Comprehensive Instructional Program Review Criteria- 2019/2020

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the Office of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the allocation process in the College Budget Committee.

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:
    - Access
    - Curriculum and programs
    - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
    Areas of focus are:
    - Increase visibility
    - Develop strategic partnerships
    - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
    Areas of focus are:
    - Communication
    - Employee development
    - Transparent Infrastructure

Department/Program Name: Library

Year of Last Comprehensive Review: 2014

Year of Last Mini Review, if applicable: n/a

Preparers' Name(s): Lorena Mata, Heather Ott

Area Dean: Merry Kravitz

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

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.

EVC Library Semester Hours:	8:00 am – 8:00 pm	Monday-Thursday
	9:00 am – 3:00 pm	Friday
	10:00 am – 2:00 pm	Saturday

EVC Library is located on the third floor of the Library/Educational Technology Center, a 26,000 sq. ft. 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 membership is available for the public to check out materials from the library.

The library provides a space for individual and group study, library orientations, research, and a collection of over 65,000 items (books, course reserves, periodicals, sound recordings, and DVDs). Students may borrow materials, utilize computers with internet access, and access copying/printing equipment. EVC Library also provides remote access to resources for fulfilling research and information needs including databases, eBooks, and research guides. Librarians and library staff maintain the Library webpage (www.evc.edu/library) on the campus website so that the campus community is able to access all

electronic library resources and services available to them. With SharePoint, librarians and library staff create, revise and update web content.

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 the full-time librarians. This area requires collaboration and communication with San Jose City College Library as both share the same library system.

Circulation is the focal area for "checking out" materials including print, media, textbooks on reserve, and study rooms. 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. As with Technical Services, the fulltime librarians oversee the Circulation unit and regularly communicate and collaborate with San Jose City College Library as needed. Student workers are hired in this area to assist in areas related to the circulation and shelving of materials.

Reference Services includes one-on-one instruction and research assistance to students, faculty, staff and community users. Librarians provide instructional sessions (library orientations) to classes, develop teaching and learning resources related to research and information literacy skills, and collaborate with faculty to support the curriculum of their courses. Two fulltime and six adjunct librarians staff the reference area and are assigned orientations during their reference shift.

Additional roles and responsibilities. In addition to the reference desk hours, the two 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.

It is important to note the multifaceted role of the Library as it offers instructional programs and student support services that align with the mission of the college. As faculty members, librarians are expected to work across all disciplines and carry out the responsibilities as any other college faculty including assessment, distance education, and teaching of credit courses. It is also the responsibility of EVC Librarians to provide accessible resources to students so that may use them effectively and ethically.

Guiding Principles and Standards of Practice. EVC Library not only follows the mission and goals and the institutional learning outcomes of the campus but also adopts guides and standards from local and national library organizations that address key components of library operations and services, outcomes, assessment, and information literacy. The following are resources that EVC Librarians consult in order to achieve our college's mission, maintain compliance, and continuously improve in academic librarianship:

- [The Role of Library Faculty in the California Community College](#) (Spring 2019)

- [California Code of Regulations, Title 5 Education – Division 6. Community colleges](#)

- [Standards for Libraries in Higher Education](#) - Association of College and Research Libraries

- [ACRL Guidelines, Standards, and Frameworks](#)

- [ACRL Framework for Information Literacy in Higher Education](#) (2016)

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

Goal: *Hire a third full-time librarian*
In Fall 2015, a fulltime librarian was hired which made it possible for the library to maintain and enhance the delivery of essential services to the campus community. In Fall 2019, a fulltime librarian transferred to San Jose City College, thus creating, once again, a need for a fulltime librarian.

Goal: *Hire a Library Coordinator, Library Director or Dean of Library and Learning Resources*
In Spring 2019, Academic Senate approved the Library Coordinator position to start in Fall 2019. This assignment has made it possible for the Library Coordinator to provide direction and coordination of library activities and needs on a weekly basis. It is recommended that the reassigned time increase to 30% since 20% does not provide substantial amount of time to carry out responsibilities and duties, especially during a comprehensive program review.

The creation of the position, Dean of Library Learning Resources, Distance Education, Dual Enrollment, Non-Credit, and College Initiatives, was approved by the board in Fall 2019. Although the position encompasses many departments and programs, it is hopeful that the dean will have experience with library operations and the time to provide direct support to the department. It is our hope that the dean will be selected before the spring semester ends.

Goal: *Increase in budget for database subscriptions and eBook collection*
This continues to be an ongoing problem and has required the faculty librarians to seek support from other divisions such as Nursing and Business Workforce to fund databases relevant to their fields. Librarians have had to cut robust databases to ones that are more economical and basic to which faculty are finding those options to be inadequate. The current budget for library databases remains static and does not account for its annual increasing costs.

Goal: *Engage in activities that would draw students into the library*
Several activities have drawn students to the library including art displays, participation in Silicon Valley Reads, collaboration with the Tutoring Center extended study hours during finals week, library presence in digital signage, and adoption of phone chargers in the library.

Goal: *Increase the circulation of the DVD collection through marketing and promotion*
In Summer 2015, library staff pulled out the DVDs from the work area and relocated them out into the shelves for students to easily browse and access. DVDs that were 1-day check out were increased to 1-week allowing students more time with the material. Circulation of DVDs steadily increased but tapered off due to the popularity of streaming services. Librarians will need to further assess the acquisition of DVDs in its collection.

Goal: *Create a clearinghouse for Open Educational Resources (OER)*
In Fall 2017, one of the fulltime librarians served as the OER Liaison for EVC and created a program for faculty and staff to learn about OER through an online resource guide (http://libguides.evc.edu/Opentextbooks), workshops, one-on-one conversations, and division/department meetings. We plan to continue supporting OER by working closely with the recently hired OER Liaison. The fulltime librarian who served as liaison transferred to SJCC.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

- *Provided research and citation workshops for students*
  Librarians hosted research and citation workshops towards the end of the semester for students who needed assistance with their research papers. The workshops were primarily targeted to students whose instructors did not schedule a library orientation and to students who needed further guidance. These workshops gave students the opportunity to ask specific questions and to learn how to ethically use information. These workshops provide equitable access for all students to participate in a library workshop/orientation that may or may have not been scheduled formally with their courses.

- *Created an interactive and engaging component to First Year Experience students*
  Librarians reached out to faculty counselors who were teaching the First Year Experience (FYE) courses and created a curriculum for students to learn how to use the library. This was an opportunity to prepare them for research related assignments including evaluating online information and applying MLA citation. There is a correlation that if students are familiar with using the library's services and resources, their academic success in increased. By participating FYE, students' confidence levels are increased when using the library's services and understanding their course research assignments.

- *Expanded library orientations from 50 minutes to 1 hour 15min*
  For years, library orientations were typically scheduled under an hour which often felt rushed. This amount of time did not allow the opportunity for students to become familiarized with

utilizing the library's resources nor engage with the librarian and instructor to critically think about information, the research process, or the assignment. The additional time allows hands-on activities and one-on-one assistance. Because so much information is provided in one session, instructors are also encouraged to schedule a second session to allow students to process what they learned, apply it for homework, and reinforce on the second visit. This time expansion improves student success by allowing students time to explore further the library's resources, collaborate with classmates and instructor, and ask questions.

- *Embedded a library presence into the Canvas course shells*
  Library support is available on Canvas for Distance Education instructors and students. A library resource page is made available to students on the Canvas course shell (http://libguides.evc.edu/de) directing them to resources and services. A resource page is available for faculty   (https://sjeccd.instructure.com/courses/7930) to learn how to embed a research article search box, link articles and eBooks in Canvas, and share a library orientation to students. Providing a flexible methodology greatly empowers and prepares students for using the library resources and succeeding academically.

- *Acquired Textbooks for Course Reserves through the Student Success Initiative*
  The library has been successful in securing funds to purchase textbooks on reserve for the past few years. With the demanding cost of textbooks and the need to make them affordable, the library advocated for the purchase of textbooks and for the opportunity for students to take them home for a number of days. This program continues to be successful with the support of the Student Success Initiative. This accomplishment clearly provides students an equitable means for accessing textbooks that have become too expensive for them to afford and addresses a student's basic need.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

- *Digital Display Monitor*
  This equipment is shared by the Library, Tutoring Center and Open Lab and provides important information to students regarding hours and services. The digital display of information has increased the visibility of the library by informing students of the library's hours, services and events including research workshops, extended hours, and the LIB-015 course.

- *Camtasia Software*
  Access to Camtasia has made it possible for librarians to create and disseminate instructional videos on using the library's resources, specifically the catalog and databases. This has been a much needed medium for students in Distance Education courses to learn how to utilize the library's resources. This tool proved beneficial for creating tutorials for students and training modules for faculty and staff.

- *Color Multifunction Printer*

  The color prints have made it possible for the library to create attractive signs and handouts of the library's book displays, exhibits, author events, and workshops. Students in the library orientations appreciate the colorful handouts as it enhances their learning experience and helps them to easily interpret and understand the information.

- *Flatbed Scanners for DSP Students*

  Updated technology was necessary for students to successfully utilize the Kurzweil software for DSP students to access their course reading materials.

- *Barcode Scanners for Library Staff*

  Updated barcode scanners have made it easier for library staff to submit accurate and quick information when checking out materials to the campus community or for processing materials.

