look into in conjunction with the Learning Resource Center.

We would also like to see the library's DVD Collection marketed and promoted in order for the campus community to be aware of the rich collection available to them. Because there is no security system on the DVDs, they are directly shelved behind the Circulation Desk where staff is only admitted. At this moment we are making efforts to create an online browsing catalog of DVDs, but eventually library staff would like to look into furniture that would keep the DVDs secure but will also be made available out to the public and be available for easy checkout.

Creating a clearinghouse for Open Educational Resources (OER) on campus will make it possible for faculty and students to gain access to resources available for free or in the public domain. Plans have been initiated to launch an OER resource guide to facilitate access to and create awareness for textbooks, course materials, videos, software, journals and digital collections. Encouraging the use of OER resources can help reduce the cost of textbooks and support student success.

PART A: Overview of Program

1. Identify your program/department's Commitments to Action (CTA's) for this year.

A. Student Centered:

- Continue to seek support and expand online education library resources including eBooks, eAudio, and databases.
- Update and review Library webpages on a regular basis so that information is intuitive and accessible to students.
- Engage librarians in innovative ways in assessing Student Learning Outcomes for library orientations.

B. Organizational Transformation

- Update and maintain library policies and procedures that are accessible via the Library Webpage.
- Form a library committee to create a Library Technology Plan.
- Explore ways the library can participate and promote Open Educational Resources (OER).

C. Community Engagement

- Continue to participate and collaborate with organizations for exhibitions and literary events as it promotes EVC in the community.
- Explore strategies for transferring digital material from the Library exhibits and displays in the EVC Library Flickr account.
- Conduct outreach efforts to the community to library events and Library Community Borrower Card program.
- Promote the Heritage Room to local communities and schools.

2. Please explain how your program's CTA's are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic initiatives, and Commitments to Action (CTA's)?

The Library program's Commitments to Action are in line with the mission and goals of the college as it provides access to resources and services to all students from diverse backgrounds and promotes and provides lifelong learning skills. The Library Program serves a vital role on campus as it provides resources and services that directly support the Institutional Learning Outcomes of the Campus including Inquiry and Reasoning, Information Competency, and Personal Development of which many support the Student Learning

Outcomes of courses taught at Evergreen Valley College. By providing and enriching the library's print and online resources and the appropriate technology and equipment for students, the program participates in the college's efforts for student success.

The Library is open to the general public and engages the community in library events that promote the Library Community Borrower Card program with the anticipation they may be future EVC students. By participating in community events, Library staff is able to build community relationships and develop partnerships with organizations, which will potentially increase visibility in its surrounding community.

3. *Please state at least three recent accomplishments for your program which show how it contributes to the College's success.*

Recently, through the efforts of the Student Success and Student Equity Initiative, the Library was granted an amount of \$13,000 to purchase textbooks and place on reserve in the library. Through collaboration of library staff, over 70 additional textbooks were added to the collection and are now available to students to access. These efforts have made it affordable for students to gain access to expensive textbooks.

In addition, the Library has collaborated with the EOPS program in facilitating the circulation of textbooks to EOPS students. These textbooks, purchased by EOPS, are available to students for a semester checkout. This has made it possible for students to gain access to affordable textbooks. These efforts continued to be carried out by the library in collaboration with other special programs such as AFFIRM, ASPIRE, and ENLACE. Continuous support and funding from these programs contributes to student success.

Last year, the Library was able to acquire funds from its own budget and Title 5 to create a Student Success library collection. The purpose of the collection is to showcase and make easily accessible books that will inspire, encourage, and instruct all students, but particularly those who are new to college, re-entry, basic skills, advanced ESL, or ethnic minorities. The collection is aimed at improving course completion and college retention, closing the achievement gap between ethnic groups, and developing potential of all students. This collection of over 50 titles includes topics such as study skills, time management, career guidance, test-taking strategies, reading/writing improvement, research skills and information literacy, learning styles, goal setting and organizational skills, and many more.

In fall 2013, both San Jose City College and Evergreen Valley College libraries were able to seek bond funding for the replacement of its library server and upgrade to its integrated

library system from Millennium to Sierra. This recent upgrade has improved the system's interface and allows other functions to be added if necessary, such as Encore, a discovery layer where students can now access articles from databases in the same interface in which they are able to locate books.

In spring 2013, the Library began subscription to LibGuides, a content management system that allows librarians to create online subject guides to assist students with research. These guides (<http://libguides.evc.edu>) direct students to databases, print and e-books, journals, web sites, tutorials, and other useful resources. EVC Librarians have created over 50 libguides, which have been accessed by hundreds of students from courses in the sciences, social sciences, language arts, etc. As an example of its use and popularity, the CHEM 30 LibGuide has been viewed well over 650 times.

Within the past year, three additional databases have been added with funding from Instructional Materials: World Geography, Pop Culture Universe, Diversity Studies Collection, and Films on Demand.

4. *State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.*

As stated earlier in the document, the mission of the Library is to support the instructional philosophy and programs of the college. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the community. To provide these support services, the Library gives access to recorded knowledge, information and data, and provides training and assistance in the use of recorded knowledge and information.

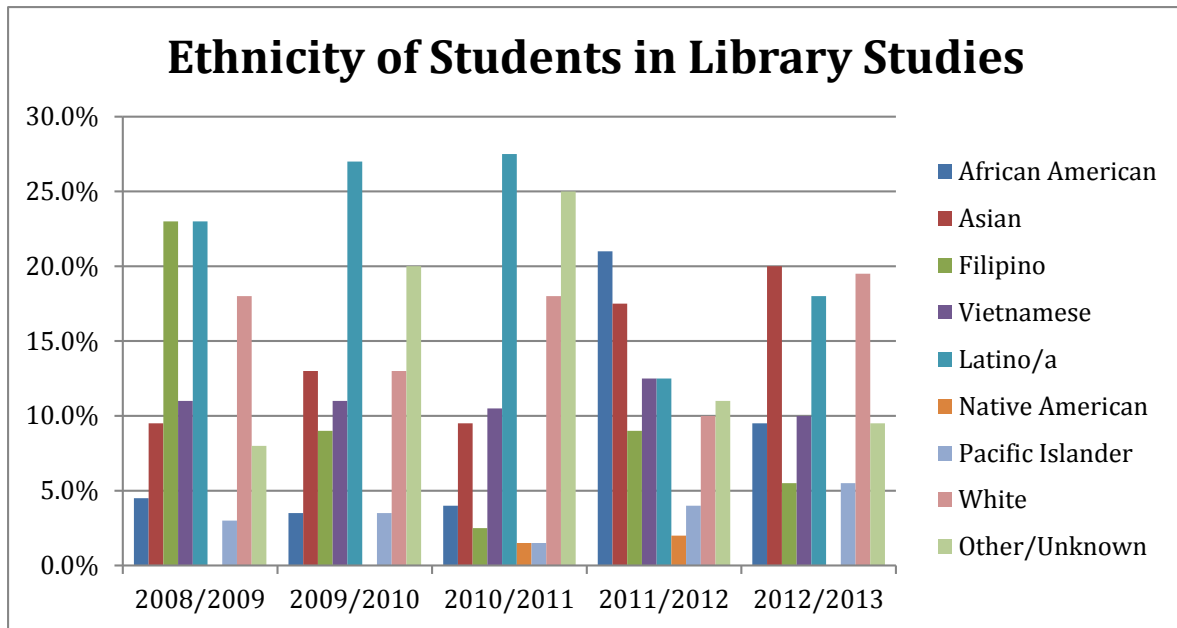
Library faculty teaches information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply information, and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.

5. Identify current student demographics. If there are recent changes in student demographics, explain how the program is addressing these changes.

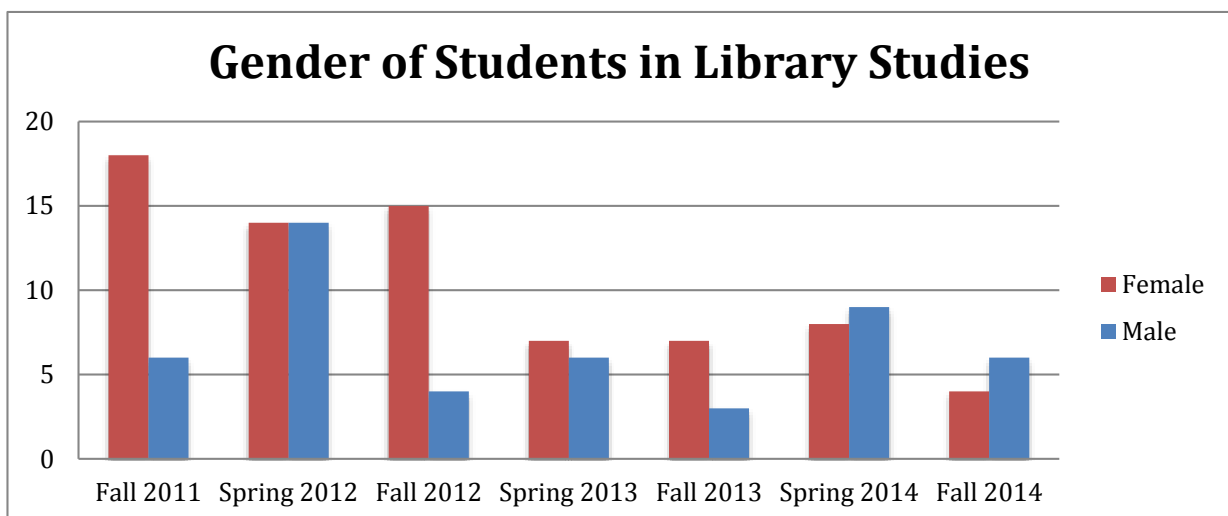
The library serves the entire campus so understanding the demographics of the college is important in understanding some of the changes noted in the LIB 015 (Electronic Research and the Internet) course and library services to students. Data from the San Jose Evergreen Community College District Fact Book 2013 shows the following details:

| Evergreen Valley College Details | | | | | | | |
|----------------------------------|---------------|---------------|---------------|--------------|--------------|------------------|------------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 5-Year Change | 2-Year Change |
| <i>Ethnicity</i> | | | | | | | |
| African American | 479 | 370 | 416 | 385 | 279 | -41.75% | -27.53% |
| Asian | 4,065 | 4,145 | 4,226 | 4,174 | 3,488 | -14.19% | -16.44% |
| Hispanic/Latino | 3,505 | 3,606 | 3,629 | 3,390 | 2,813 | -19.74% | -17.02% |
| Native American | 72 | 81 | 71 | 60 | 63 | -12.50% | 5.00% |
| Pacific Islander | 95 | 74 | 99 | 74 | 63 | -33.68% | -14.86% |
| White | 1,115 | 1,068 | 897 | 777 | 610 | -45.29% | -21.49% |
| Other/Unknown | 1,195 | 1,249 | 1,285 | 832 | 1,992 | 66.69% | 139.42% |
| Total | 10,526 | 10,593 | 10,623 | 9,692 | 9,308 | -11.57% | -3.96% |
| <i>Gender</i> | | | | | | | |
| Female | 5,527 | 5,577 | 5,598 | 5,116 | 5,014 | -9.28% | -1.99% |
| Male | 4,982 | 4,997 | 5,016 | 4,553 | 4,250 | -14.69% | -6.65% |
| Declined to state | 17 | 19 | 9 | 23 | 44 | 158.82% | 91.30% |
| Total | 10,526 | 10,593 | 10,623 | 9,692 | 9,308 | -11.57% | -3.96% |
| <i>Status</i> | | | | | | | |
| New Student | 1,937 | 1,749 | 2,047 | 1,590 | 1,493 | -22.92% | -6.10% |
| Continuing | 6,574 | 6,957 | 6,560 | 6,534 | 6,451 | -1.87% | -1.27% |
| New Transfer | 30 | 17 | 27 | 12 | 23 | -23.33% | 91.67% |
| Returning | 1,731 | 1,592 | 1,693 | 1,307 | 859 | -50.38% | -34.28% |
| High School | 247 | 278 | 296 | 249 | 482 | 95.14% | 93.57% |
| Unknown | 7 | 0 | 0 | 0 | 0 | n/a | n/a |
| Total | 10,526 | 10,593 | 10,623 | 9,692 | 9,308 | -11.57% | -3.96% |
| <i>Age Group</i> | | | | | | | |
| Under 16 | 45 | 39 | 22 | 29 | 19 | -57.78% | -34.48% |
| 16 - 18 | 1,405 | 1,418 | 1,377 | 1,292 | 1,051 | -25.20% | -18.65% |
| 19 - 24 | 4,808 | 4,689 | 4,864 | 4,778 | 4,763 | -0.94% | -0.31% |
| 25 - 29 | 1,335 | 1,307 | 1,325 | 1,247 | 1,215 | -8.99% | -2.57% |
| 30 - 34 | 707 | 759 | 785 | 690 | 676 | -4.38% | -2.03% |
| 35 - 54 | 1,829 | 1,909 | 1,788 | 1,331 | 1,206 | -34.06% | -9.39% |
| 55 - 64 | 310 | 364 | 341 | 233 | 266 | -14.19% | 14.16% |
| 65 and Over | 87 | 108 | 121 | 92 | 95 | 9.20% | 3.26% |
| Unknown/Undetermined | 0 | 0 | 0 | 0 | 17 | 100.00% | 100.00% |
| Total | 10,526 | 10,593 | 10,623 | 9,692 | 9,308 | -11.57% | -3.96% |
| <i>App Goal</i> | | | | | | | |
| Transfer | 4,087 | 4,143 | 4,082 | 3,639 | 3,414 | -16.47% | -6.18% |
| AA/AS Degree | 470 | 430 | 425 | 365 | 335 | -28.72% | -8.22% |
| Certificate | 67 | 73 | 58 | 54 | 55 | -17.91% | 1.85% |
| Improve Job Skills | 1,321 | 1,255 | 1,176 | 915 | 466 | -64.72% | -49.07% |
| Discover Career | 139 | 139 | 123 | 110 | 330 | 137.41% | 200.00% |

