College of the Canyons' Mission Statement

College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).
The Library carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff, and community members. Key services and collections include reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access, and individual and group study areas. The Library's mission statement reads as follows: The mission of the Library is to support student learning and excellence in teaching, provide access to learning resources in all formats, assist students in locating and evaluating information, and encourage lifelong learning.

Who are the customers/recipients of the services and functions?
COC students, faculty, staff, and the community-at-large.

The numbers of potential users:
Students: 27,176 (13,917 FTES) (2012-2013; per the California Community College Chancellor's Office Management Information Systems Data Mart);
Faculty/staff: 1043 (Fall 2013; per the California Community College Chancellor's Office Management Information Systems Data Mart); and
District population: 291,014 (per Fact Book 2013)

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed...
organizational chart if you are proposing changes.

Chart #1: orgchart.learning.resources.2013-14.pdf

Provide a short description of the history of your department, including how it has changed over the years.

The Library moved from a relocatable building to the third floor of Bonelli Hall (8,000 asf), then a new dedicated library building in 1997 (27,000 asf) with an expansion in 2012 (32,000 asf). The Library has grown from a small print collection to a collection of 58,000+ print volumes. As has been the case for the many libraries wherein services have moved into an online or digital environment, the COC Library collections are in both print and electronic formats. Currently, the Library has subscriptions to 34 online databases and over 125,000 eBooks. Library employees assist students, faculty, staff, and the general public in locating and using the print and electronic resources that are available. The class that orients students to library research, LMTECH 100, is now a 100% online course. Staffing has decreased from 3 full time librarians in 2009 to 2 librarians at this time. The classified staff ranks have recently increased from 3 FTE to 3.75.

Administrative Unit Outcomes

Administrative Unit Outcomes (AUOs) Assessment Model:
The purpose of this assessment process is to improve the unit’s service.

<table>
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<tr>
<th>Department Goals</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
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<td>Students who use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the college.</td>
<td>Familiarize themselves with and navigate databases successfully.</td>
<td>Two ten-question quizzes given as pre- and post-tests to classes that receive a formal bibliographic instruction session. The criteria for passing is 80% (8 of 10 questions answered correctly). All classes except Science classes</td>
<td>Cycle 5: The total number of students that took the quiz (post-test) was 16 (one session). The average score on the pre-test was 6.5 correct out of 10 questions. The average score on the post-test was 7.8 correct out of 10</td>
<td>5</td>
<td>Fall 2014</td>
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5 The in-house survey conducted online in Fall 2011 indicated a low level of awareness of the Library's ebook collection. As a result, library staff have discussed ways to raise student and instructional faculty awareness of...
take a quiz that covers several databases. Science classes take a quiz that focuses in-depth on the ProQuest database (more pertinent to their assignments). These valuable resources. Results from past library pre- and post-test indicated continued difficulty understanding narrowing searches in the ProQuest database and identifying other appropriate databases based on content. Although library staff have previously discussed creating handouts for students that would outline the methods for narrowing a search in ProQuest to take away from bibliographic instruction sessions, the library has more recently been shifting away from too great a focus on ProQuest at the expense of other...
Given the improvement demonstrated through the use of the pre- and post-tests, the Library would like to increase both use of the tool for tracking as well as the number of formal bibliographic instruction sessions offered. The Library did not conduct an in-house survey in Fall 2012, Spring 2013, or Fall 2013 but plans to do so in Fall 2014.