5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success. (Need to provide clear connection between accomplishment and EVC's mission)

- *Comfortably navigate and operate the new Library Services Platform (LSP)*

  We would like to be knowledgeable and comfortable using ExLibris Alma and Primo software solutions, the new LSP (acquisitions, cataloging, and circulation units) and online library catalog for the California Community College Libraries. This cloud-based, system wide LSP (front-end and back-end system) was funded by a one-time state grant for the California Community colleges to move toward shared resources and streamlined workflows. We hope to move beyond the basic functionalities of the system and reach an intermediate level of understanding and expertise so that we may be able to meet student, faculty and staff needs. This new system provides an equitable means for students and adjunct faculty to navigate a library system that all the CSUs and several of the UCs currently have making the transition to a four year university much easier. The new LSP enhances the internal effectiveness of the institution now that all California Community College library staff will have opportunities to collaborate and problem solve.

- *Hire a fulltime Librarian*

  As stated from the previous program review, we would like to see an increase in fulltime librarians so that we may maintain and enhance the delivery of essential services to the college. A recent transfer from one of the fulltime librarians to SJCC has decreased the number of fulltime librarians down to two. Given the adoption of a new library service platform, it is preferred that the new librarian is familiar in user experience, web development (PHP, MySQL, Java, JavaScript, and XML), systems/program development, information architecture, and project management. Hiring a fulltime librarian will enhance the institutional effectiveness of the institution and the community. Having an additional librarian will allow areas of the library to become more robust and constant.

- *Implement "Credo Instruct" into the College Curriculum*

  A recent purchase of Credo Instruct will help librarians teach and assess information literacy skills to students through modules while aligning to the college's Institutional Learning Outcomes. Librarians plan to add modules comprised of online videos, tutorials, and quizzes on to the Library 015 course in Canvas, other Distance Education courses, and online library guides (Libguides). This additional online resource is a flexible methodology that is available to all students. It will both enhance student information literacy skills and improve student success.

- *Add New Furniture to the Library*

  The library is in need of a furniture refresh in areas where space is available including the building entrance, library lobby, and study rooms. The lobby areas on the second and third floor have the potential to become active learning spaces by adding new furniture that is conducive to learning and collaboration. The 12 study rooms in the library have pieces of furniture from the old building which are heavy and outdated. We would like to have updated furniture (tables and chairs) and equipment (larger whiteboards, wall mounted monitors or computers) that are fluid, moveable and modern in order to enhance collaborative and learning spaces. Providing a comfortable space is a student basic need.

- *Secure funding to account the cost increase of databases and books*

  Securing funding to maintain subscription databases and eBooks has been an ongoing issue since the elimination of funds in 2009 of the Technology and Telecommunications Infrastructure Program from the state. These funds covered the cost of the library system and online databases. Now that the funds are no longer available, the library has had to tap into a library budget that remains static. The Dean of Language Arts & Library and Learning Resources has had to advocate and locate funds every year to cover the increasing costs. Oftentimes, the library has to compete for funds with other departments whenever monies are available. We hope that the administration increases the library budget to account the increasing cost of subscription databases and the need to update books (print and digital). An increase in resources for students will result in an increase in student access which leads to success.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. **Program Set Standards (Summary Tab)**

Overall, EVC's Institution Set Standard for success rate is **71%**, and the aspirational goal for student success is **73%.**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'18 average = 55%	**55%**	71%	.55 x .90 = 49.5 > **50%**	60%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus?	**Lower**

b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

- Break down the final project to scaffold work and reduce student anxiety
- Add modules of Credo Instruct, an online information literacy program, which will provide students with online videos and tutorials
- Provide supplemental learning resources in areas of the course where students struggle
- Revise components of the curriculum of the course to keep current with technology changes

c) Is the current program success rate higher than the program set standard?

N/A. This is the first time we are setting the program set standard.

d) How close is the program to meeting the program success goal?

With new developments for the course, we are hopeful that we will meet the program success goal within a year. These developments include renaming the course to attract more students, meeting with the Articulation Counselor to discuss how the course can qualify for the CSU GE Breadth Area A, and meeting with the future dean to discuss a plan for course revision.

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

> We are setting them now and will need to assess in the future.

2. Success Rate ("C" or better)-average Fall 2014- Fall 2018

Success Rates: **Measures by IPEDs Race/Ethnicity**	Program (average total enrolled students/Success Rate)	EVC	
American Indian	0	142	78.2%
Asian	5 / 58.0%	10,301	77.4%
Black or African American	1 / 41.6%	575	61.6%
Hawaiian/Pacific Islander	0	113	66.9%
Hispanic	6 / 47.1%	9,786	63.9%
Two or More Races	1 / 33.3%	704	69.0%
Unknown	2 / 25.0%	2,212	72.0%
White	2 / 60.0%	1,560	74.0%
Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC	
Female	10 / 55%	13,577	72.8%
Male	6 / 52%	11,749	68.8%
No Value Entered	0	85	72.1%
Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC	
17 & Below	1 / 0%	639	82.2%
18-24	5 / 43.9%	16,883	68.0%
25-39	6 / 59.7%	5,418	74.9%
40 & Over	6 / 55.7%	2,427	79.4%
Unknown	0	25	66.3%

> With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.
>
> With such low enrollment numbers, our data set is small and difficult to make any specific conclusions and recommendations. The age and ethnicity percentages appear to represent the makeup of EVC student population as a whole. To improve learning in the course overall:
>
> 1. Last Spring 2019 semester, Heather Ott scaffolded the final project to: 1) provide feedback throughout the semester on the final project to provide more direction and identify issues early and 2) aide students in beginning their research early and reduce anxiety at the end of the semester when project and final test are due. To be assessed fall 2019.

2. This Fall 2019 semester. Heather Ott has added the following to the LIB-015 course to be taught in Spring 2020 (to be assessed Fall 2020):
   - Rubrics for all assignments and projects to set expectations and criteria for submitted work
   - Additional learning materials to support course modules and provide individualized learning opportunities
   - Greater description to accompany learning objectives and provide more context for learning in each module

3. In Spring 2020, when the new Library Service Platform and Proxy are in place, Heather Ott will implement online videos and tutorials from our new database *Instruct* to support learning of information literacy concepts throughout the LIB-015 modules. New support materials to be taught in Fall 2020 and assessed Spring 2021.

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a. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)

LIB-015 Program Set Standard = 50%
LIB-015 Program Set Goal = 60%

As discussed above, with such low enrollment numbers, our data set is small and difficult to draw any specific conclusions based on ethnicity, gender and/or age. In general, research shows that success rates for online students is lower than face-to-face students. Our goal is to align the LIB-015 class with the Online Education Initiative Course Design Rubric to improve our overall course design to better support the needs and learning of online students. Assessment and implementation of Online Education Initiative Course Design Rubric recommendations for LIB-015 is occurring this Fall 2019 semester for deployment in Spring 2020.

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b. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

LIB-015 is a fully online course and not offered in the classroom so we are not able to compare different settings.

3. **Program Awards- if applicable :** Not Applicable to Library Studies

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type:	Number of Awards (Examine 2015-16, 2016-17, and 2017-18 data)
AA	
AS	
AS-T	
AA-T	
Certificate 12-18 units	
Certificate less than 12 (for data on these certificates please see your division administrator)	
Discussion:	

4. Student Enrollment Types (average F14-F18)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	7	37.7%	4,619	50.3%
Day & Evening	4	31.0%	3,239	35.3%
Evening	3	31.0%	1,087	11.8%
Unknown	3	19.2%	239	2.6%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time	5	27.1%	2,243	24.4%
Half Time or less than half time	11	68.9%	6,175	67.2%

*Note: Not reported here are overload/withdrawn to equal 100%

a. Discuss any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review?
Discuss how do your program enrollments (Pct of total) compare to EVC?
Based on the data, would you recommend any changes?

Last Program Review:
Day: 13 / 70%
Day & Evening: 6 / 30%
Evening: 0

Fulltime: 10 / 51%
Part time: 9 / 49%

Current:
Day: 7 / 37.7%
Day & Evening: 4 / 31%
Evening: 3 /31%

Fulltime: 5 / 27.1%
Part time: 11 / 68.9%

As discussed above, with such low enrollment numbers, our data set is small and difficult to draw any specific conclusions based on the academic load or time of day students take classes. Since LIB-015 is fully online, students are able to do course work during the times that work best for the schedule, which accommodates both day and night students. Program enrollment based on academic load is comparable

to the general EVC data. We will continue to promote support services and participate in Early Alert to address all students who are struggling.

How do our program enrollments compare with EVC? We had seven day students, which is a lower percentage then the EVC average, and three evening students, which comes out to a higher percentage than the EVC average. If this was a larger data set with statistical value, one might argue that night students are more likely to take online classes because they work, and it better accommodates their schedules. Since three students is not enough data to make thoughtful conclusions or decisions, we do not feel comfortable making changes. Additionally, the online model is accommodating to all day and evening students, so it seems logical that we do not need to make any changes here.