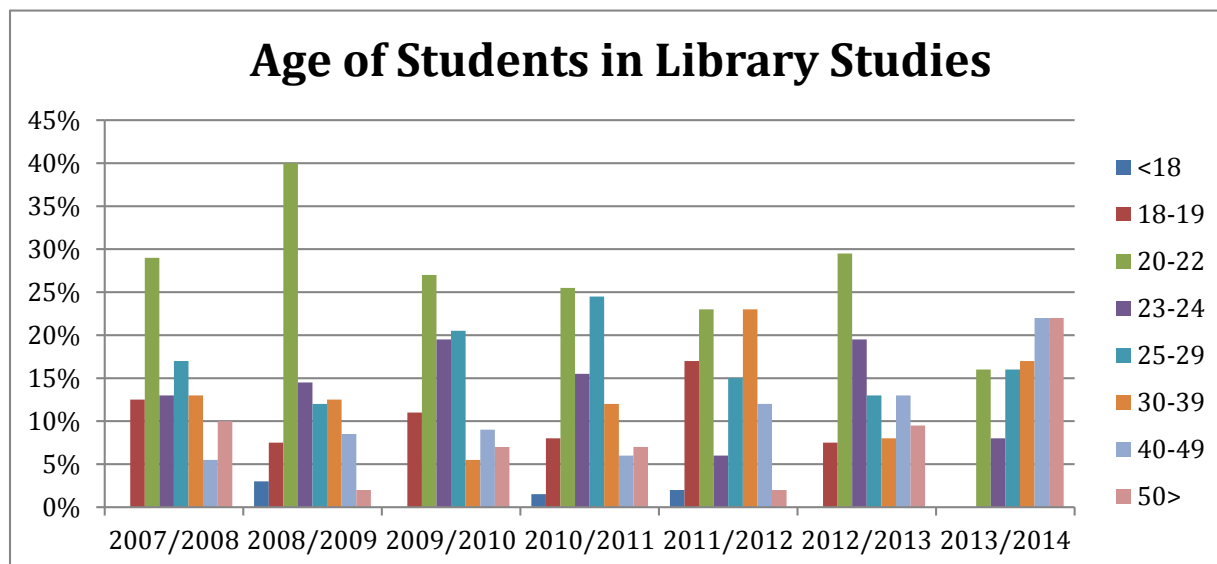
<http://www.sieccd.edu/RIE/Documents/Fact%20Book%20Fall%202013%20End%20of%20Term.pdf>



Earlier years show a steady increase in Latino students on campus and LIB 015 which then later decreased in 2011. Students enrolled in the ENLACE English courses have been encouraged to enroll in LIB 015 as the course prepares them for future research assignments during their time at EVC and when they transfer to a 4-year institution. While Asian students make up the largest population on campus, there was a small percentage in the earlier years. More recent years show an increase.



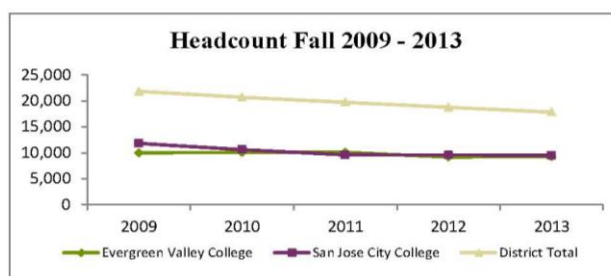
More females enroll in the LIB 015 course than males which doesn't seem surprising as there is a larger female population on campus. It is interesting to note that there has been an increase in males taking the course.



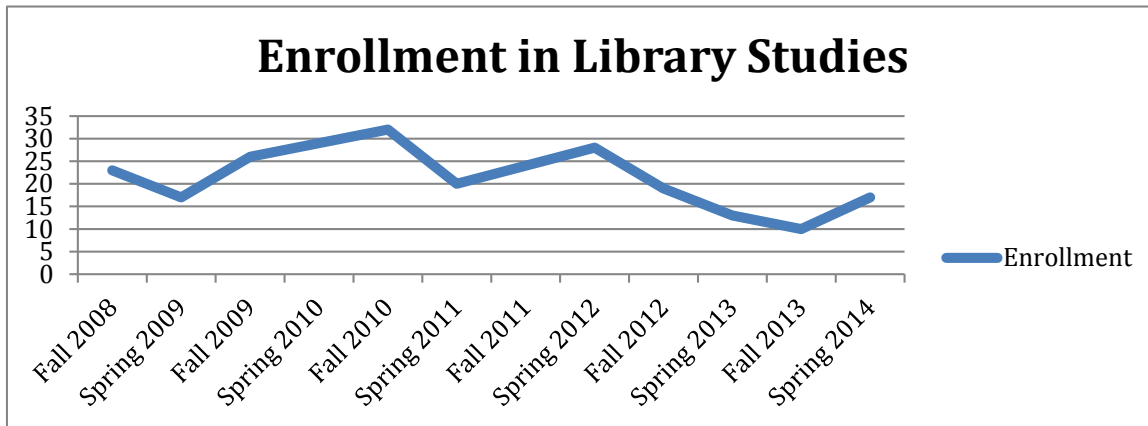
The general demographics of the college show that most of our students are between the ages of 19-24. This is also evident with students taking the Library Studies course. While there has been a recent drop in students in this age group, there has been a significant increase of students ages 40+. Participation in activities or events for high school graduates could encourage younger students to take this course which will enhance their information literacy skills.

6. Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

| Enrollment Changes Over Time | | | | |
|------------------------------|--------------------------|-----------------------|----------------|--|
| Headcount for Fall Terms | | | | |
| Fall Term | Evergreen Valley College | San Jose City College | District Total | |
| 2009 | 10,004 | 11,826 | 21,830 | |
| 2010 | 10,081 | 10,627 | 20,708 | |
| 2011 | 10,116 | 9,627 | 19,743 | |
| 2012 | 9,201 | 9,572 | 18,773 | |
| 2013 | 9,308 | 9,541 | 17,841 | |
| Change 2009-2013 | -6.96% | -19.32% | -18.27% | |
| Change 2012-2013 | 1.16% | -0.32% | -4.96% | |

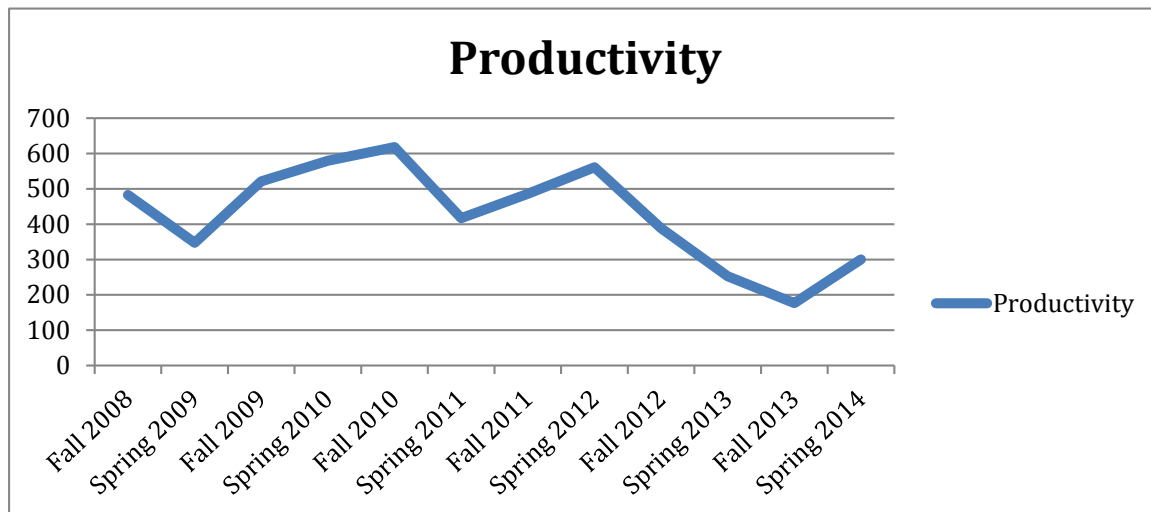


<http://www.sjeccd.edu/RIE/Documents/Fact%20Book%20Fall%202013%20End%20of%20Term.pdf>



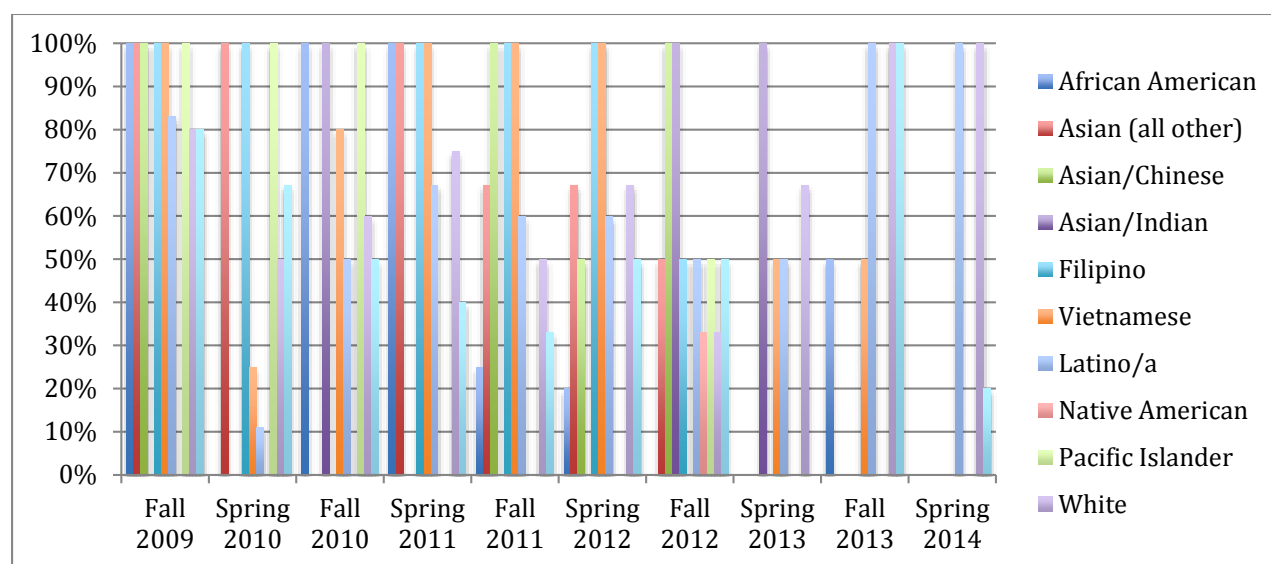
Earlier years show a fluctuation of students enrolling in the Library Studies course. However, recent years show a significant drop. These falling enrollment numbers are a result of the low enrollment numbers campus-wide.

7. Identify department/program productivity (WSCH/FTEF).



When enrollment is high on campus, enrollment numbers and productivity is high for the Library Studies course. It is an online course which is very convenient for students with demanding schedules. Because it is not a required GE course, students more often than not turn to courses needed to graduate; however, students are attracted to the course as it is UC/CSU transferrable.

8. Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.



Student success rates in the Library Studies course fluctuate from time to time. While there have been semesters where students in the college's target groups experienced higher success rates, there were semesters when they struggled. Several factors where success rates are low stem from low proficiency in English and computer skills. Further exploration in creating a new library studies course which addresses these issues have been addressed.

9. If the program utilizes advisory boards and/or professional organizations, describe their roles.

EVC Library is a member of the Council of Chief Librarians whose primary purpose is to represent, promote and advance libraries in public California community college education and to provide a vehicle for communication among chief librarians, other community college personnel, and state agencies. In addition, the Council provides opportunities for professional development, training and leadership development for librarians. The Council supports the library program in identifying, assessing and responding to areas of special concern such as accessibility, technology, distance learning, information literacy, and accreditation.

The library is also a member of the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians. This project facilitates cooperative purchases of the library databases at a discounted subscription.

Under the California Community College Chancellor's Office, library staff has access to the Library & Learning Resources area within California Community Colleges. The Library and Learning Resources area provides information about the Library & Learning Resources Advisory Committee Annual Data Survey and additional resources links to related organizations and documents.

In addition the Academic Senate for California Community Colleges under the Counseling and Library Faculty Issues Committee has established a document, Standards of Practice for California Community College Library Faculty and Programs (Adopted Fall 2010), which has served EVC Library as a vehicle to address the standards and practice of its program. These standards have assisted in dialog between faculty and administration regarding the roles, services, design, and development of libraries and library faculty.

On a national level, EVC library relies on the knowledge and recommendations of the Association of College and Research Libraries (ACRL), a division of the American Library Association, which is dedicated to enhancing the ability of academic library and information professionals to serve the information needs of the higher education community and to improve learning, teaching, and research.

PART B: Curriculum

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

Library faculty teach a three-credit information competency course, Electronic Research and the Internet. This is a fully online course providing students with skills and competencies to use electronic information sources (the web, online catalogs, and databases) for course-related or personal research. While the over-arching goal of the course is to provide students with skills to become information competent/literate, students who take this course are also able to develop critical thinking skills as well as computer (and web technology) skills. In helping students to develop information literacy and critical thinking skills, LIB 015 contributes to the college's Institutional Learning Outcomes (ILOs). The course is also CSU/UC transferrable and AA/AS degree applicable.

2. State how the course has remained current in the discipline

The official outline of record for the course was last revised in 2012. The revision included updating course SLOs, updating the textbook, course lecture and lab content.

With the 2012 revisions, course SLOs were reviewed and revised to align with the Association of College and Research Libraries (ACRL) Standards which are the nationally recognized standards for Information Literacy.

The table below maps the student learning outcomes of LIB 015 with the ACRL Standards for Information Competency:

See at: <http://www.ala.org/acrl/standards/informationliteracycompetency>

| LIB 015 Student Learning Outcome | ACRL Standard |
|--|---------------|
| i. Use appropriate terms (either keywords or subjects) to find information from electronic information databases | Standard 1 |
| ii. Locate and retrieve research-related information found on the Internet, (text, images, and multimedia), from full-text databases, online public access catalogs (OPACs), and the World Wide Web. | Standard 2 |
| iii. Evaluate results of print and electronic information searches for currency, accuracy, authority, purpose, and bias. | Standard 3 |

| | | |
|-----|--|------------|
| iv. | Synthesize information retrieved from print, online, and multimedia sources to create research projects, reports, or presentations. | Standard 4 |
| v. | Document and cite sources using approved academic standards such as those of the Modern Languages Association (MLA) or the American Psychological Association (APA). | Standard 5 |
| vi. | Discuss ethical and privacy issues raised by the widespread use of the Internet. | Standard 5 |

Course content is modified to reflect changes in the information landscape on a semester-by-semester basis. For example, lecture content has been updated to include consideration of how new forms of web publishing such as content from wikis, blogs, and other social media, problematize how we evaluate notions of authority or authorship. The new and various ways in which knowledge and information is produced and disseminated (e.g. in digital formats such as eBooks, and eAudio, video, digitized articles from news and magazines, or in blog posts) are found alongside with information in more “traditional” formats – books, journals, newspapers -- in today’s libraries.

- 3. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.**

Please refer to Part B.2 above for details on the latest course revision. A tentative timeline for the additional revision / reactivation Library Studies courses follows:

| Course Name / Number | Title | Tentative revision/ reactivation timeline |
|----------------------|--------------------------------------|--|
| LIB 015 | Electronic Research and the Internet | Fall 2016 (completion) |
| LIB 021 | Library Research Strategies | Fall 2015 (completion) |

- 4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

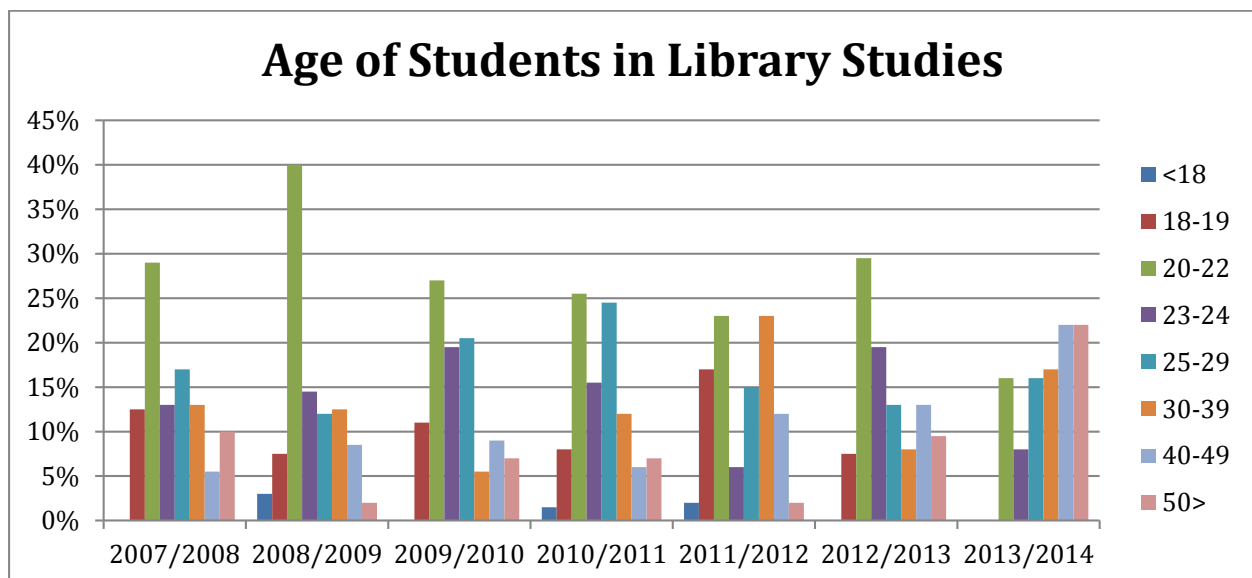
For a discussion of innovative strategies and pedagogies used by the library department to ensure student success, please refer to the Part C.3. in this document.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.

Plans for curricular development over the next few years include plans to reactivate LIB 21 to address the needs of English as a Second Language (ESL) learners as well as learners with low technological literacy skills; and to substantially revise LIB 015 to meet the needs of 21st century learner and developments in the way information literacies are being conceptualized.

Enrollment Trends Highlights:

- Dropping enrollment of students in 20s → slightly higher enrollments of older adults (40's and 50's)
- Need to address learning styles and needs of older adult learners who may not be digital natives
- Also see an increase in ESL student enrollment -- Enrollment patterns indicate a need for course to address needs of ESL learners and/or learners with lower technological skills



- Because there is no course prerequisite – there is no way to ensure that students have the necessary reading / writing / technology skills to be successful in the course
- Online format of the course – success dependent on having technological skills; abilities to learn independently

Part A – Reactivate LIB 21

The need to create an information literacy course to address the needs of English as a Second Language learners has become clear. ESL learners differ from English native speakers in the areas of language skills, cultural knowledge embedded in both information and information-gathering processes, the academic expectations of higher education institutions, and, in some cases, practice in conducting detailed research with documentation.

Source: Bagnole, J. W., & Miller, J. W. (2003). An Interactive Information Literacy Course for International Students: A Practical Blueprint for ESL Learners. *TESL-EJ*, 6(4). Retrieved from <http://tesl-ej.org/ej24/a1.html>.

A hybrid learning course with a face-to-face component would be suited to the needs of ESL learners. Face-to-face instruction will allow for greater accommodation for different rates of learning as well as for language challenges. A face-to-face component can address the need for ESL learners to develop language and speaking skills and will allow for greater interactivity and instructor feedback.

Other approaches and pedagogies that are planned to be incorporated in this hybrid class include

- **Flipped Classroom** - where students complete the “homework” or assigned activities during class meeting time and complete the lecture portion of the lesson outside of the class
- **Project-based Learning** – information literacy skills are contextualized in the course of students’ completing an extended project

Part B – Revise LIB 015

Changes in how information literacy is being defined and conceptualized are the driving force behind ACRL’s new document, *Framework for Information Literacy*, which is a reflection of the changing information ecosystem. In this new information environment, students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically.

Plans to revise LIB 015 will accommodate a vastly expanded, elastic, and demanding sense of “literacy” to include concepts such as:

- **Social-structure literacy**, relating to the concept that information is created by and contextualized for use within certain groups (e.g., university community, academics,

government, military, corporations, even Listserv users)

- ***Emerging technology literacy***, the ability to ongoingly adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not to be a prisoner of prior tools and resources, and to make intelligent decisions about the adoption of new ones.
- ***Critical literacy***, the ability to reflect on the human, social, and intellectual strengths and weaknesses associated with costs and benefits of applying information technology.

6. *Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)*

At the time the LIB 015 course was revised (in 2012), the articulation officer found that the course transfers to the following institutions:

- CSU Monterey Bay (equivalent Library Education course which met the information competency graduation requirement)
- CSU Bakersfield (GST 153 Research and the Internet)

Courses equivalent in content to LIB 015 are in the UCLA course catalog:

- Internet and Society
- Fundamentals of Internet Search and Society

7. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

There is no external accreditation or certification required for library studies courses.

PART C: Student Learning Outcomes and Assessment

- 1. On the course level, list all the courses and their student learning outcomes and provide a link to the ACCC course outline of record.**

One course comprises the offerings for the library department. LIB 015 – Electronic Research and the Internet, is a 3-unit, fully online course. The outline for this course was revised in 2012. The revision included a review and update of the student learning outcomes which now align with the Association of College and Research Libraries (ACRL) Standards, nationally recognized standards for Information Literacy. LIB 015 is also CSU/UC transferrable and AA/AS degree applicable.

The Student Learning Outcomes as listed on the course outline of record are listed below:

- a. Use appropriate terms (either keywords or subjects) to find information from electronic information databases
- b. Locate and retrieve research-related information found on the Internet, (text, images, and multimedia), from full-text databases, online public access catalogs (OPACs), and the World Wide Web.
- c. Evaluate results of print and electronic information searches for currency, accuracy, authority, purpose, and bias.
- d. Synthesize information retrieved from print, online, and multimedia sources to create research projects, reports, or presentations.
- e. Document and cite sources using approved academic standards such as those of the Modern Languages Association (MLA) or the American Psychological Association (APA).
- f. Discuss ethical and privacy issues raised by the widespread use of the Internet.