| Students in the LMTech 100 course will be introduced to the basics of research, concentrating on the resources available at College of the Canyons Library. | The assessment tool is the final project for the class. The final project is the annotated bibliography, which is a cumulative project. In the fall semester, the section being assessed, it was worth 65 points, meaning that if they did not complete the final assignment | There were 23 students enrolled in the class in Fall 2013. The number of students who completed and passed the final project is 14. | The number of students who failed to do the final project was higher than expected or desired. Consequently, in Spring 2014 there will be greater emphasis placed on the exercises that lead up to the final project. In doing this approach, the | Spring 2014 |
| Familiarize themselves with and navigate databases. | Ten-question library research quiz. 80% correct is the pass level. The test is given as pre- and post-test to selected classes that come to the Library for instruction sessions. | Cycle 1 (Spring 2008): One section Counseling 150. The pass rate more than doubled after library orientation. Two sections English 101. The pass rate increased from 59% to 73%. Cycle 2 (Fall 2008): Two sections English 101. The pass rate increased from 50% to 86%. Cycle 3 (Spring 2010): Four sections of Biology classes took the new quiz (also 10 | 4 | The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome for students according to the test results. One solution has been to bring print copies of popular and academic journals into the demo; the differences are more easily perceived in the hard copy. For cycle 3: | Fall 2014 |
questions; 80% correct as the pass level, which is focused on the ProQuest Database. In 3 of 4 sections the pass rate increased by 5-10%; in one section the pass rate dropped 5%. The most-missed question during this cycle concerned how to narrow searched in the ProQuest database.

Cycle 4 (2011): All classes improved their pass percentage after receiving formal bibliographic instruction. Two classes increased their pass rate to 100%. The questions answered incorrectly the most often are 1) How to narrow a search in ProQuest and 2) How to compile a reference list in Microsoft Word. The librarians now spend a larger proportion of each instruction session concentrating on how to narrow searches in ProQuest and other databases and explaining in more detail why it is important to learn techniques to narrow searches. For cycle 4: The librarians will re-examine and possibly re-write the quiz for the Biology students to ensure that the tool is useful and to ensure that the desired learning outcomes are emphasized in the instruction and the assessment. The librarians now spend a larger proportion of each instruction session concentrating on how to narrow searches in ProQuest and other databases and explaining in more detail why it is important to learn techniques to narrow searches. For cycle 4: The librarians will re-examine and possibly re-write the quiz for the Biology students to ensure that the tool is useful and to ensure that the desired learning outcomes are emphasized in the instruction and the assessment.
2) What database is useful for retrieving biographical information. The total number of students that took the quiz (post-test) was 144. The number of students that passed was 120.

| (SLO) Students who use library services will perceive the library as a comfortable place to meet and do research. | Perceive the Library as comfortable place to meet and do research. | Annual Student Surveys: Satisfaction rating with library services/criterion for success is 75% approval. Services at Valencia met that threshold (80%) in the 2012 survey, but at Canyon Country fell short (70%) In Fall 2011 the library administered a brief user feedback survey through its website (a 10-question SurveyMonkey instrument). This survey asked for general level of satisfaction with library services and the results were 79%, 82%, 82%, and 81% respectively. In the 2010 Annual student survey the satisfaction level dropped to 71%, 4% below the Library’s criterion for success. In 2011 the satisfaction level dropped an additional percentage point to 70%. In 2012, the satisfaction level dropped to 69%, 7% below the Library’s criterion for success. | In the annual student surveys from 2006, 2007, 2008, and 2009, satisfaction rates were 79%, 82%, 82%, and 81% respectively. | 7 | The drop in satisfaction in 2010 was undoubtedly related to the loss of half the full-time library staff since Fall 2009. No other service parameters changed in that period. The Library has worked to fill positions, but it is still understaffed. The most recent, improved result likely arises from the opening of the larger space that includes more individual and group study areas. | Fall 2014
<table>
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<th>level rose to 80%, above the criterion for success. However, that figure was for the Valencia campus only. On the Canyon Country Campus, the satisfaction level was much lower, 70%.</th>
<th>options for the students. The improved space at the Valencia campus should keep satisfaction levels high, but staffing will not keep up. The Library also needs to ensure that students using the Canyon Country facility see improvement so that their experience is not appreciably less than that of the Valencia campus. The Library is considering means of expanding the space available to students at Canyon Country, and has implemented longer hours and a more consistent professional presence on that campus.</th>
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<td>the library as a place to study and asked whether students usually received the help they need to find information. The responses (64 total) indicated a very high level of satisfaction with services and atmosphere: 100% satisfaction with getting help with information needs and 90.5% satisfaction with finding the library a comfortable place to study. This survey is promising, but the small sample limits its usefulness. The Library will re-run the survey in Fall 2014 and focus on qualitative feedback through the comments.</td>
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Objectives

Status of Objectives. (Review College Strategic Goals)

Open Objectives

1). The Library will strive to secure appropriate staffing and leadership for the remodeled library/TLC building and the library facility at the Canyon Country Campus.