5. Student Demographics- Headcount (average F14-F18)

Program Total Headcount			Headcount & Pct of Total	
Gender	**Headcount**	**Pct of Total**	**EVC**	
Female	**10**	**55.0%**	4959	54.0%
Male	**6**	**45.0%**	4185	45.6%
No Value Entered			38	0.4%
Age	**Headcount**	**Pct of Total**	**EVC**	
17 & Below	1	14.3%	393	4.3%
18-24	5	27.2%	5483	59.7%
25-39	6	38.8%	2266	24.7%
40 & Over	6	31.2%	1029	11.2%
Unknown	0	0	10	0.1%
Race/Ethnicity (IPEDS Classification)	**Headcount**	**Pct of Total**	**EVC**	
American Indian	0	0	50	0.5%
Asian	5	32.3%	3596	39.2%
Black or African American	1	9.7%	226	2.5%
Hawaiian/Pacific Islander	0	0	39	0.4%
Hispanic	7	39.3%	3609	39.3%
Two or More Races	1	6.7%	249	2.7%
Unknown	2	10.9%	806	8.8%
White	2	12.3%	608	6.6%

    a. Based on the **program total headcount** and percent change year to year, discuss if your program growing or declining.
If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

The LIB-015 enrollment has decreased from the previous program review period. We attribute this to the fact that LIB-015 is a standalone course and it is not required. Additionally, there is a growing focus on moving students efficiently through their academic careers based on a set

pathway and LIB-015 does not meet any GE requirements in order to qualify for an ADT. To combat this issue, the librarians will revise the LIB-015 curriculum to meet GE Area E standards and submit for approval in December 2020. Once approved, the librarians will meet with various departments to recommend that the course be added to their ADTs.

b. Discuss any gaps have you identified in your program.
Discuss how your program enrollment is similar or different from the campus.
Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.

As discussed above, with such low enrollment numbers, our data set is small and difficult to draw any specific conclusions based on ethnicity, gender and/or age. We will focus on improving our overall course design by updating the course to meet the standards of the Online Education Initiative Course Design Rubric in order to better support the needs and learning of online students.

Unfortunately, without a larger data set these numbers don't hold much statistical value. If we assume these numbers would hold true given larger enrollment numbers, our gender and ethnicity percentages are fairly consistent with EVC. We might argue that the age demographics differ because the course content attracts young students who are new to academic research and older adult students who need a refresher on conducting academic research.

c. Discuss what interventions the program can implement to address any gaps in enrollment.

Based on our small data set, we feel uncomfortable making any conclusions. We will continue to advertise the course at events on campus to try and reach a wider audience.

6. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
Capacity	36.57%	68.14%
Productivity (goal 16)	5.32	14.08

Is your capacity rate higher or lower than the campus?	Lower
Is your productivity goal higher or lower than the campus?	Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:

As mentioned earlier, LIB-015 has had low enrollment during this program review cycle. Some of this can be attributed to the fact that LIB-015 is not part of a bigger program, but the larger

issue is that it is not a required course nor does it meet any GE requirements. To combat this issue, the librarians will revise the LIB-015 curriculum to meet GE Area E standards and submit for approval in December 2020. Once approved, the librarians will meet with various departments to recommend that the course be added to their ADTs.

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

   LIB-015: *Electronic Research and the Internet* is the only course offered in the Library Studies Program. It was last updated in Fall 2014. Plans to update the course will take place in 2020 with completion and approval in Spring 2021. Librarians have met with dean in Fall 2019 to discuss a plan for course revision. We plan to meet with the curriculum chair to discuss course revision and the articulation officer to discuss how to qualify the course for CSU GE Breadth Area E: Lifelong Learning and Self-Development.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.
   For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).
   Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

   The only course offered in the program is LIB-015. This course seeks to develop students' information literacy skills and teach students how to think critically about information creation, production, value and usage. As our students live in the age of the internet with easy access to a vast network of information, knowing how to effectively search for, assess and use information ethically are valuable competencies that are necessary for conducting effective research and making informed decisions in their personal and academic lives.

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).
   Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

   LIB-015 is a standalone course. There is no degree or certificate obtained. In a variety of discussion forums, students are asked to discuss how the information literacy skills and competencies they are learning are important to the academic research they are required to do in college. For example, in one discussion forum, students are asked to explain their struggles with the research process in the

past and then respond to another student giving them solutions to those struggles based on the readings about the research process in that module.

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?

As part of the POCR (Peer Online Course Review) process for approval in the California Virtual Campus Exchange, LIB-015 has been evaluated based on the Online Education Initiative Course Design Rubric. Feedback has been provided and the course updated during the Fall 2019 semester to include:
- Rubrics for all assignments and projects to set expectations and criteria for submitted work
- Additional learning materials to support course modules and provide individualized learning opportunities
- Greater description to accompany learning objectives and provide more context for learning in each module

These new revisions will be implemented in Spring 2020 and evaluated for their effectiveness. The following are recent strategies that have made positive impact on students based on findings from the last program review:

In Fall 2015, only 50% of students in LIB-015 submitted a final project. As a result, the instructor developed assignments on brainstorming/selecting a topic, narrowing a topic, and finding/evaluating sources to help students begin the research process for the final project earlier in the semester in order to reduce anxiety and scaffold work throughout the semester. In Spring 2019, 90% of enrolled students submitted a final project.

In Fall 2015, it was reported that students showed a lack of comprehension of advanced search skills based on the related quiz and questions in the final. A tutorial on Advanced Searching was created and implemented in the Spring 2019 course to improve learning. The final test included 7 multiple choice questions on advanced searching, for 6 of those questions at least 89% of the students answered correctly.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

Enrollment in LIB-015 has been low over recent years. In the last four years, LIB-015 has only run during three of the past eight semesters. To boost enrollment, Heather Ott is seeking approval for submission of her course in the California Virtual Campus Exchange in order to open enrollment to other students in the California Community College System. The course has been reviewed by EVC's local POCR (Peer Online Course Review) committee this Fall 2019 semester and is currently being revised based on the feedback. Submission will occur at the end of Fall 2019.

The course description and curriculum for LIB-015 should be revised to meet the current issues and ethical standards related to information creation, consumption and usage for personal and academic research. By updating the content to meet current information and research needs and revising the language of the course description to be more student friendly, we hope to make the course more relevant and attract

additional students to enroll. We would also like to update the curriculum so that the course can qualify for GE Area E: Life Long Learner. A meeting was held with the Dean this semester to seek information on this process so that we can begin to address these revisions in Spring 2020.

In the previous program review, it was mentioned that the library would like to reactivate Lib-021; however, due to AB705 and implementation of Guided Pathways reactivation of Lib-021 was put on hold. We intend to seek direction from the dean as how to best proceed with supporting the information literacy skills for ESL students.

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6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

    LIB-015 – Electronic Research and the Internet, is a 3-unit, fully online course. It is the only course that is taught under the Library Studies program. LIB-015 is a CSU/UC transferrable and AA/AS degree applicable.

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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 program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

   N/A

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

   LIB-015
   One course is taught under the Library Studies Program: LIB-015 – Electronic Research and the Internet. It is a 3-unit course, fully online. Student Learning Outcomes were revised in 2014 to align with the Association of College and Research Libraries (ACRL) Standards, nationally recognized standards for Information Literacy.