Find a link to the course outline of record on the district folder:

\\Do_data_whse\R&P\Curriculum\Course Outlines\5 - Final\LIB . 015 .3.120510.docx

- 2. On the program level level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), if applicable. Please note, you may be completing this program review as a department or discipline and do not offer any degrees or certificates. In this instance, please disregard this question.**

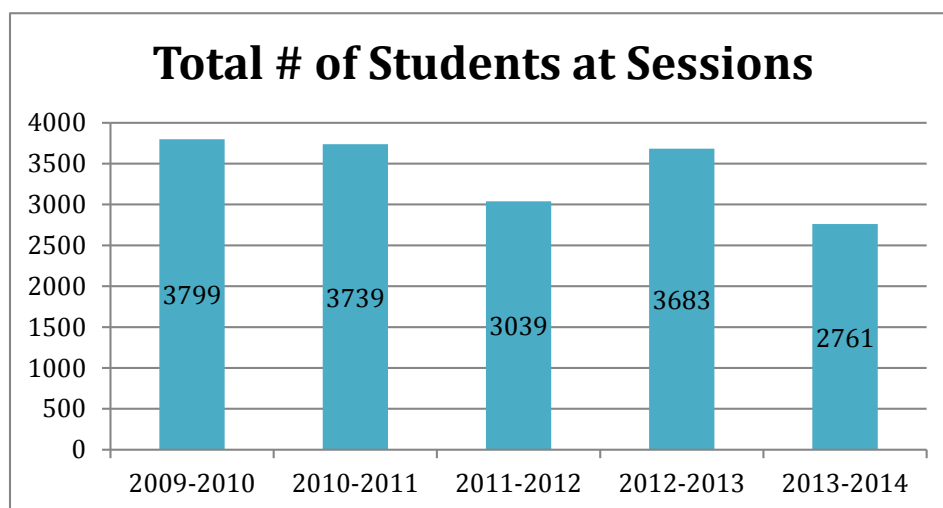
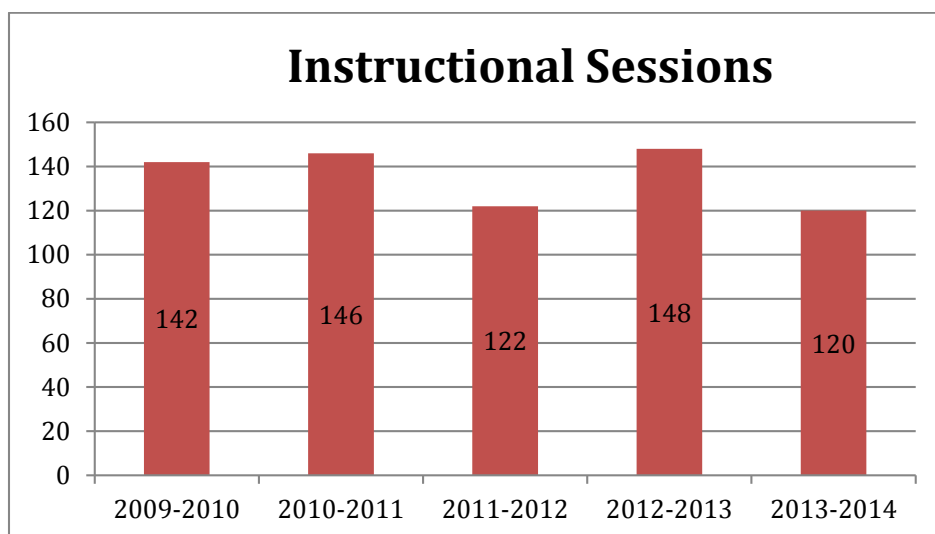
Because the library department does not support a program (as defined by “a course of study leading to a degree or certificate”) Program Learning Outcomes are not listed in this section. A discussion of the library Service Area Outcomes (SAO) is included in the Summary of the Department/Program of this Program Review.

3. *List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes. Please provide a link to all the course and/or program SLO assessment matrices.*

Library Instructional Session Assessments:

In addition to the formal library course, students are able to acquire information literacy skills by attending library orientation sessions scheduled by classroom faculty.

The following data provides the number of orientations provided and students served over the past five years.



When specific assignments are not provided, librarians may cover one or more of the following topics during an information competency session:

- Strategies and tools for selecting a research topic and finding background information
- How to use classification schemes (such as the Library of Congress Classification System) to locate materials
- How to select information sources (print and web-based) most appropriate for their information needs
- How to access research databases from on or off-campus
- How to access quality web-based information from resources not subscribed to by the EVC Library
- How to differentiate between scholarly and popular research sources
- How to evaluate information sources, particularly web-based sources for authority, accuracy, objectivity, purpose, currency, and relevance
- How to avoid plagiarism and acknowledge information sources
- How to select the documentation style appropriate for their discipline

Librarians are able to measure student learning measures as well as the extent to which instructional goals are met in a number of ways:

- Surveys (to faculty)
- Surveys to students during sessions (formative assessments)
- Post-tests (to students)

Faculty surveys

Surveys sent out to classroom faculty enable librarians to assess the effectiveness of instructional sessions. Faculty feedback is, by and large, positive and indicates a number of benefits gained by students who attend orientations.

Here are summary results and general observations:

- All faculty surveyed responded that the amount of information presented during the session was the right amount for the needs of class and assignment given
- When surveyed on what the most useful aspect of instruction is, the most common response (made by 86.9 % of responders) is **“coverage of research databases.”**

Figure 1: Faculty Survey Summary Response on Instruction Content

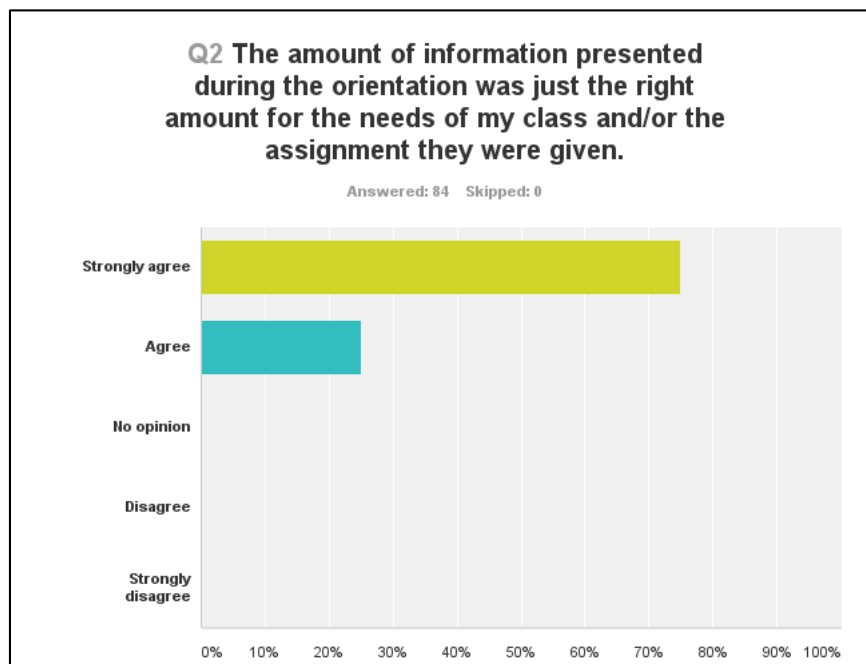
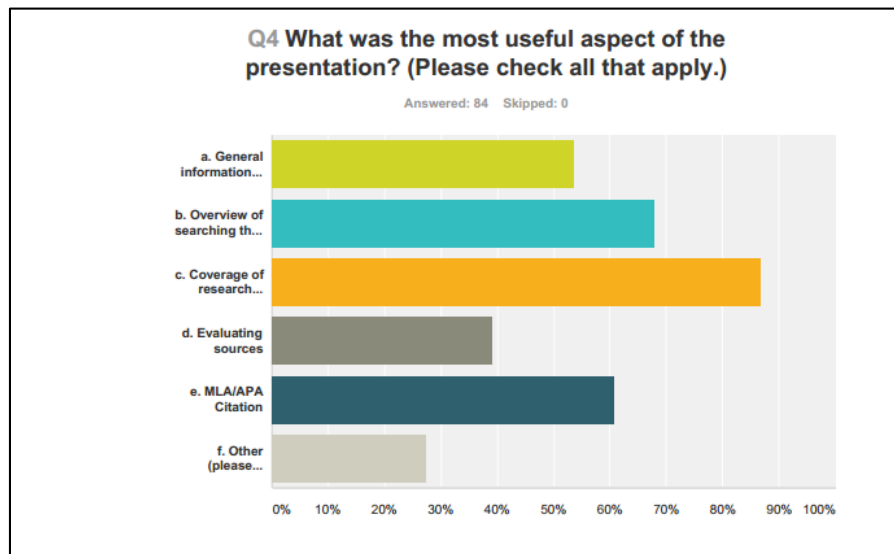


Figure 2: Faculty Survey Summary Response on Instruction Value



Comments on what **special skills, tips, or resources** covered during the orientation that are particularly useful to students include the following:

- **Accessing the databases**, “learning how to email journal entries. I actually emailed myself a journal article on the subject Memory while Danile [sic] was presenting his presentation.”
- **“Learning how to Cite using MLA and APA was very helpful.”**
- “All the info is useful. In particular, **evaluating sources, using refereed sources, and rules for citation** will be important for this class.”
- “Accessing **scientific databases**, especially remotely. Also how to do advanced and refined searches for more general topics.”
- **“Accessing the databaes, [sic] formatting sources, refining search terms”**
- “Instruct students to move forward so that they can see the whiteboard”

For complete survey results, including questions and comments, please see the *Appendix*.

Results from the faculty survey reveal that coverage of databases – which includes ways to select subject or discipline appropriate sources; advanced search techniques; and printing and download options remain among the most valuable aspects of instruction.

Student Surveys

Classroom assessment techniques are used to measure the impact of instruction on students directly after a library session. One such technique involves distributing cards to the class immediately after an orientation, on which students are asked to identify the three most important things gained from the library session. Survey results not only reveal the parts of instruction that are most beneficial from the student's point of view, but the exercise of writing and reflecting on instruction also serves to help reinforce lessons covered during that session.

Analysis of student responses shows what aspects of instruction have greatest impact on students and on student learning. Based on trends shown in responses from English 104 class (see *Appendix*) student, the most cited takeaways from that session include:

- **Books** – Books was found in the responses of over **2/3** of the class. Key takeaways on books include how to find, check out, and cite them.
- **Cite sources** – Approximately **1/2** of responses mention “citing” or MLA as a key takeaway, including how to use Easybib to help in formatting citations.
- **Research** – The word “research” occurs in **1/3** of responses – and includes ways to approach it and key sources to use.

Another similar type of survey is used to measure impact of instruction on students, but in this modified format, students are asked to comment on things that they felt they had more instruction on or were still not clear on.

This type of survey was given to students in an **Ethnic Studies 20** class (Spring 2015). Aspects of lesson that students wish they had more instruction on vary and are indicated in the following range of responses:

- I don't understand how information is organized in the catalog system
- MLA formatting
- Academic journals have no PDF files
- There is nothing that I still don't understand
- everything is clear
- How to log in to this site from the library computers
- The length of time you can check out a book for
- How to narrow a search field
- How to do research paper
- Why I can not [*sic*] check out books in winter session
- Vocabulary searching

The results of this type of survey enable the librarian to see what “gaps” are still present in students' understanding. Efforts can be made to send a follow-up to the instructor with information that was missed during the original session.

A final type of assessment uses a pre-survey (polling software) to query students on what they want to learn from the day's instructional session. Based on results of poll, instruction is "tailored" to meet needs of student. When surveyed on what the most challenging aspect of the research process was, the pre-survey responses showed that students felt that **citing and documenting sources** presented the most challenge. Based on this response, the librarian was able to spend more time on MLA style citation guides and citing aides during the library presentation.

This type of session requires a great deal of planning as well as flexibility, since the lesson materials would need to anticipate any and all of the student responses and the instructor needs to be prepared to accommodate any one or more of the skills identified in the students' responses. (See *Appendix* for results of this survey as well as sample page from research guide and lesson plan created for this session.)

4. *Since your last program review, summarize SLO assessment results at the course and program level (if applicable).*

Summary of Assessment Results

- A one-size-fits-all approach to library instruction does not meet need for the variety of approaches to information literacy skills instruction at our college
- This observation is based, primarily, on the sheer number of guides created for instructor requested library sessions. Even within a single course or discipline (e.g. English 1A) there is much variation in skills instructors wanted covered
- Instructors most-often requested students be taught skills in locating sources NOT found on the free-web
- Ways to evaluate information also figured prominently in list of skills faculty wanted covered in lesson
- "Traditional" library skills – including how to locate books and navigate the LC Classification system – still figure prominently among skills students want to learn and aspects of instruction that classroom faculty find valuable
- Classroom faculty frequently request that students learn how to use research databases (how to access discipline or subject-appropriate ones; search and retrieval methods; citing and downloading options)– and consider this to be among most valuable part of instruction
- Students are interested in learning about citation tools – based on reference questions among the most frequently asked questions

5. *What plans for improvement have been implemented to your courses or program as a result of SLO assessment?*

Plans for improvement to the “instructional” component of library services include:

- Earlier feedback contained suggestions that librarians include more hands-on instruction and activities during library orientations;
 - As a result, librarians have worked to increase interactivity in sessions by including exercises, in-class assignments, online polling and surveying tools, as well as group activities.
 - These active-learning techniques have helped to invigorate instruction and increase student engagement
- Libguides as a learning and instruction platform – extend use – encourage all librarians to use this as part of session
- The amount of time and resources it takes to create a class-specific research guide; conduct follow-ups with instructor, create assessment tools, compile data from assessments, summarize, and analyze assessment data -- calls for need of dedicated professional staff or additional librarian who can support existing professional staff in carrying out these duties

Plans for improving the service areas of the library department include:

- Analyzing library statistics and noting trends. For example, there has been a decrease in the circulations of DVDs. Library staff are communicating innovative ways to market the library’s DVD collection so that the campus community will improve its use and circulation.
- Assessing how many students get turned away from using the group study rooms due to high demand has made it possible to communicate and collaborate with the Learning Resource Center downstairs to allow students to utilize its study rooms.
- Demand for Textbooks on Reserve as noted in the Circulation Statistics and students who are not able to obtain them in the Library made a strong case for acquiring funds from the Student Success and Student Equity Initiative.

6. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

- Continue to fund LibGuides platform for library instruction and provide training for librarians in how to create interactive sessions and in how to create assessments
- With the increased amount of preparation time needed to create class-specific research guides, conduct follow-ups with instructor, create assessment tools, compile data from assessments, summarize, and analyze assessment data -- comes the need for additional professional librarians who can assist existing professional staff in carrying out these duties
- Our assesement data show that instructional faculty and students appreciate interactive library sessions where active-learning can take place. More positive responses are garnered for sessions where student engagement in the material – via in-class activities or assignments – is highest. Librarians should seek training (or look for in-service opportunities) in how to take a more active-learning approach to library instruction

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Full Time Faculty Librarians

Shelley Blackman

B.A. – Concordia University, English Literature

M.L.I.S. –University of Western Ontario, Library and Information Science

Shelley began working at Evergreen Valley College Library in 2005 after having worked as a law librarian for Santa Clara University School of Law (at the Heafey Law Library) and prior to that, working as an adult reference librarian for the Los Angeles Public Library in Los Angeles, CA. Shelley's responsibilities include Cataloging, Collection Development, Reference, and Instruction, acting as liaisons to the Math, Science, and Engineering and to Nursing and Allied Health. Shelley is also responsible for completing the library sign-offs for new and revised courses.

Committee participation: All College Curriculum Committee; Student Success and Student Equity Committee

Lorena Mata

B.A. – San Jose State University, Spanish

B.A. – San Jose State University, Psychology

M.L.I.S. – San Jose State University, Library and Information Science

Lorena started her career at Evergreen Valley College as a Library School student intern in 2001, an Adjunct Librarian in 2004, and was hired as a fulltime Librarian in spring 2008. Prior to working at Evergreen Valley College, Lorena worked at San Jose Public Library as a Reference Librarian at the Martin Luther King, Jr. Library, a joint library of San Jose State University and San Jose Public Library. Major responsibilities at Evergreen Valley College Library include bibliographic and reference services, liaison to the Circulation Department, Collection Development, collaboration with faculty in the acquisition of materials, and maintenance of the Library website.

Committee participation: Institutional Effectiveness Committee and Academic Senate

Heather Ott

B.A. – University of California, Santa Cruz, History

M.L.I.S. – San Jose State University, Library and Information Science

Heather started working at Evergreen Valley College as an adjunct Librarian in spring 2012 and was recently hired as the fulltime Librarian this fall 2014. She provides bibliographic instruction and reference services. Prior to coming to Evergreen Valley College, Heather worked as the fulltime Librarian at National Hispanic University and as an adjunct librarian at Cañada College. She is adept at teaching students to locate and critically analyze information sources on an individual level through reference transactions and in group settings during library orientation sessions. Heather provides information literacy skills to students that are integral to the program's success because it supports the academic needs of the EVC student population and builds a foundation for lifelong learning.

Adjunct Faculty Librarians

Joy Chase

B.A. – University of Madras, India

M.A. – University of Wisconsin

Joy provides bibliographic instruction and reference services. These are critical areas for student success because they help students in their research and ability to write papers and find resources relevant to their courses. Joy developed, taught and revised the Library 015 Electronic Research and Internet course, which is UC transferable. She creates PowerPoint sessions for course library orientations. Joy also maintained and supervised the Heritage Room collection and digitization project.

Anh Nguyen

B.A. San Jose State University, Political Science

M.A. San Jose State University, Administration of Justice

M.L.I.S. San Jose State University, Library and Information Science

Anh provides bibliographic instruction and reference services. She currently works as an adjunct librarian at both Evergreen Valley College and San Jose City College. In addition, she works as an extra help reference librarian for the Santa Clara County Library System.

Daniel Ong

Bachelor of Music, University of Massachusetts at Lowell (1988)

Master of Music, University of Massachusetts at Lowell (1990)

Master of Library and Information Science, San Jose State University (1994)

Years at EVC: 14 (since Fall 2000)

Years at SJPL: 18 (since Fall 1996)

Daniel provides bibliographic instruction and reference services. He has a background in music and web design where he has received multiple certificates on Networking and Web Design from SJSU's Professional Development Center. At EVC Library, he creates effective PowerPoint presentations to introduce students to various resources and services of the library. With Vietnamese language skills he communicates easily with students of various English levels. He also collaborates with other staff in designing library guides, which help students in their research process. Daniel works as a full-time librarian at San Jose Public Library and combines his experiences in working with various customers of all ages and educational levels (including San Jose State University students at Martin Luther King, Jr. Library) in delivering effective reference services to Evergreen Valley College students.

Classified Staff

Debbie Chan

Library Technician - Circulation

B.A., San Jose State University

Library Technician Certificate – CCSF

Debbie has been a Library Technician at Evergreen Valley College since 2005. Responsibilities include: Providing Saturday library support, assessing fines for damaged materials, reporting and tracking technology issues and needs, running inventory reports, and participating in display committee activities.

Maria Holguin

Senior Library Technician – Circulation and Reserves

Sambo Uy Mathew

Senior Library Technician - Circulation and Notices

A.A. in Business Administration, Evergreen Valley College

B.S. in Human Resources, San Jose State University

Sambo started working at EVC in 1990 working as a Library Student Assistant and Program Aide II. She got hired as a full time employee in 1994.

Thu Nguyen

Library Assistant - Technical Services/Acquisitions

A.A., San Jose City College, C.I.S.

B.S. in Business Administration, San Jose State University

Years at EVC Library: 20 years

Committee participation: Campus Budget Committee

Responsibilities include: Ordering library books and non-book materials, databases, and office supplies, monitoring library budget accounts, preparing necessary paperwork for budget transfers for planned purchase of non-library equipment items, working closely with campus Business Services office and District Accounting staff to process payments to vendors for materials ordered & received, gathering statistical data (circulation, reference, acquisition, and budget expenditure statistics), reporting to state and federal governments and other public organizations in the form of annual surveys (California Library and Learning Resources Survey, Academic Library Survey/Integrated Postsecondary Education Data System, Association of College and Research Libraries), maintaining correspondence with vendors regarding orders & billing problems, managing interlibrary loans with other academic libraries and public libraries via OCLC Interlibrary Loan system, collecting monthly attendance reports from library classified staff members and submitting them to District Payroll department, and keeping a record of timesheets for adjunct librarians who are on library budget payroll.

Chris Ratto

Senior Library Technician - Cataloging

Committee participation: Institutional Effectiveness Committee

Responsibilities include the cataloging and processing of library materials.

Cindy Snider

Library Technician - Circulation

A.A., De Anza College

Library Technician Certificate— Foothill College

Cindy has worked at the EVC library since 1999. Her main responsibilities include staffing the evening shift at the circulation desk, overseeing the overdue book prices and book sales.

2. *List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.*

In order for faculty and staff to stay up-to-date with library services and technology, it is necessary that they attend workshops, trainings, and conferences related to library services and instruction. All fulltime faculty and staff have attended workshops and/or trainings related to the Integrated Library System, Sierra, powered by Innovative Interfaces Inc. In addition, the following faculty and staff have participated or will participate in the following activities in order to remain current in library services, technologies and instruction:

Shelley Blackman

American Library Association Midwinter Conference (2010)

Northern California Innovative User Group Conference (2012)

Internet Librarian Conference (2012)

SCELC: Statewide California Electronic Library Consortium Conference (2012)

Innovative User Group Conference (2013)

Resource Description and Access (Graduate-level course, U of Wisconsin, 2013)

The Learning Classroom, Learning into Practice (Graduate-level course, Colorado State U, 2013)

Leadership Institute for Academic Librarians (Harvard Graduate School of Education, 2013)

American Library Association Annual Conference (2014)

Member of the American Library Association (ALA)

Member of the Association of College & Research Libraries (ACRL)

Member of the Information Literacy Advisory Committee (for the CCL)

Lorena Mata

California Conference on Library Instruction (2010)

LOEX Library Instruction Conference (2011)

Northern California Innovative User Group Conference (2012)

Innovative User Group Conference (2013)

Courses completed: LIB 015 Electronic Research and the Internet, BIS 102 Microsoft Excel, EDIT 010 Computers in Education

Member of the American Library Association (ALA)

Member of the Association of College & Research Libraries (ACRL)

Member of Bibliotecas Para La Gente a chapter of REFORMA, the National Association to Promote Library & Information Services to Latinos and the Spanish Speaking

Debbie Chan

Courses completed:

LIB 015 Electronic Research and the Internet

BIS 102 Microsoft Excel

Maria Holguin

Courses completed:

LIB 015 Electronic Research and the Internet

Sambo Mathew

Courses completed:

LIB 015 Electronic Research and the Internet

Cindy Snider

Courses completed:

LIB 015 Electronic Research and the Internet

3. *Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.*

Tenure-Track Faculty – With the recent hire of Heather Ott for fall 2015, Heather will undergo the tenure review process which will be followed as stated in Article 20 of the Faculty Association Collective Bargaining Agreement.

Tenured Faculty – All tenured faculty (both instructional and non-instructional) are to be evaluated regularly as stated in Article 22 of the Faculty Association Collective Bargaining Agreement. An evaluation committee is formed, which usually consists of the immediate administrator or designee who has professional competency in the field or discipline of the faculty member, and one tenured faculty who has competency in the field and who is selected by the faculty member. The Evaluation Committee faculty member must be approved by the Academic Senate. Each committee member will make one classroom or site observation and student evaluations are conducted and collected by the committee member. An upcoming evaluation is scheduled for the two fulltime tenured librarians in spring 2015.

Adjunct Faculty – There are three Adjunct Librarians at Evergreen Valley College whose hours range from 3-16 hours a week. The evaluation process for Adjunct Librarians is as stated in Article 19 of the Faculty Association Collective Bargaining Agreement. An evaluation committee is formed, which usually consists of the Dean of the Division and a peer faculty member. At least one, and usually all, of the committee members observe the performance of the adjunct faculty member. During the observation, student evaluations are conducted and collected by the committee member. Since Librarians fall under Non-Instructional Faculty, the immediate administrator or designee shall collect approximately 20 student evaluations. The adjunct faculty member is given a written summary of these evaluations and a post evaluation conference is held with the adjunct faculty and the evaluation committee. A current schedule for the Adjunct Librarians has not been placed.

Classified Staff – All classified staff must be evaluated per guidelines stated in Article 16 of the Collective Bargaining Agreement for California School Employees Association. A current schedule has not been recently placed for the evaluation of Classified Staff.

4. *Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).*

When a new fulltime Librarian is hired, a mentor is selected to provide support and assistance to the faculty member. Because the Library environment is conducive to collaboration and the sharing of information and resources, all librarians provide support amongst each other. For adjunct librarians whose work hours vary, the three fulltime librarians serve as mentors and guides to provide support and training.

The Library Technicians provides training and mentorship to the library student workers. They provide the student workers with a tour of the library and introduction to library staff. The Library Technicians provide student workers with the necessary tools in order to succeed working in the library, including study guides and tip sheets for shelving library books and circulating library materials.