   LIB-015 is taught infrequently. In the last 8 semesters (4 years), it was only taught 3 times by two different instructors, which makes it difficult to maintain regular dialog about the course, conduct consistent assessment, and implement changes for improvement. Heather Ott will assess and submit SLO assessment for the LIB-015 course she taught in Spring 2018 by the end of Fall 2019.
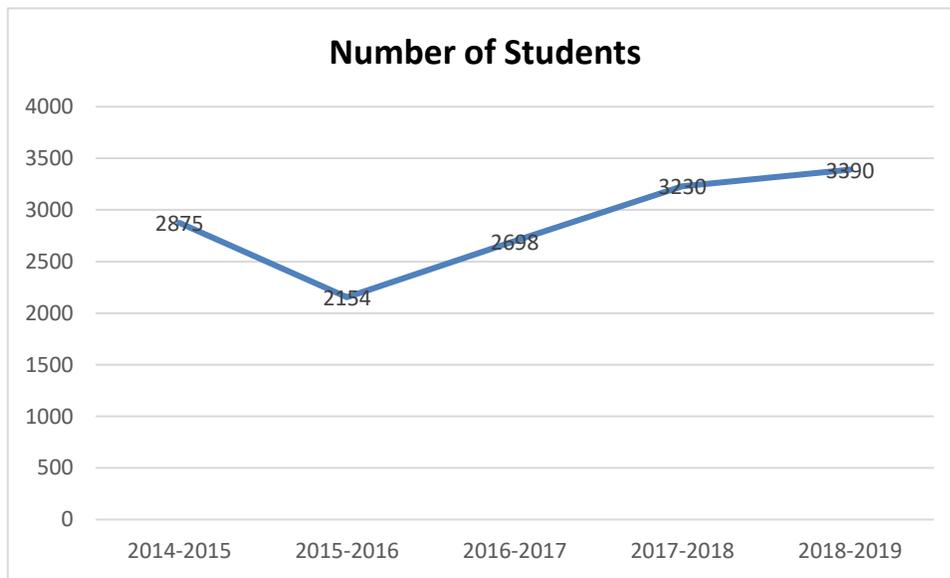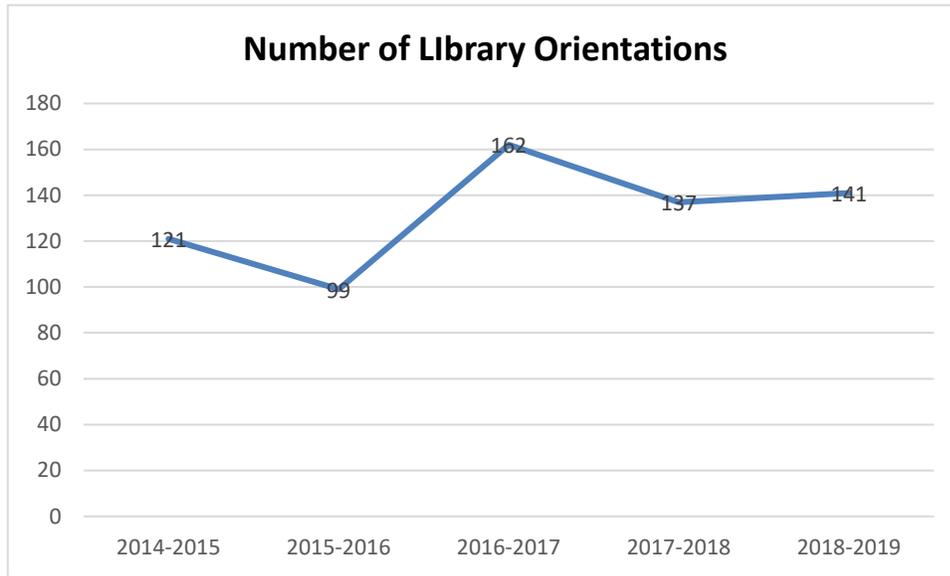
   Library Orientations
   In addition to LIB-015, students also acquire information literacy skills by attending library orientation sessions scheduled by classroom faculty. Instructional sessions range from general to specific sessions. SLO assessment activities can be rather difficult to accomplish when instructors want so much to get covered in one-shot sessions, which typically ranges from 50-60 minutes with the class. Both Heather Ott and Lorena Mata agreed that longer sessions as well as multiple sessions were necessary in order to fulfill the learning outcomes requested by the instructors.
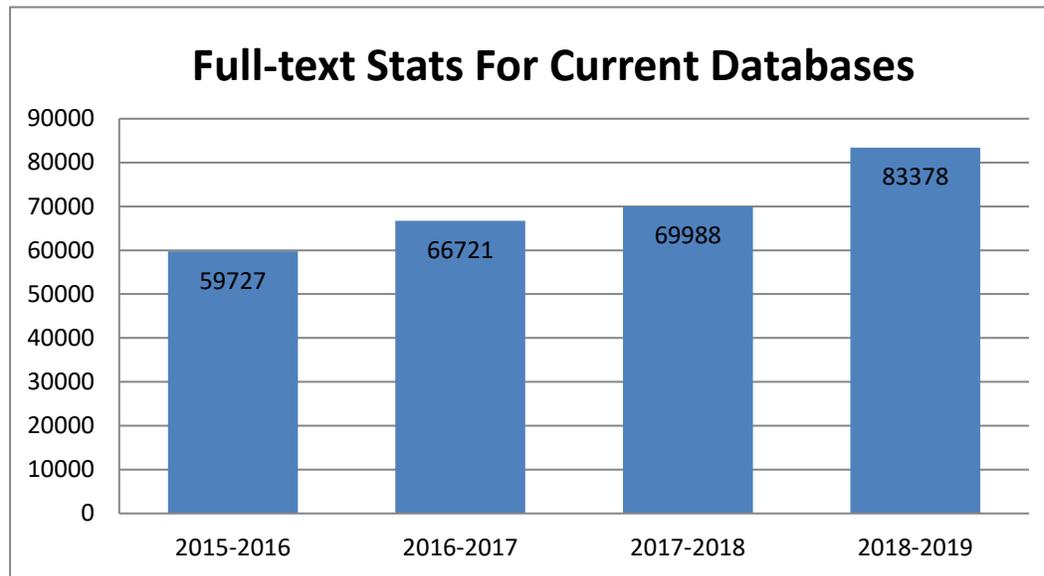
   Heather Ott has created activity sheets to the library orientations in order to keep the sessions organized and students focused. Her activity sheets have been adopted by all the EVC librarians since the activity sheets help break down the research process for students.

   Communication is key among the librarians who are scheduled to teach orientations from the same instructor and course. Heather Ott has created a clearinghouse of saved library presentations and activity sheets of orientations she has taught. By sharing the information with the rest of the staff, she often shares what's to be expected from the instructor. This way library orientations of different sections of the same course with the same assignment remain consistent.

The following data shows how popular library orientations are at EVC. This Fall 2019, there was no marketing or promotion of library services to instructors, yet numbers remain high for scheduled library orientations. The number of students reached continues to increase.

Number of LIbrary Orientations

Year	Orientations
2014-2015	121
2015-2016	99
2016-2017	162
2017-2018	137
2018-2019	141

Number of Students

Year	Students
2014-2015	2875
2015-2016	2154
2016-2017	2698
2017-2018	3230
2018-2019	3390

As a result from library orientations, reference questions, and requirements from faculty, we have seen an increase in database usage. The following chart shows a steady increase in library users accessing the databases, thus the need to continue renewing annually.

Full-text Stats For Current Databases

Year	Full-text Stats
2015-2016	59727
2016-2017	66721
2017-2018	69988
2018-2019	83378

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

LIB-015
In Fall 2015, only 50% of students in LIB-015 submitted a final project. As a result, the instructor developed assignments on brainstorming/selecting a topic, narrowing a topic, and finding/evaluating sources to help students begin the research process for the final project earlier in the semester in order to reduce anxiety and scaffold work throughout the semester. In Spring 2019, 90% of enrolled students submitted a final project.

In Fall 2015, it was reported that students showed a lack of comprehension of advanced search skills based on the related quiz and questions in the final. A tutorial on Advanced Searching was created and implemented in the Spring 2019 course to improve learning. The final test included 7 multiple choice questions on advanced searching, for 6 of those questions at least 89% of the students answered correctly.

Library Orientations
Depending on the library research assignment and the pace of the initial orientation, classroom faculty have been encouraged to bring in their class for a second session. This allows time for students to process what they have learned, ask questions, and apply it at the second session.

EVC Librarians participated in the new international student orientation at the beginning of the Fall semester. This is a great opportunity for students to learn about the resources and services that the library has to offer.

Library orientations are now available online making it possible for distance education and offsite dual enrollment students to learn how to access the library's online resources.

Library Services
Last year, we obtained furniture from the warehouse and placed it in the area upstairs library to provide a comfortable seating arrangement for students. It has become a much popular spot for group or independent study. Putting furniture out in the library - In fact, both lobbies would benefit from adding furniture that allows for group work considering the increase in study room checkouts in the library.

PART D: Faculty and Staff

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

Full Time Faculty Librarians:

Lorena Mata
Library Coordinator
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 joined Evergreen Valley College as a full time librarian in spring 2008. She started her career at EVC as a Library School student intern in 2001 and an Adjunct Librarian in 2004. Prior to working at EVC, Lorena worked at the Martin Luther King, Jr. Library as a Reference Librarian for San Jose Public Library. Major responsibilities at EVC Library include providing reference services, conducting library orientations, overseeing the Circulation Department, collaborating with faculty in the acquisition of materials (collection development) and instructional sessions, and maintenance of the Library website. She is currently the Library Coordinator who provides assistance to the Dean of Language Arts by performing a variety of duties. Lorena went on sabbatical in 2018-2019 and received a Post-Master's Certificate in Library and Information Science focusing on the Digital Services and Emerging Technologies Pathway at San Jose State University.

Heather Ott
B.A. – University of California, Santa Cruz, History
M.L.I.S. – San Jose State University, Library and Information Science
Heather joined Evergreen Valley College as a full time librarian in Fall 2015. She began working at EVC as an adjunct Librarian in Spring 2012. Her main responsibilities include overseeing the library's electronic resources and providing library instruction and reference services. She enjoys teaching students to locate and critically analyze information sources on an individual level through reference transactions and in group settings during library orientation sessions. She has taken on the lead role in transitioning the library to a new Library Services Platform. Committee participation: Distance Education and Academic Senate

Adjunct Librarians:

Joy Chase
B.A. – University of Madras, India
M.A. – University of Wisconsin, Madison
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. Joy also maintains and supervises the Heritage Room collection and digitization project. Joy has taken many courses in technology to keep her skills current.

Judith Girardi
B.A. Biology- SFSU
M.A. English-SJSU
M.L.S – SJSU

Ph.D. English-Claremont Graduate University

Judith provides bibliographic instruction and reference services. Students and Instructors benefit from library orientations, becoming more aware of school resources and the library's role in procuring and assessing them. As an English instructor, Judith is aware of the current trends in the field and how that affects students and teachers and their research needs. Judith has taught library skills courses both online and face-to-face and has been part of learning communities for EdTech and Distance Learning.

Phi Huynh

B.A. Psychology, San Jose State University

B.A. Sociology, San Jose State University

M.Ed. Emphasis in Curriculum and Instruction, American Intercontinental University

MLIS, San Jose State University

Phi provides bibliographic instruction and reference services to help students find, evaluate, and cite appropriate college level resources. Dedicated to serving the community by providing assistance in information retrieval and information techniques, she plans and conducts library orientation sessions. In addition to working at EVC, Phi also works for the Santa Clara County Library District as a Supervising Librarian for Adult and Teen Services. She is committed to delivering great customer service to all library patrons when they need help with a question, or assistance with a library issue.

Julie Moore

B.A. Social Science, University of South Florida, Tampa, FL

MLIS, University of South Florida, Tampa, FL

Julie provides bibliographic instruction and reference services. She has worked in academic libraries for ten years at both associate and bachelor degree level institutions, and believes that informative and interactive library orientations can be a key to student success. In addition to working at EVC Library, she also works as an adult services librarian at Sunnyvale Public Library. This experience allows her to bring excellent customer service skills to the reference desk and facilitate to students of all cultural backgrounds.

Daniel Ong

Bachelor of Music, University of Massachusetts at Lowell

Master of Music, University of Massachusetts at Lowell

Master of Library and Information Science, San Jose State University

Daniel has been with EVC since Fall 2000. He provides information literacy instruction and reference services. 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. 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.

Lauren Wubbels

B.A. – Long Beach State University

M.L.I.S. – San Jose State University
Lauren provides reference and research services to help students find, evaluate, and cite appropriate college level resources. She plans and conducts library orientation sessions and creates library guides. Lauren assists with collection management efforts and performs curriculum reviews for new and modified courses. She has worked for the San Mateo Community College District and taught Information Literacy at CSU East Bay for four years. Lauren also currently works for the Santa Clara County Library District.

Classified Staff:

Debbie Chan
Library Technician - Circulation
B.A., San Jose State University, Digital Media Arts
Library Technician Certificate – City College of San Francisco
Debbie has been a Library Technician at Evergreen Valley College since 2005. Responsibilities include: Providing Saturday library support, assessing fines for damaged materials, troubleshooting and reporting technology issues, tracking technology needs, communicating with vendors for solutions and to solicit quotes, assisting with equipment budget requests, updating website and digital display, reporting facilities maintenance issues, running inventory reports, and display committee scheduling.

Maria Holguin
Senior Library Technician – Circulation and Reserves
A.A. in History, Foothill College
Library Technician Certificate— Foothill College
Maria has been at EVC since 1980 and provides a wealth of information regarding policies and practices over the years. Responsibilities include: Processing course reserves, coordinating library exhibits and display committee activities, reporting circulation statistics, and supervising student workers.

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. Sambo is very knowledgeable on circulation processes and is responsible for processing overdue notices, COTOP, placing holds and blocks on students' records, uploading and purging patron records for EVC and SJCC.

Thu Nguyen
Library Assistant - Technical Services/Acquisitions
A.A., San Jose City College
B.S. in Business Administration, San Jose State University
Thu started at EVC in 1993 in Library Technical Services. Responsibilities include: Ordering library books and non-book materials, databases, and office supplies, monitoring library budget accounts, preparing necessary paperwork for budget transfers for approved purchases, 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, taking notes in staff meetings, 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 and librarians on overload. She serves on the College Budget Committee and shares information with her department staff regarding college budget.

Chris Ratto
Senior Library Technician – Cataloging
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. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.

Activities completed by faculty and staff in the past six years which align and support Student Success, the college's mission and vision, guided pathways, SLO assessment, and innovative teaching/learning strategies are the following:

- Library faculty and staff are represented in Academic Senate, Institutional Effectiveness Committee, College Budget Committee, and Distance Education.
- Library faculty have participated in workshops sponsored by the Council of Chief Librarians of the California Community Colleges to learn and discuss innovative ways to service remote users, Distance Learning faculty and students, and Open Educational Resources.
- Library faculty and staff attended training workshops on covering the different work areas of Ex Libris, the new Library Services Platform
- Library faculty attended conferences including the American Library Association, Association of College & Research Libraries, California Conference on Library Instruction, Internet Librarian, and Online Teaching.
- Debbie Chan attended an eLearning Workshop (Summer 2019) on Effective Library Signage: Tips, Tricks, and Best Practices.
- Library faculty and staff participated in the Stop of the Bleed Training with Dale Harris in Fall 2019, SJECCD Emergency Preparedness Coordinator.
- Heather Ott attended the OEI Rubric Workshop and learned best practices for online course design (2018-2019).

- Heather Ott participated in 508 Compliance training and facilitated a PDD presentation for faculty (2018-2019).
- Debbie Chan and Maria Holguin took Spanish 1A and 1B at EVC (2018-2019).

Future Professional Development Needs:
- Library faculty and staff training on Active Shooter in the Library – Spring 2020
- Debbie Chan will take CIT 041J (Javascript/Dynamic HTML) at EVC – Spring 2020
- Completion of the Ex Libris Academy – Fall 2020
- Library faculty and staff training on using Camtasia for the creation of video tutorials for training faculty and staff using Alma & Primo – Fall 2020
- Workshop or Webinar participation in OER Library resources. Learn innovative ways to guide faculty in finding and adopting OER – Fall 2020
- Research and Training on how Libraries can align with the Guided Pathways Framework – Spring 2021
- Conference participation in Ex Libris Knowledge Days – Fall 2021

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.

   Total Operational Budget for FY 18/19: [$146,514 for both hourly budget and materials]
   - Materials and Services: $18,983 in allocation (actual expense $18,530).
     - Includes periodicals, replace books, supplies, printing expenses, and OCLC membership/bibliographic utilities.
   - Adjunct Hourly Salaries/Classified Overtime: $93,272 in allocation (actual expense $127,984)
   - Annual maintenance of library security gate and book check unit: college pays $1997 per year; therefore, it is not included in the total operational budget.

Department Budget (Fund 10) – FY2018/19

Periodicals Budget Allocation: $5,733 (same allocation as 13/14FY)
This amount barely suffices to cover the cost for magazine, journal, and newspapers subscriptions (EBSCO), thus leaving no funding left for Replace Books (standing orders/continuations/serials) due to high cost of some subscriptions. In addition to cancelling some subscriptions, we have had to tap into leftover balances in other fund 10 budgets (Supplies, Membership/Conferences, etc.) to cover some book expenses via budget transfer.

Videos and Supplies Budget Allocation: **$5,000** (same allocation as 13/14FY)
This is not adequate as costs for videos are usually high for institutional use. This budget covers for library processing supplies, office supplies, security strips for books, and printing expenses (library instructional handouts during orientations or workshops).

Library equipment allocation: $1000
This budget is used to purchase scanners, library book trucks/carts, receipt printers, the maintenance of the new book check equipment, and other equipment necessary for library functions.

Supplemental contra-supplies budget: amount varies
This is "funded" by library income through payment of late fees, donation book sales, and lost book fees. In order to tap into this second supplies budget to cover shortages in fund 10 expenditures (books and/or supplies), the library must collect $9207 (target amount) in library income. The amount that the library receives changes every year as students are more diligent about returning books on time, and therefore, cannot be depended upon as a reliable source of funding.

Normally, leftover funds in Supplies would be transferred to Replace Books budget (fund 10) to purchase books for replacement due to loss, theft or damages. With increasing costs of books, we had no funds to replace books that were lost, missing, damaged or outdated. 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 $283, a 57% increase from $179.50 in FY13/14. The annual cost of the updates is close to $10,000, taking up half of our New Book Budget (fund 17). We have had to return volumes due to budget shortages.
Membership budget allocation: $7,250

This covers OCLC membership and bibliographic utilities for library cataloging activities and interlibrary loan management. The $7,250 allocation is insufficient to cover the annual cost of OCLC at $8,107. In order to cover the shortfall, we have to request fund transfers to pull from the Supplies budget.

Non-instructional certificated/adjunct librarian's hourly budget allocation: $89,272 (same as FY 13/14)
We expended $126,492 in FY 18/19, due to adjuncts covering reference desk hours for faculty's sabbatical leave and COLA retro pay.

Non-instructional hourly-classified allocation: $4000
This is used to cover hourly or classified overtime during extended hours (20 hours for Fall and Spring) during finals week. It was also moved to cover shortfall in adjunct's librarian's hourly budget.

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

Total Fund 17 (Lottery Fund) - FY 18/19: $75,092
- Databases: $33,375
- Sierra Library System: $23,064
- LTI (Library Technologies): $500
- Library Books & Materials: $18,078

External Funding: (Fund 17)- FY 2018/19

Preventive Maintenance/Licensing allocation: $17,928
This is a state lottery fund to pay for annual licensing fee for Sierra, the integrated library system. This is not sufficient to cover the actual cost of $23,064 (FY 18/19). The library had to request budget transfer from books money (lottery fund) to cover the shortfall.

State Instructional Equipment/Lottery Fund allocation: $21,916
This budget goes towards purchasing new books and current standing orders. However, due to rising costs, the library had to transfer a total of $6,285 from this budget to cover the shortfall for books, databases, and Sierra (library system), leaving $15,631 in balance to pay for book purchases. This is not adequate as the cost of continuation titles tends to increase over time (for example, West's Code series, Gale reference series, etc.). In Fall 2018, we received an additional $2,857 from the Division's Instructional Equipment Fund to cover book purchases and cost for LTI (Library Technologies).

Library databases allocation: $32,227
The budget goes towards renewing licenses for online databases from state lottery funds; however, the library had to move $1,148 from new books fund to cover the shortfall (total cost of databases $33,375).

11/25/2019

Budget Summary for FY 18/19 (rounded to the nearest dollar)

Fund 10		Allocation	Actual expense	Difference
Materials/Services				
Periodicals/Replace Books:		$5,733	$8,033	($2,300)
Supplies, Videos, Equipment, printing		$6,000	$2,393	$3,607
Membership, conference		$7,250	$8,104	($854)
	Total Materials/Services	$18,983	$18,530	$453
Hourly salaries				
Adjunct hourly/overload		$89,272	126,492	($37,220)
Hourly/OT		$4,000	$1,492	$2,508
	Total salaries	$93,272	$127,984	($34,712)
Fund 17				
Library System / Licensing (Innovative)		$17,928	$23,064	($5,136)
Databases / Licensing Lottery Fund		$32,227	$33,375	($1,148)
New Books Lottery fund*		$21,916	$15,631	$6,285
New Books Lottery fund / carryover(**)		$2,521	$2,447	$74
LTI Licensing / lottery fund		$500	$500	$0
	Total	$75,092	$75,017	$75

(*)Balance was moved to cover shortfall
(**): carryover from prior year $164

One-time Funding - College Budget Committee (carryover FY 17/18) expended in 18/19 Fund 17:

Supplies	76 headphones for open lab on second floor	$1,900
	Camtasia software license (5)	$800
	LED flat screen / digital signage in the lobby	$3,645
	Total one-time Funding 18/19	$6,345

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.