PART E: Facilities, Equipment, Materials and Maintenance

1. **Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.**

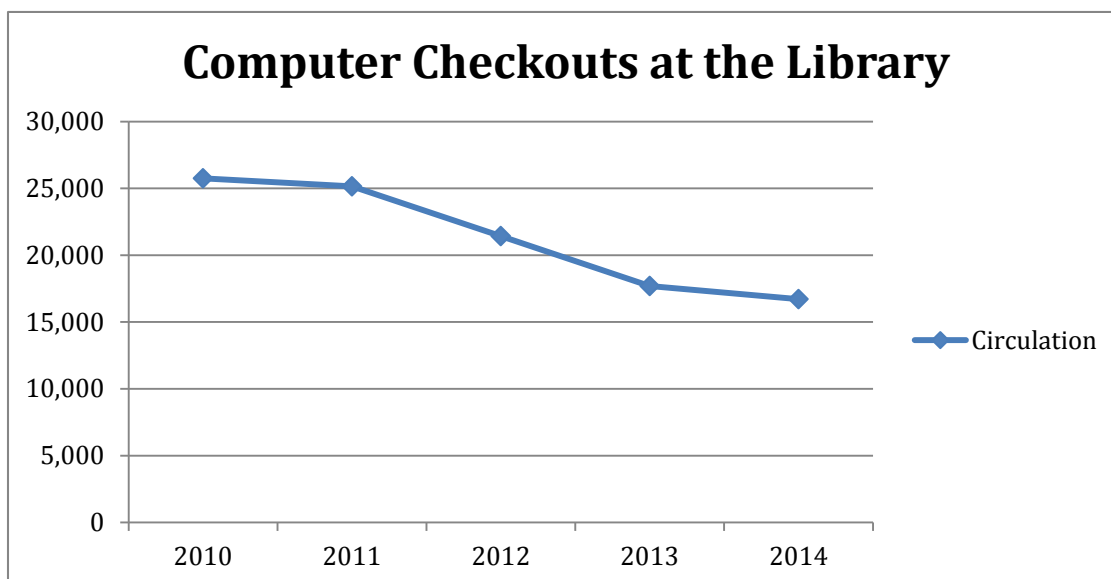
Facilities and Equipment

The Library is located on the third floor of the Library/Educational Technology Center (ETC) and is alarmed by Protection Plus. The building alarm and fire alarm systems and security camera (located at the entrance to the library) are monitored by Campus Police. The Library is cleaned and maintained by the campus custodians Monday-Friday. The campus Maintenance Department is responsible for any repair, electrical and temperature control issues of the building.

The library has 1 computer lab located in LE-324 with 1 instructional computer and 35 student computers. The computer lab supports general use, library orientations, and Library 015 course orientation/instruction. In addition, there are 15 student computers outside of the lab at the Library Reading Area. The computers out in the Library Reading Area are popularly used as they are accessible when library orientations take place in the computer lab. All student computers are equipped with Microsoft Office software and internet access. In addition, six computers in the Library Reading Area have access to MyMath Lab.

The following chart provides information regarding computer usage in the library:

| Computer Usage | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------|--------|--------|--------|--------|--------|
| | 25,756 | 25,155 | 21,432 | 17,693 | 16,715 |



The information presented shows that there has been an ongoing decrease in the usage of student computers. There are several reasons for the decline:

- Decrease in student enrollment.
- Students bring own laptops or tablets to campus.
- Students have more access to computers on campus via special programs, tutoring labs or the open computer lab located on the ground floor of the Library building.
- Students often go to a computer without checking one out. (Students are required to checkout a computer for a period of 2 hours and must show their ID.)

In the central area of the library, there are four computers dedicated for library catalog and database search use. Students are not required to check these computers out as they are meant for research and librarian assistance. In addition, there is a public computer at the Circulation area for quick searching and printing, which is often used for locating Textbooks-On-Reserve. Behind the Circulation Desk we have 20 laptops available for staff and students to checkout. There is also an area for students to copy and print including two print release stations, 1 print card value loader, and 2 multifunction copier/printer machines.

Three computers stations that are critical to support the library program but are staff use only are the 2 behind the Circulation Desk and the 1 behind the Reference Desk. Barcode scanners are connected to all workstations used by support staff. Book checkers and receipt printers are connected to the Circulation computers. The Campus Technology Support Services (CTSS) Department is responsible for the hardware and software installation and upgrade of computers in the library including staff and student computers. Deep Freeze and Sophos Anti-virus secure the computers in the computer lab from viruses.

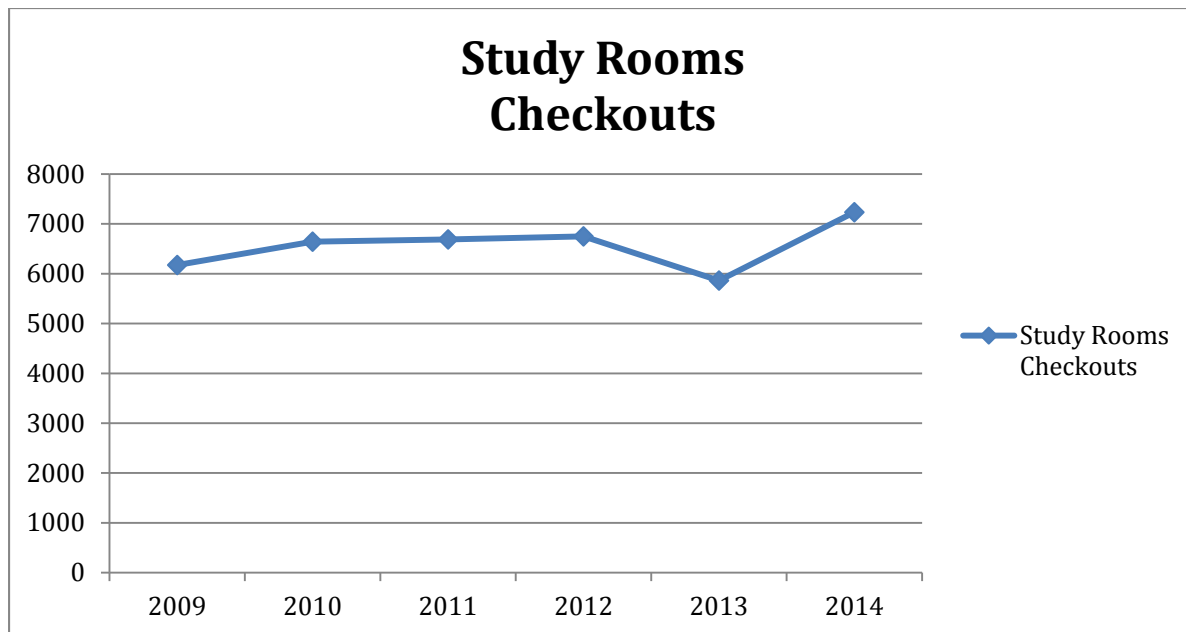
In the media carrels located towards the back of the library, there 6 TV/VCR/DVD combos and 1 video magnifier.

The library has 12 group study rooms. Six rooms are equipped with technologies:

- One room with a TV/VCR/DVD combo
- One room with a computer station,
- Three rooms with both TV/VCR/DVD combos and computer stations
- One room reserved for DSP students. The “DSP room” has 2 computer stations on height-adjustable tables with flatbed scanners.

Students with a group of two or more may check out a study room for up to two hours. The following chart provides information on Study Room usage:

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|------|------|
| Study Rooms Checkouts | 6173 | 6642 | 6687 | 6750 | 5861 | 7234 |



Based on the data, there has been a heavy demand for study rooms as students are doing more group collaboration. In addition, Circulation staff keep tally of the group of students who are turned away due to the unavailability of study rooms. In 2014, 906 groups of students were turned away from checking study rooms due to lack of them.

The library materials collection supports the educational needs of students in order to achieve academic success. The library collection includes the following materials:

| BOOKS | TITLES | ITEMS |
|--------------------|---------------|---------------|
| Reference | 2,692 | 6,598 |
| General Collection | 35,333 | 39,311 |
| Paperbacks | 1,527 | 2,773 |
| E-BOOKS | 8,826 | 8,826 |
| TOTAL BOOKS | 48,378 | 57,508 |

| SOUND RECORDINGS | | |
|-------------------------------|------------|------------|
| Audio Cassettes | 265 | 265 |
| CD | 485 | 501 |
| TOTAL SOUND RECORDINGS | 750 | 766 |

| VIDEO RECORDINGS | | |
|-------------------------------|--------------|--------------|
| Videocassettes | 158 | 338 |
| DVD | 1,689 | 2,382 |
| TOTAL VIDEO RECORDINGS | 1,847 | 2,720 |

| COMPUTER SOFTWARE | | |
|--------------------------------|------------|------------|
| CD-ROM | 188 | 239 |
| Computer Disk | 3 | 3 |
| TOTAL COMPUTER SOFTWARE | 191 | 242 |

| | | |
|--------------------|-----------|-------------|
| PERIODICALS | 48 | 2410 |
|--------------------|-----------|-------------|

| TOTAL HOLDINGS | TITLES | ITEMS |
|----------------------------|---------------|---------------|
| AS OF JANUARY, 2015 | 51,214 | 63,646 |

| | | |
|------------------|------------|------------|
| TITLE 5 | 267 | 330 |
| DONATIONS | 172 | 211 |

The Library's materials are protected by 3M Security System which involves securing library materials with security strips and locating the magnetic detection gates at the entrance of the library. Media, Reserve Books and laptops are secured behind the Circulation Desk.

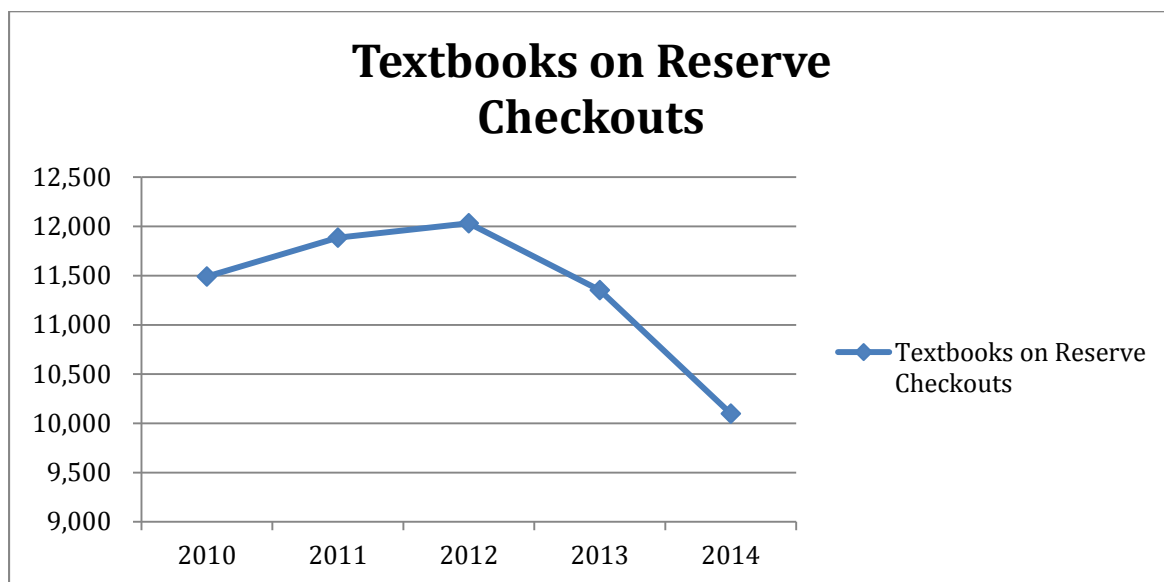
In addition to eBooks, EVC Library provides electronic resources including 1 online periodical subscription (Science Online), and 36 periodical and reference online databases. The Nursing and

Allied Health Division works collaboratively with the Library by covering the cost of CINAHL Plus with Full Text database providing students current information relating to their field of study. Faculty, staff and students can be access these online resources 24/7 on and off campus. There has been a steady increase in the usage of textbooks on reserve until recently where a sharp decline has occurred. There are a few reasons for this decline:

- There has been a significant decline in enrollment.
- Faculty are not providing as much textbooks in the past due to publishers no longer offering complimentary copies.
- Updated editions of textbooks are not on reserve.

Recently, through the efforts of the Student Success and Student Equity Initiative, the Library was granted an amount of \$13,000 to purchase current textbooks and place on reserve in the library. Over 70 textbooks were added to the collection and are now available to students to access. Statistics on the usage of the added textbooks will be monitored and reported to the campus.

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------------|--------|--------|--------|--------|--------|
| Textbooks on Reserve Checkouts | 11,491 | 11,885 | 12,032 | 11,353 | 10,098 |



Equipment Maintenance

Most equipment maintenance requests are emailed to Campus Technology Support Services. Problems with the security gate and book checkers are called into 3M, the manufacturers of the equipment. Printer and copier hardware malfunctions are directed to Konica Minolta's technical support.

Materials Allocation

The Library follows the Resource Allocation Model for Equipment and Materials request:

1. Provide division dean equipment needs rating importance and providing a rough quote for the items.
2. The Dean makes a resource allocation request to the VP of Academic Affairs.
3. The VPAA make a budget augmentation request to VP Administrative Services for funding.
4. Once approved, a quote is provided by the dean for CBC to review for purchasing.
5. Dean's admin assistant will enter into Datatel for purchasing.