Computers & Laptops

Technology is heavily used in the library to support and enhance instruction and student support. EVC Library has 1 computer lab located in LE-324 with 1 instructional computer and 35 student computers. The computer lab, also known as the Electronic Research Area (ERA), supports research and study, library orientations, and Library 015 course orientation/instruction. There are also 15 student computers outside of the lab in the Library Reading Area which are popular when library orientations take place in the computer lab. Two computers are available for students as quick print stations for students to upload their assignments, make edits if necessary, and print. All computers are equipped with Microsoft Office software and internet access. In addition, a number of computers in the Library Reading Area have access to MyMath Lab. In addition, there are 2 computers provided by the Art Department for graphic design/digital video students to use for class assignments. Laptops are also available for student, faculty and staff use.

Needs:

- While computer usage has decreased over the years due to students bringing their own equipment (tablets and laptops), there has been a need for more computers during library orientations. Classes with more than 35 students require students to share a computer, unless they bring in their own laptop.
- Study rooms are also in need of computers, since not all of them are equipped with one. By adding 7 additional computers to the rooms, there will no longer be a demand for students to ask for study rooms with computers.
- Computers in the Library Reading Area were last replaced since the last program review and now in need upgrading to support speed and accessibility of research and course assignments.
- Headsets with microphones to add to the computers would serve beneficial to students in distance education or language courses
- New laptops are needed to support the ERA, study rooms, and staff conferences. Laptops with built-in webcams would support Proctorio-proctored exams for the Distance Education program. The laptops that the library currently has are 7 years old.
- Acquisition of Kindles or iPads has been brought up in the past few years by faculty and library staff. These mobile devices would support digital video recording for the Digital Media program and language courses including Sign Language, library orientations in the classroom as opposed to the library computer lab, and e-reader support of digital textbooks.
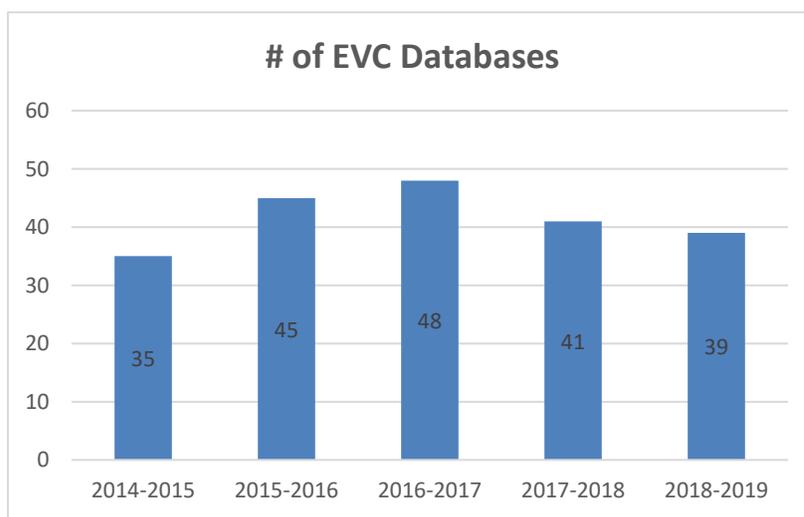
Databases

EVC Library is 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. EVC Library currently subscribes to 39 databases that cover and support the college's departments. The steady increase of library orientations has made a positive impact on database usage. Librarians review usage statistics to determine the usefulness to the campus

community and the evidence necessary to continue supporting it. EVC Library has seen healthier times with database subscriptions when grant funding made it possible to purchase and renew. Unfortunately, once grants end, databases need to be cut. Each year, the cost of databases has increased at least by 10% causing librarians to cancel subscriptions or reach out to other departments to seek funding. Currently, the Nursing Department and Business & Workforce Development fund two databases (CINAHL Plus with Full Text and Statista) that support their division.

Needs:
- Increase of database budget is needed to keep up the annual costs. The chart below demonstrates how the library was able to provide an ample number of databases, but one-time funding is short-lived causing librarians to make cuts. The database budget continues to be the same as the previous year, but annual cost has gone up causing the library to pull funds from other budget sources.

# of EVC Databases

Year	# of Databases
2014-2015	35
2015-2016	45
2016-2017	48
2017-2018	41
2018-2019	39

- Need for more databases to support the college's academic departments. Faculty continue to request digital video streaming resources such as Kanopy, Swank or Films on Demand, to support their courses. Additional databases that support the Sociology, Psychology, History, English, Ethnic Studies and Science departments are needed for research assignments.
- Acquire EBSCO Faculty Select, a database that supports Open Educational Resources by providing faculty to a single interface for searching and accessing open textbooks as well as requesting to access library e-books from academic publishers.
- Upgrade to Libguides CMS. EVC Library subscribes 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 100 libguides, which have been accessed by hundreds of students from courses in the sciences, social sciences, language arts, etc. Upgrading Libguides to Libguides CMS will expand the functionality of Libguides into a resource that can integrate seamlessly in Canvas, manage large amounts of

content, create as many templates as needed, provide additional user statistics, showcase special collections, and embed survey and forms.
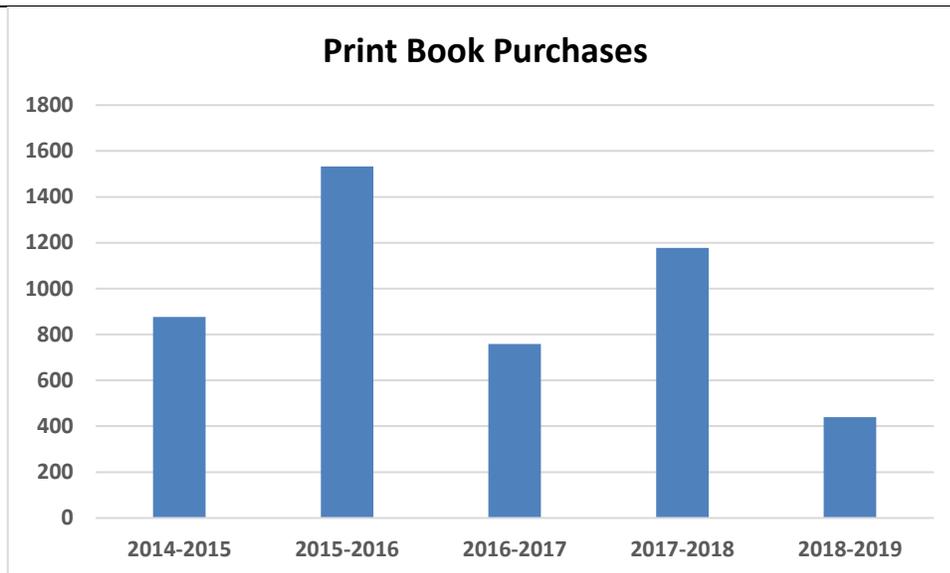
Other Technology Needs:
- Charging station(s) for TI-84 calculators to support the Business & Workforce Development division
- Green screen & lighting kit to support content creation for the Digital Media program and promote a college creative lab
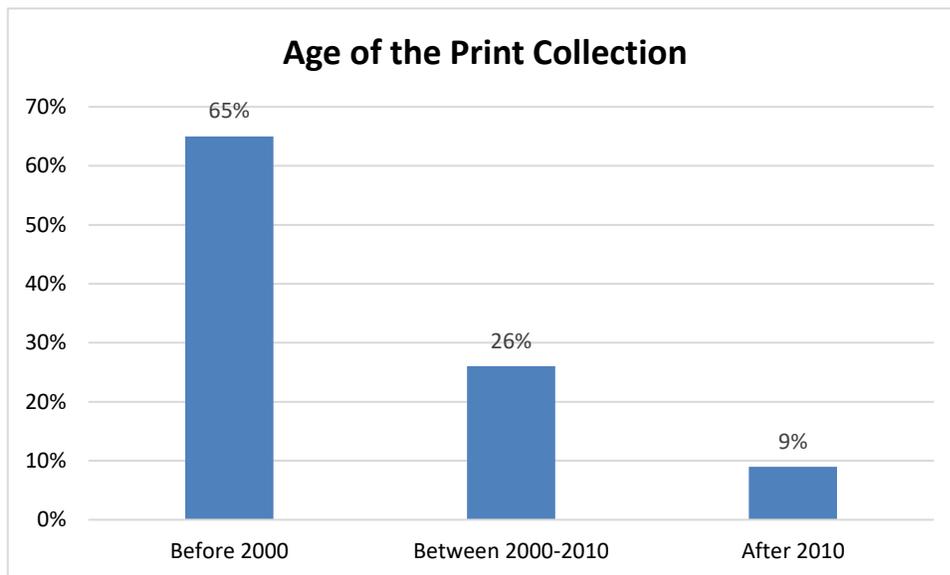
Materials & Equipment

EVC Library provides a collection of materials and resources that support the educational needs for students to achieve academic success. The following table provides the number of physical items the library has in its collection, with the exception of eBooks.

BOOKS	TITLES	ITEMS
Reference	2714	6739
General Collection (material type "A")	37819	42023
Paperbacks (material type "Z")	1699	2974
E-BOOKS (material type "F")	9030	9030
TOTAL BOOKS	51262	60766

SOUND RECORDINGS		
CD MUSIC "J" & SPOKEN "I"	410	512
TOTAL SOUND RECORDINGS	410	512

VIDEO RECORDINGS		
Videocassettes (material type "V")	156	337
DVD (material type "D")	1470	2061
TOTAL VIDEO RECORDINGS	1626	2398

COMPUTER SOFTWARE		
CD-ROM	143	184
TOTAL COMPUTER SOFTWARE	143	184

PERIODICALS	49	2277

TOTAL HOLDINGS	TITLES	ITEMS
AS OF JANUARY , 2019	53490	66137

Since the last program review, there has been a small increase of print materials. This is due to the shortfall of database funding and licensing expenses requiring monies to be pulled from the book budget.
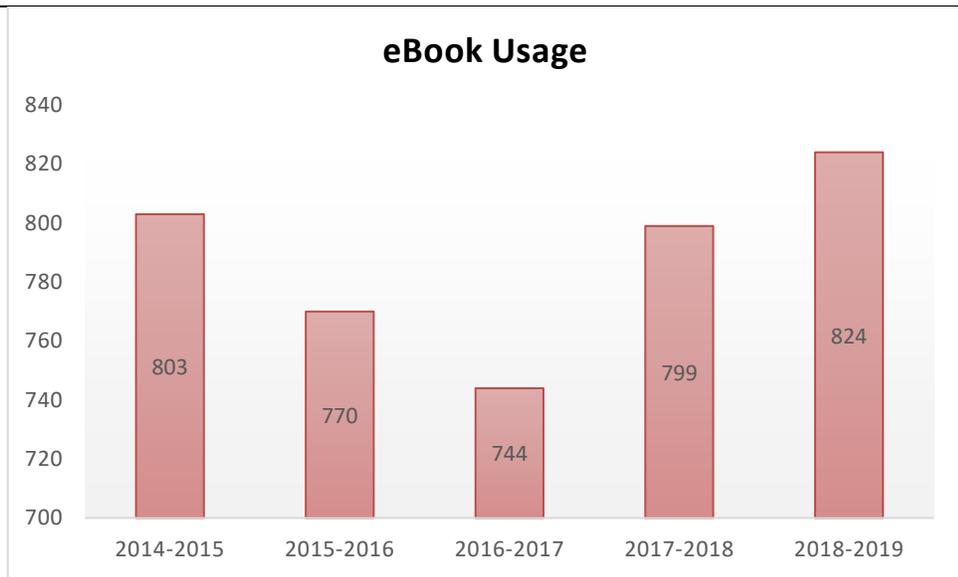
Print Book Purchases

Year	Purchases
2014-2015	~880
2015-2016	~1530
2016-2017	~760
2017-2018	~1180
2018-2019	~440

Of great concern is the **age of the collection**, where only 9% of the collection was published after 2010.

Age of the Print Collection

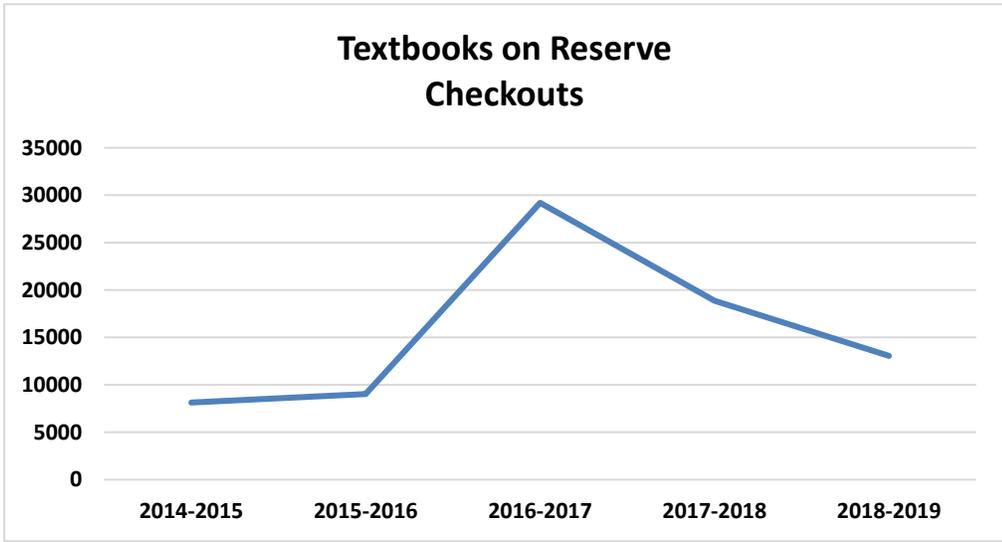| Category	Percentage
Before 2000	65%
Between 2000-2010	26%
After 2010	9%

This is a good indication as to why there has been a decrease in checkout of library print materials. To address this problem, librarians will need to remove outdated materials and purchase recently published material.

eBooks have circulated well over the years due to acquisition of current digital material and marketing of the resource in library orientations and online guides.

eBook Usage

Year	eBook Usage
2014-2015	803
2015-2016	770
2016-2017	744
2017-2018	799
2018-2019	824

Textbooks on Reserve have been a popular resource for students at EVC. According to the fall 2019 Student Voice Survey from the EVC Institutional Effectiveness Office, 17% of the students said that the cost of textbooks is a challenge for staying in school. Since the last program review, the library has been able to secure funding for textbooks from the Student Success and Student Equity Initiative. Circulation statistics show that with a sizeable budget for textbooks, usage increases. In 2015-2016, the library was awarded $50,000 for the purchase of textbooks in about every course taught at EVC.

	2014	**2015**	**2016**	**2017**	**2018**
Textbooks on Reserve Checkouts	8,138	9,048	29,199	18,859	13,070

Textbooks on Reserve Checkouts

Year	Checkouts
2014-2015	~8,138
2015-2016	~9,048
2016-2017	~29,199
2017-2018	~18,859
2018-2019	~13,070

Until recently, there has been a decline in usage of textbooks due to low to no funding by college initiatives. This year, the Student Equity Committee chose not to award the library funds to purchase

textbooks on reserve due to their focus on other programs. In addition, faculty are not providing as much textbooks in the past due to publishers no longer offering complimentary copies.

Needs:
- Increase in book budget (print and online) in order to provide students with collections that have breadth and depth, quality, diversity, and currency to support research and learning.
- Provide a yearly stable budget for textbooks on reserve so that librarians don't need to compete for funding that is crucial to student success and retention.

Other Equipment & Material Needs:
- Equipment for emergencies
  - Two-way radios/Walkie talkies are needed for staff coordination during evacuations
  - Bullhorns are needed for communication and crowd control

Improvements since last Program Review:
- New computers in the Library Electronic Research Area were replaced with newer models and improved internet connection and quick access to applications.
- Additional databases were added to the collection (World Geography, Pop Culture Universe, Diversity Studies Collection, Films on Demand, PrepStep for Colleges & Universities) and provided students access to value added information in several academic and vocational disciplines. Unfortunately with recent cost increases, databases were cut.
- Wi-Fi upgrade and refresh have increased accessibility to the internet. Students experienced problems connecting to the Wi-Fi on campus and required them to check out the network cables for internet access. Since the upgrade, there have been very minimal connection issues.
- The copier/printer system has vastly improved since the last program review; however, the process for printing requires far too many steps for doing something simple. Wireless printing is greatly needed.
- CTSS made repairs the data projector and the audio equipment in the ERA which improved the presentation of library orientations.
- The replacement of barcode scanners improved the speed and accuracy of data entry for library material checkouts.
- Office Chairs that were 15 years old were replaced campus-wide with new chairs that were comfortable and ergonomic for staff.
- A document camera was added in the ERA to enhance teaching and learning during library orientations.
- Two mobile whiteboards were purchased in Fall 2019 for meeting, library orientation, tutoring, and student use.
- Digital signage with media player was purchased in 2017 and installed at the ground floor of the ETC Building. Lobby signage has increased marketing of Library, Tutoring, and Open Lab events and programs (ESL Conversation Groups, Grammar Practice sessions, Extended Study Hours, Research Workshops, LIB-015 course offering, etc..., all of which increase student success.

- An information literacy module, Credo Instruct, was purchased in Fall 2019 and will be used to support the teaching of foundational information competency skills for library orientations, LIB-015, and distance education courses.
- A color multifunction printer was added in the library workroom in order to create attractive flyers and handouts for book displays, author events, workshops, and library orientations. Color attracts attention resulting in increased awareness and usage of library resources and services.
- Camtasia software was installed in the librarian's computers so that librarians and library staff can create and disseminate instructional videos on library resources and services. Staff and student workers benefit from creating and reviewing internal training videos.
- Charging lockers for phones, tablets and laptops were purchased and installed campus-wide. Lockers in the ETC Building are located in the Open Computer Lab on the ground floor, Library Lobby on the upper floor, and inside the library.
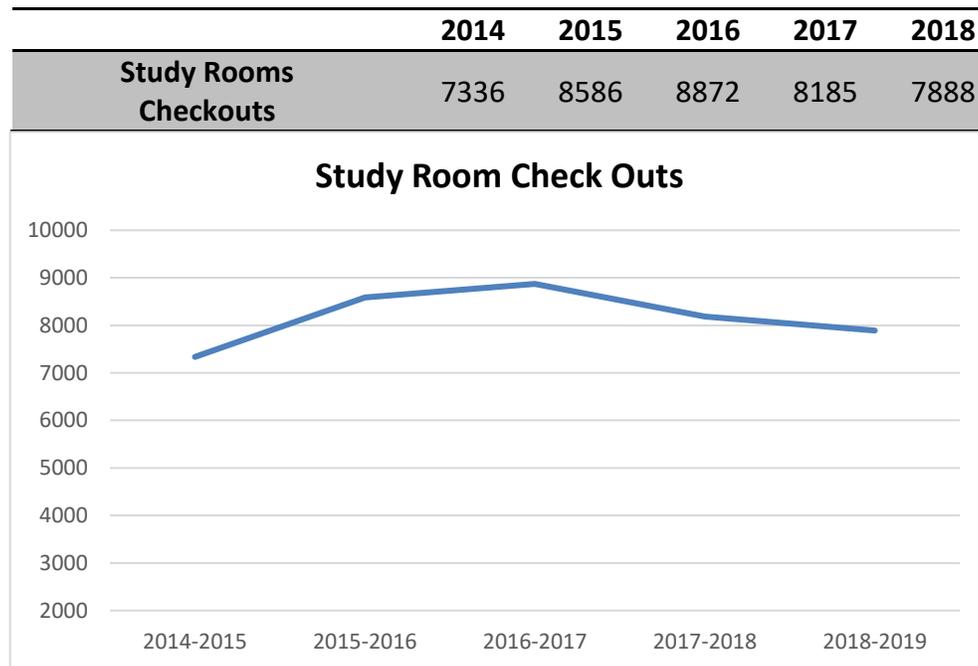
PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