Additional Facility Needs and Rationale

| NEED: | RATIONALE: |
|----------------------------------|--|
| Study rooms | Study room checkout requires a group of 2 or more students. Statistics for turning away students show an increase in usage, thus requiring a need for more study room space. A section of the library allows space to create 2 additional study rooms. This need requires remodeling of sections of the library. |
| PA system wiring to rooms | Currently the emergency PA system is only audible in the parking lot and open areas of the building but not in individual computer labs, study rooms, restrooms, or offices. |
| Patio furniture | Patio furniture is mismatched and a tabletop went missing. In Spring 2013 students moved indoor furniture to the patio on more than one occasion. This created extra work for our custodian. |
| Portable data projector | A portable projector would have multiple uses. It would support projection needs in our conference room, serve as a back-up to our aging equipment, be brought out to Spooktacular or other events used to showcase our electronic services and resources. |
| Barcode scanners | Most of our barcode scanners manufacture dates date back to 2001 and 2004. In approximately the last 2 years, 2 of our barcode scanners have failed. Staff heavily relies on scanners for speedy and accurate data entry on a daily basis. |
| Replacement Office Chairs | The chairs are 11 years old and are in need of replacement. |

| | |
|----------------------------|--|
| Seating and tables | All the soft seating and some of the study tables and chairs have been in use since 1976 when the original library opened. The library should have a sense of comfort and cleanliness in order to be an inviting place for its visitors. |
| Document Camera | An overhead projector was removed from the Library Computer Lab with no replacement of a document camera. One is needed to enhance teaching and learning during library orientations. |
| Mobile White Boards | The library does not have a mobile whiteboard which could be used for meetings, library orientations, or student use. |

2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

As noted in the previous section, technology is heavily used in the library to support and enhance instruction and student support. Computers in the Library Reading Area have been recently replaced with newer models while computers in the ERA are running on model OptiPlex 760 and are slated to be replaced within the next year or two as they are about 5 years old. The updated versions of Microsoft Office are installed in all of the public computers and most staff computers.

The copier/printer systems were updated a year ago and have experienced occasional problems since its installation under its new contract with Konica Minolta. Wireless printing should be made available as many students come to the library using their laptops and wanting to print directly from their laptops. The system also offers a scanning feature; however, requests for turning on the scanning feature have been denied by CTSS. Now that students are utilizing technology and using information in digital formats, it would be beneficial to provide them with scanning technology.

The sound system in the ERA lab, which is about 11 years old, is currently in need of repair as instructors are not able to use the mic system. Turnaround time for getting this area repaired is long, which heavily affects the quality of the instructional program.

Students have experienced problems connecting to the Wi-Fi on campus, especially in the Library. Efforts to remedy this situation have been minimal. The library now offers students to checkout the network cables to gain access to the internet.

Additional Facility Needs and Rationale

| NEED: | RATIONALE: |
|---------------------------------------|---|
| Camtasia Software | Librarians will be able to create instructional video tutorials and will have more flexibility with the software than free based software. |
| Cromebooks or iPads | Library could offer students mobile devices for learning and instructional support. |
| Mobile Device Charging Station | Students will be able to charge their mobile devices including cell phones and iPads. |
| Color MFP Printer | A color multifunctional printer can handle library projects that require larger paper, including repair to damaged books with missing color plates. |

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Library is a member of the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians. While it does not receive direct funding, this membership permits the library to receive discounted subscription of its databases. Because of the loss of Telecommunications & Technology Infrastructure Program (TTIP) funding, the Library Consortium has made it possible to subscribe to one of our most popular databases, Academic Search Premier, at no cost to the library. In addition, the Council of Chief Librarians provides opportunities for professional development, training and leadership development for librarians.

As stated prior, the library program relies on the expertise and recommendations of the Association of College and Research Libraries (ACRL), which is dedicated to enhancing the ability of academic library and information professionals to serve the information needs of the higher education community and to improve learning, teaching, and research. Ongoing trainings take place online at fee and a national conference is held biannually.

PART F: Future Needs

1. Current Budget

A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.

Department Budget (Fund 10)

For year 2013/14, the library is allocated \$5,733 for periodicals. This is barely sufficient to cover the cost for magazine subscriptions, newspapers and periodicals and leaves no funding left for Replace Books (standing orders/continuation/serials) due to budget cuts.

Videos and supplies budget are allocated \$5,000, of which \$2,000 is designated for videos. This is not adequate as costs for videos are usually high for institutional use. Supplies budget covers for library processing supplies, office supplies, security strips for books, LTI authority updates for library catalog, and rental fees for the library exhibit panels. The library supplies and videos budget is "fed" by the library income budget called "contra account," a collection of late fees, donation book sales, and lost books fees. We have to collect about \$10,500 (the target amount) in fees per year in order to keep the current supplies- videos budget of \$5,000. In years past (2007/08, 2008/09), we collected over \$11,000 in fees and had an allocated supplies & videos budget of about \$11,000. In recent years, the fees collected have decreased and our supplies budget also fluctuated as a result. Normally, leftover funds in supplies would be transferred to books budget (fund 10) to purchase books for replacement due to loss, theft or damages. With drastic cuts over the last five years, we had no funds to replace books that were lost, missing, damaged or outdated. In addition, we had to cancel many continuation titles such as the Nolo legal self-help series. One of our current standing orders titles is the West's Annotated California Codes, which supports the Paralegal Studies program. This series is getting more expensive every year as each new hardbound volume costs almost two hundred dollars. Annual cost of the updates is about \$6,500, which takes up about one third of our New Book budget (fund 17). The Paralegal Department (Business and Workforce Development Division) has no funding to help the library with this expense.

Membership budget: Covers OCLC bibliographic utilities for library cataloging activities and interlibrary loan network. The current allocation is \$7,000. Average cost per month is about \$550, subject to increase, depending on the levels of cataloging activities and number of interlibrary loan transactions.

Non-instructional certificated/adjunct librarian's hourly budget: current allocation is \$89,272. This budget is not adequate to cover reference hours in the library, expending \$98,000

in total for 13/14, as hourly rate increases have not been adequately allocated for this budget (total spent last year was \$113,902).

B. Identify any external (fund 17) funding the department/program receives, and describe its primary use.

External Funding: (Fund 17)

Preventive Maintenance: last year (2012/13) we were allocated \$17,500 in state lottery fund to pay for the annual maintenance fee for Integrated Library System (formerly Millennium, now called Sierra, library automation system). This year (2013/14) due to changes in district budgeting guidelines, we could no longer tap this fund to pay for the system. There is no stable funding for this annual maintenance fee. Prior to the state budget crisis, we were receiving state funding TTIP to cover the databases and library automation system. After TTIP was cut in 2008/09, there was no assigned funding for the library system since then. The college must now find some other funding sources to cover this maintenance fee every year. For 2013/14, the college paid for this maintenance fee out of fund 10.

EVC Library relies on several library vendors to support library services and maintains and reviews contracts annually. Among the vendors are Innovative Interfaces Inc., Community College Library Consortium, OCLC, EBSCO, and 3M.

EVC Library shares its integrated Library System with San Jose City College Library using Innovative Interfaces Inc.; therefore, the campuses share the maintenance cost for the system. This requires staff at both institutions to communicate with each other whenever there is a change or upgrade to the system. This also requires communication with the district's CTSS and ITSS departments whenever changes or problems arise with the system. The Library subscribes to services with Online Computer Library Center (OCLC) for cataloging and interlibrary loan programs. The library has Interlibrary Loan guidelines for borrowing from other libraries as well as an Intra-Library Loan guideline for borrowing from San Jose City College Library. The Library has a periodicals contract with EBSCO for periodicals in print. Each year the librarians review the print periodical collection to select or deselect based on circulation and curriculum need.

State Instructional Equipment/Lottery Fund: For 2013/14, allocation was \$21,916 to purchase new books and cover current standing orders since there is no Replace Book budget after the budget cut in fund 10. This is not adequate as the cost of continuation titles tends to increase over time (West's Annotated California Codes and supplementary updates, Gale reference series, etc.). In Spring 2014 we received \$5,000 from instructional carryover fund to cover additional

book purchases that were cut in prior years.

Library databases: For 2013/14 we were allocated \$24,500 to renew licenses for online databases from state instructional equipment funding. There is no assigned budget for this expense as the library has to seek funding every year to cover the annual subscription cost, which is always subject to increase.

Title V funding: the Title V department set a limit of \$10,000 for library purchase of materials to support Title V program. The selection of materials comes from Title V faculty requests and librarian's input. This grant is due to expire by end of 2014/15 year.

C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.

Grants (fund 17)

In Spring 2014 we received \$4,500 in one time block grant from the state and \$1,500 in matching grants from the district to purchase books in Health, Nursing and Science areas that are in need of replacement and updating. In addition, we also received a one time funding of \$1,214 from state block grants to help purchase additional databases and \$2,500 to purchase e-books via UDA (usage driven acquisition) from Gale/Cengage Learning. The library also received \$3,024 from state grants to purchase a new book check equipment to replace the twenty-year-old machine, which had been in need of repair on several occasions. The total grant received for books, databases & equipment in spring 2014 was \$12,738.

In late Fall 2012 the library also received a grant of \$500 from Silicon Valley Community Foundation to cover for one-year subscription of Silicon Valley Business Journal online (coverage from 12/1/2012 to 12/1/2013). This was a one-time grant.

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?

The American Library Association is offering \$3,000 and \$10,000 grants to libraries, museums, community arts and cultural organizations, historical societies, public television station affiliates, state humanities councils, and others that seek to facilitate informed discussion in their communities about the long and fascinating history of Latinos in the United States, dating back more than 500 years. EVC Library would be a perfect candidate to apply for the

grant. Plans to apply for the grant will take place soon as the deadline to submit the application is scheduled for May 2015. Due to high interest among nationwide libraries, EVC Library was not granted funding at this time.

3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's CTAs?

In order to support distance learning and online courses, it is necessary that the library expand its online resources including eBooks, eAudio and databases. The cost of these resources is very expensive and both funds 10 and 17 are not adequate to cover the cost. Librarians will seek support from the dean in allocating funding to meet such a need.

In addition, there is a cost for hosting formal exhibitions and literary events as well as for providing marketing materials. Either by seeking further funding from the college, donations from organizations or pursuing grants will be necessary.

4. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.

The last time a tenure-track faculty librarian was hired was in the 2007-08 academic year. Three years later, 2 fulltime librarians had retired and their positions were never filled. Reduction in fulltime librarians threatens the library's ability to maintain a standard. The two full-time librarians have had to assume additional responsibilities causing them to spread themselves thin within their assigned duties. While assisting students is the library's principal goal, very little time and resources are available to prepare instructional sessions, update research guides, work on collection development daily, create drop-in instructional sessions, conduct library outreach, or attend division meetings to understand the goals and needs for other divisions. A third fulltime librarian just got hired this fall 2015 and need for another fulltime librarian will be assessed.

The reorganization and hiring of a permanent Library Coordinator, Library Director or Dean of Library and Learning Resources Division would create a collaborative working environment to support student learning. The division consists of not only the Library and Learning Resource Center faculty and staff, but includes the special academic programs as well. This allows for greater continuing dialog within the division and across campus on how to achieve student learning outcomes and support student success. The Dean of Language Arts, Library

and Learning Resources oversees very large areas. This often makes it difficult for the dean to spend time meeting with library staff and understand library needs and issues. Recently, San Jose City College posted a position for Dean of Library and Learning Resources. Again, EVC should consider as well.

5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?

Yes. These are noted in this document in Part E: Facilities, Materials and Maintenance and in Part F Current Budget.

PART G: Additional Information

The library has undergone several changes since the last Program Review. Of concern, there is a need of a stable materials budget, including a:

- Permanent line item for books and databases
- Permanent line item for the annual maintenance of Sierra (i.e. integrated library system purchased from Innovative Interfaces, Inc.), which comes from various sources in prior years
- Full funding from Library Instructional Materials which come from the state – there has been a lack of funding to the library

Since then, the Dean of Language Arts & Library and Learning Resources has had to locate the funding every year for its ILS maintenance and database subscription renewals. It is our hope that money already be set aside to cover the cost of the subscriptions and a growing eBook collection.