Facilities

As technology, pedagogies, and learning styles change, academic libraries must be at the forefront in supporting the needs of the campus community. Providing adequate library space supports the learning behaviors important to students and faculty. On any given day, students are checking out materials, researching for assignments, accessing databases, consulting with a librarian, printing or photocopying, studying in quiet areas, socializing in the reading area, or studying in groups. According to the Association of College and Research Libraries' (ACRL) Standards for Libraries in Higher Education, the guiding principles on library space is that it "provides safe and secure physical and virtual environments conducive to study and research; provides reliable and robust virtual and physical environments needed for study and research; features connectivity and up-to-date, adequate, well-maintained equipment and furnishings." With these principles in mind, there are particular areas of EVC Library that need attention.

Group Study Rooms - Since its opening in June 2004, the library has seen an overall increase of group study rooms. There are 12 group study rooms in the library of which half of them are equipped with a computer. One room is dedicated for DSP students and is equipped with computer work stations, height-adjustable tables, and 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:

	2014	2015	2016	2017	2018
Study Rooms Checkouts	7336	8586	8872	8185	7888

Study Room Check Outs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Based on the data provided, there has been a heavy demand for study rooms as students are doing more group collaboration and adjunct faculty are either assigning group activities or meeting with students. In addition, Circulation staff keep tally of the group of students who are turned away due to the unavailability of study rooms. In the past five years, 2,831 groups of students were turned away from checking out study rooms due to lack of them. Because of the demand, we have had to open the

Heritage Room to handle the overflow, send students downstairs to the Tutoring Center group study rooms, and add chairs and tables to the lobby area right outside of the library.

Furniture - Over the past 15 years, library staff have noticed several underutilized spaces that could benefit from a makeover, specifically the **main floor lobby (downstairs), upstairs lobby, and the library**. You may have noticed that the lobbies serve very little purpose for students, yet have the potential to become active learning spaces with furniture that would serve their needs. The main floor lobby has an information desk that has never been used, and the upstairs lobby is quite bare. Adding furniture that is conducive to learning will transform the space that supports research, study, and learning.

Other areas in need of furniture and technology upgrade are the **12 study rooms in the library**. The furniture in each of the rooms consists of heavy tables and chairs from the old library. Recommendations for updated furniture that is fluid, moveable and modern will enhance this collaborative and learning space including larger whiteboards and wall mounted displays that automatically connect when students plug in.

Another area in need of updating are four reading sections on the main floor of the library (one pictured right). The furniture consists of some mix and matching from the old library and the warehouse. As with the furniture in the study rooms, the furniture is very heavy.

PA System – The library has a PA system used for important or emergency announcements; however, it is not audible in the group study rooms making it unsafe during real emergency situations. Overall the sound quality is poor; the feedback is muffled making it difficult for people in the library to understand what is being said.

Exhibit and Display Areas – Display spaces throughout EVC Library offers opportunities for artwork and cultural displays to enrich the campus community. Glass displays cases, cabinets and tack boards are available for students, faculty, staff, and public to exhibit their artwork, passion, or educational message in the library. The tack board used for displaying artwork is showing signs of wear which makes it difficult to hold up artwork. Better lighting is also needed to highlight the area.

Professional Signage – Signage in the library is kept minimal to maintain the aesthetics in the library and bulletin boards are kept organized and tidy for easy reading. Because of the lack of signage, students often have a difficult time find their way through the areas of the library. "Where's the bathroom?" is the most often directional question asked in the library. EVC Library is in need of a Library sign redesign.

Needs:
- Additional study rooms are needed to meet the demands for group study space. The library has areas where the construction of study rooms is ideal. This need was addressed in the last program review (2014-2015).
- Furniture Refresh: New furniture conducive to small and large group study and collaboration is needed to accommodate group study rooms, lobby areas, and reading areas. Furniture that is comfortable, fluid, and moveable will improve instructional/learning spaces. This need was addressed in the last program review (2014-2015).
- An upgraded PA system is needed to improve communication and safety in the library. This was addressed in the last program review (2014-2015).
- A multi-rail system with lighting would provide a more reliable and flexible solution to displaying artwork. Additional lighting is needed for the display cabinets to improve visibility of exhibits.
- A replacement wall-mounted brochure & flyer caddy would provide better communication to the campus.
- Professional signage is needed to help wayfinding to the restroom and improves access to the library collections.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests Librarian	Ongoing Budget Needs: Need a fulltime Librarian, since fulltime librarian transferred to San Jose City College.	Request linked to: Improving Student success rates: Achievement of program set standard for student success: Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES.
Facilities 1. Additional Study Rooms 2. Furniture 3. Replacement wall-mounted brochure & flyer caddy 4. Lighting for display cabinets 5. Multi-rail system for hanging art & lighting 6. Professional signage for restroom & collections 7. Updated security system 8. Updated PA System	Ongoing Budget Needs: N/A One-time Expenditure: 1. Additional Study Rooms are needed to satisfy demand for group study space. 2. Furniture that is configurable for group or individualized study is needed in the upper floor lobby and inside the library to provide a comfortable, flexible, learning environment. 3. Replacement wall-mounted brochure & flyer caddy will give visibility to communications related to opportunities, events, and course offerings. 4. Lighting for display cabinets will improve visibility of our student organization, faculty, and guest exhibitions. 5. Multi-rail system for hanging art & lighting would provide a more reliable and flexible solution. The current tack board is showing signs of wear. 6. Professional signage helps wayfinding to the restroom & improves access to our collections. 7. Updated security system with added surveillance promotes the	Request linked to: SLO/PLO #: Provide students with facilities to access information and learn; study Strategic Initiatives (student centered, organizational transformation, community engagement): Community Engagement: Continue to participate and collaborate with organizations for exhibitions and literary events as it promotes EVC in the community.

	safety and security of our patrons and our assets. 8. The current PA system is unable to reach study rooms and cannot reach the floor below. A functioning system will improve communications and safety.	
Technology (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant) (Also discuss how long the technology you are requesting will be viable; how frequently this technology will need to be replaced; also discuss any issues surrounding disposal of requested technology items). 1. Electronic resources (Libguides, Swank or Kanopy, Digital Video streaming subscription) - eBooks Databases 2. Laptops 3. Additional computers 4. Kindles or iPads 5. Headsets with microphones 6. Large Monitors for Study Rooms 7. Barcode Scanners 8. Webcams	Ongoing Budget Needs: 1. Electronic resources (Libguides, EBSCO Faculty Select, eBooks, Swank, Kanopy or Films on Demand, Digital Video streaming subscription) directly support instruction and are widely accessible. One-time Expenditure: 2. New laptops are needed to support the ERA, study rooms, and staff conferences. Built-in webcams help support Proctorio-proctored exam requests. Our current inventory is 7 years old. 3. Additional and replacement computers are needed to support speed and accessibility of research and course assignments. 4. Kindles or iPads can be used to support digital video recording for the Digital Media program and Sign Language courses. Checkout of these devices would promote use of our digital collections. 5. Headsets with microphones are useful to students enrolled in language classes, and anyone needing to access video and audio recordings. 6. Large monitors in the study rooms are needed for group study and collaboration among students 7. Barcode Scanners are needed for efficient process materials handling and collection inventory	Request linked to: SLO/PLO #: Students will be able to checkout library materials (books, periodicals, media, computers, study rooms, laptops). SLO: Provide library materials that are sufficient to meet the instructional needs of students. SLO: The students will acquire information competency skills: ability to access, retrieve, evaluate or use information ethically. SLO: Provide students with facilities to access information and learn; study Strategic Initiatives (student centered, organizational transformation, community engagement): Student Centered: Continue to seek support and expand online education library resources including eBooks, eAudio, and databases. Engage librarians in innovative ways in assessing Student Learning Outcomes for library orientations Organizational Transformation: Explore ways the library can participate and promote Open Educational Resources (OER). Improving Student success rates: continued increase in database searches. Support for Distance Education learners.

	8. Webcams are needed for student use for collaboration, job interviews, Proctorio for digital proctored exams	
Equipment/Supplies 1. Ladder 2. Walkie talkies 3. Bullhorns	Ongoing Budget Needs: One-time Expenditure: 1. Ladder is needed for installation of displays. 2. Walkie talkies are needed for staff coordination during emergency evacuations. 3. Bullhorns are needed for crowd control during emergency situations.	Request linked to: SLO/PLO #: Provide students with facilities to access information and learn; study Strategic Initiatives - Community Engagement: Continue to participate and collaborate with organizations for exhibitions and literary events as it promotes EVC in the community