The library is also in need of updated technology in order to keep pace with current technologies including:

- White boards/smart boards
- Charging stations
- Dual compatible Macs/PCs
- Patron Driven Acquisition Model for the collection of digital resources

The library has also seen an urgent need for:

- Additional faculty, including a full time Librarian
- Library Director or Dean of Library and Learning Resources who can provide oversight, stewardship and advocacy for the Library

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

| Item Title | Response |
|--|--------------------------------------|
| Productivity (WSCH/FTEF) | 327 |
| Student Success Rate (Retention Rate) | 81% |
| Number of class sections offered by your program | 1 |
| Changes in enrollment | +1.2% |
| Your Program's Current Budget (from Fund 10) | \$129,495 |
| Current External Funding (from Fund 17) | \$71,273 |
| Future Needs: Faculty (Estimated Additional Cost) | \$80,000 (additional FT Librarian) |
| Future Needs: Staff (Estimated Additional Cost) | \$110,000 (Library Dean or Director) |
| Future Needs: Facilities (Estimated Additional Cost) | \$100,000 |
| Future Needs: Supplies (Estimated Additional Cost) | \$50,000 |

Library Reference Desk Survey Results Spring 2010

Please tell us about your experience today at the Evergreen Valley College Library Reference Desk

23 TOTAL RESPONDENTS

1. **The purpose of my visit to the reference desk today was to:** *(Please check ALL that apply)*

- | | |
|--|----|
| <input type="checkbox"/> Find a needed book or other library material (related to course work or for personal needs) | 19 |
| 83% | |
| <input type="checkbox"/> Find an article from a subscription database or get assistance in using an online resource | 8 |
| 35% | |
| <input type="checkbox"/> Get help with MLA/APA citation | 4 |
| 17% | |
| <input type="checkbox"/> Get information about library services / facilities | 7 |
| 30% | |
| <input type="checkbox"/> Get information about other campus or outside services / facilities | 3 |
| 13% | |
| <input type="checkbox"/> Other (Please explain) : | 4 |
| 17% | |
| <input type="radio"/> Watch the video clip in my lesson | |
| <input type="radio"/> Video clip | |
| <input type="radio"/> Finding books on a certain subject | |
| <input type="radio"/> Print out my documents | |

2. **As a result of my interaction with the reference librarian today, I am now better able to:** *(Check ALL that apply)*

- | | |
|--|----|
| <input type="checkbox"/> Use the library catalog to find material of interest using the most appropriate search method | 21 |
| 91% | |
| <input type="checkbox"/> Access subscription databases and retrieve articles relevant to my research topic or information need | 12 |
| 52% | |
| <input type="checkbox"/> Tell the difference between sources that are available on the free web and those that are available through subscription database | 8 |
| 35% | |
| <input type="checkbox"/> Distinguish between scholarly and popular information sources | 6 |
| 26% | |
| <input type="checkbox"/> Document the information sources according to MLA or APA guidelines | 7 |
| 30% | |
| <input type="checkbox"/> Locate other library or learning center resources (tutoring services, study rooms, printers, computers, etc) that meet my other information needs | 12 |
| 52% | |

Please use the space provided to include any additional comments you have about the service you received today or tell us how you would like us to serve you better. (Use the back of the page if needed)

- Assistant was help checked out my books. I was happy with all assistants in the library.
- I like how the library books are neatly organized and planned out.
- You guys are doing a great job running the library. No problem at all with anything.
- My visit to the reference desk was great. She helped me out and answered my question.
- The service was great. The librarian did a great job in explaining.
- Sometimes I don't have enough time to study in the library. Please lend some books or VHS I can bring them at home and return a few days.
- She helped me out a lot, and answered all questions I had
- Very nice, helpful, and informative..a great resource!
- n/a Good work every time. The male librarian is extremely helpful.
- I realize that most of the books place in the reference section is due to the fact most people just use those materials as a reference on one thing in the book they are interested in; although some may actually be interested in reading entire book for study and learning. Maybe there could be special circumstances. I was very pleased with the service.
- Librarian was very helpful.
- The service I received today was good because I was looking for a specific book and got help and suggestions to better find my book.
- I think that the service provided was great and very helpful. It lets me know I can get help when I need it.
- Everything is all right
- Very friendly and helpful. Went above and beyond to find answers to my question.
- The librarians are wonderful. Especially Lorena. She's doing a terrific job. I feel absolutely great today.

Evergreen Valley College Library Student Survey Results Spring 2012

Tell us about your experience in the library. Total 252 surveys

1. You are a: (mark one)

- | | | |
|--|-----|-----|
| <input type="checkbox"/> New Student (First time student at EVC) | 27 | 11% |
| <input type="checkbox"/> Continuing Student (You were enrolled the previous semester at EVC) | 207 | 82% |
| <input type="checkbox"/> Returning Student (You were <u>not</u> enrolled the previous semester at EVC) | 14 | 5% |
| <input type="checkbox"/> Other: _____ | 4 | 2% |

2. The purpose of my visit to the library was to: (mark all that apply)

- | | | |
|---|-----|-----|
| <input type="checkbox"/> Check out a computer | 151 | 60% |
| <input type="checkbox"/> Check out books or other materials | 113 | 45% |
| <input type="checkbox"/> Conduct research for my classes | 99 | 39% |
| <input type="checkbox"/> Group Study | 105 | 42% |
| <input type="checkbox"/> Go to a quiet place to study | 154 | 61% |
| <input type="checkbox"/> Meet with my class | 42 | 17% |
| <input type="checkbox"/> Other (Please explain) | 10 | 4% |

3. How often do you visit the library?

- | | | |
|---|-----|-----|
| <input type="checkbox"/> Daily | 68 | 27% |
| <input type="checkbox"/> 2-3 times a week | 127 | 50% |
| <input type="checkbox"/> Once a week | 35 | 14% |
| <input type="checkbox"/> Once a month | 20 | 8% |
| <input type="checkbox"/> Once a semester | 12 | 5% |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|--|----------------|------------|-----------|----------|-------------------|-----------|
| 4. The library has enough books for my research needs. | 88 35% | 104 41% | 41 16% | 5 2% | 3 1% | 11 3% |
| 5. The library has enough media (videos, DVDs, CDs) for my research needs. | 63 25% | 81 32% | 70 28% | 6 2% | | 32 12% |
| 6. The library has enough eBooks in its collection. | 54 21% | 73 29% | 77 31% | 10 4% | | 38 15% |
| 7. The library tables, carrels, and lounge seating provide adequate spaces for reading and study. | 132 52% | 102 40% | 10 4% | 7 3% | | 1 .03% |
| 8. The library computers and media equipment are adequate for meeting my study and research needs. | 121 48% | 80 32% | 21 8% | 10 4% | 2 .08% | 18 7% |

| | | | | | | |
|--|------------|-----------|-----------|----------|---------|---------|
| 9. The library hours are adequate for meeting my study and research needs. | 116 46% | 86 34% | 27 11% | 16 6% | 4 1% | 3 1% |
|--|------------|-----------|-----------|----------|---------|---------|

10. The library needs to have more: _____

11. As a result of my interaction with **Circulation Services** today, I am now able to access the following efficiently:

| | Strongl y Agree | Agree | Neutral | Disagre e | Strongl y Disagre e | N/A |
|------------------------------|----------------------------|--------------|----------------|----------------------|------------------------------------|------------|
| Computers | 146 58% | 72 29% | 14 5% | 1 .03% | 1 .03% | 18 3% |
| Reserves | 106 42% | 72 29% | 33 13% | 1 .03% | 2 .08% | 38 6% |
| Printing/Photocopying | 130 52% | 67 27% | 21 8% | 1 .03% | | 33 6% |
| Study Rooms | 134 53% | 65 26% | 28 11% | 5 2% | 1 .03% | 7 2% |
| Other: | 25 10% | 16 6% | 6 2% | 1 .03% | 1 .3% | 13 6% |

Answers to Question #10

- 28 respondents indicated need for updates and improvements in library's computer resources and wireless services
 - 8 respondents commented on specified need for improved wireless service in the library
 - 6 specified need for faster computers and updated software
 - * (In open-ended comments section of questionnaire, there are also more comments on need for better connectivity to library's Wi-Fi service)
- 25 respondents indicate a need for more books – including

- Reserve items
 - General collection items (that can be checked out)
 - New and current releases
3. 21 respondents indicate the need for more study rooms
 - The majority of these (15) specify a need for study rooms *with computers*
 - Other forms of study space
 4. 16 respondents indicated need to extend library hours -- including on the weekends and evenings.
 5. Other (misc – not indicative of major trends) needs identified include
 - Water fountains / beverages
 - Comfortable seating
 - More “high-quality” Internet resources
 - Escalators
 - Scanner
 - Movies – including new releases

**Spring 2013 – English 1A
Library Orientation Pretest (2/12/13) & Post Test (2/26/13)**

Summary

Pretest: 21 responses

Post test: 30 responses

Have you received a Library Orientation before at Evergreen Valley College?

| | Pretest | Post Test |
|-----|---------|-----------|
| Yes | 52.4% | 76.7% |
| No | 47.6% | 23.3% |

What do you need to check out a library book?

| | Pretest | Post Test |
|----------------|---------|-----------|
| A library card | 0% | 6.7% |
| Student ID | 95.2% | 90% |
| Nothing | 4.8% | 4.8% |

The Library is open on Saturdays.

| | Pretest | Post Test |
|-------|---------|-----------|
| True | 0% | 0% |
| False | 0% | 0% |

In order to print or photocopy, I need:

| | Pretest | Post Test |
|--------------|---------|-----------|
| A print card | 9.5% | 13.3% |
| Student ID | 81% | 86.7% |
| Coins | 9.5% | 0% |

The EVC Library catalog usually lists:

| | Pretest | Post Test |
|--------------------|---------|-----------|
| Books | 95.2% | 73.3% |
| Newspaper articles | 4.8% | 26.7% |
| Photographs | 0% | 0% |
| Coupons | 0% | 0% |

The library's online catalog can be searched by:

| | Pretest | Post Test |
|------------------|---------|-----------|
| Title | 0% | 3.3% |
| Author | 4.8% | 0% |
| Subject | 0% | 0% |
| Keyword | 4.8% | 3.3% |
| All of the above | 90.5% | 93.3% |

When searching the catalog by "author", you:

| | Pretest | Post Test |
|------------------------------------|---------|-----------|
| type the author's last name first | 52.4% | 80% |
| type the author's first name first | 14.3% | 6.7% |
| doesn't matter which order | 33.3% | 13.3% |

When conducting research, what is an "abstract?"

| | Pretest | Post Test |
|---|---------|-----------|
| An unusual piece of artwork | 33.3% | 6.7% |
| A brief summary of a periodical article | 66.7% | 93.3% |

"Works cited" refers to:

| | Pretest | Post Test |
|---|---------|-----------|
| a book about a person's life | 0% | 0% |
| a list of sources (books, articles, websites, etc...) noted in a research paper | 95.2% | 93.3% |
| a list of websites | 4.8% | 6.7% |

Your assignment is to write a paper based on scholarly information. What would be the most appropriate source to use?

| | Pretest | Post Test |
|---------------------|---------|-----------|
| Magazines | 0% | 0% |
| Academic Journals | 90.5% | 90% |
| Newspapers Articles | 9.5% | 10% |

How can you tell you are reading a scholarly journal article?

| | Pretest | Post Test |
|---|---------|-----------|
| Longer articles, providing in-depth analysis of topics | 0% | 3.3% |
| Author is an expert or specialist in the field, name and credentials provided | 14.3% | 13.3% |
| A bibliography (works cited) and/or footnotes are always provided to document research thoroughly | 9.5% | 0% |
| All of the above | 76.2% | 83.3% |

Of the MLA citations listed, which one is for a physical book by a single author? (Sample on next line)

| | Pretest | Post Test |
|--|---------|-----------|
| Sheehy, Bob. Bob's Page. July 1996. Web. 24 May 2007. < http://www.runet.edu/~rsheehy/ >. | 9.5% | 3.3% |
| Sinderbrand, Rebecca. "A Shameful Little Secret: North Carolina Confronts its History of Forced Sterilization." Newsweek 28 Mar. 2005: 33-34. Print. | 61.9% | 46.7% |

Krakauer, John. Under the Banner of Heaven: a Story of Violent Faith.
New York: Doubleday, 2003. Print.

28.6%

50%

How would you describe the following topic sentence: Immigration hurts everyone.

| | Pretest | Post Test |
|--------------|---------|-----------|
| Too broad | 85.7% | 96.7% |
| Too specific | 14.3% | 3.3% |

Cell phone usage affects people's immune system.

| | Pretest | Post Test |
|---------------------------|---------|-----------|
| cell phones people | 4.8% | 0% |
| immune system people | 19% | 6.7% |
| cell phones immune system | 76.2% | 93.3% |