   **Goal:** Human Resources
   **Status:** In progress

   **Add'l Comment:** The Library has filled the Head Librarian position, but will have lost two of three previous full-time librarians by the end of FY 2013. The library has successfully petitioned to have two faculty positions placed on the academic staffing priority list (see document academic.staffing.fall2013.pdf), but neither position is yet in place. The library will implement and increase cross-training, cross-scheduling (as contractual obligations permit), and other developmental opportunities for library faculty at both campuses.

2). The library staff will work with the Instruction Office and the Dean, Educational Technology, Learning Resources and Distance Education, to develop stable mechanisms for funding resources for new, cost-intensive programs of instruction.

   **Goal:** Financial Stability
   **Status:** In progress

3). Improve access to library resources and services through expansion of library hours, use of new communication technologies, and availability of an increased number of subscription online resources that are available off-campus, as budget permits.

   **Goal:** Student Support
   **Status:** In progress

   **Add'l Comment:** The Library has expanded hours at the Canyon Country campus and will work with administration at that campus to assess the need for further expansion. The Library has also provided extended hours before and during the exam period to accommodate students who need a place to study. In the past year, the Library has acquired a database of 125,000 eBooks. The Library will consider additional database subscriptions. The library is exploring acquiring a discovery system platform that would streamline searching across multiple electronic resources.

4). Expand outreach activities to increase public awareness of the college library as a resource for community members.

   **Goal:** Campus Climate
   **Status:** In progress

   **Add'l Comment:** The Library has provided memberships to COC Foundation board members. The Library is exploring additional ways of partnering with the COC Foundation to raise awareness of the Library's resources and services.

5). The Library will refocus its collection development activities with an emphasis on media resources, meeting accreditation needs for programs, and ensuring up-to-date materials for all students.
Goal: Teaching and Learning
Status: In progress

Add'l Comment: The Library has undertaken a systematic review of the collection, working through the entire Canyon Country library and progressing through the Valencia stacks and reference collection in call number order. In doing so, librarians have made informed decisions on materials to be removed. In addition, purchases have been made to update sections of the collection from which older materials have been removed. The process continues and will eventually include the smaller collections such as foreign language books. In the most recent fiscal year, materials for the paralegal program consumed 26% of the book budget. The library is committed to supporting this program, but the cost of doing so has a negative impact on the currency, breadth, and depth of the remainder of the library collection.

6). Increase options for textbook access by purchasing e-readers which can be loaded with popular textbooks and circulated to students.

Goal: Technological Advancement
Status: Yet to be started

Add'l Comment: The library has not yet explored this option. In the meantime, however, it provides a heavily-used print reserves service to provide access to textbooks at both campuses. In Spring 2013 alone, reserve items circulated 8942 times.

7). Provide wireless printing throughout the Library to increase accessibility and usability of library resources for students using laptop computers.

Goal: Technological Advancement
Status: Yet to be started

8). Provide needed technology options for students such as scanners and portable computer projectors.

Goal: Technological Advancement
Status: Yet to be started

9). Strengthen the Library's bibliographic instruction program by offering more sections of LMTECH 100 and adding drop-in workshops focused on the effective use of online resources.

Goal: Teaching and Learning
Status: Yet to be started

10). The Library will further embed its instructional support services into the classroom environment, especially through online course management platforms.

Goal: Teaching and Learning
Status: Yet to be started

Completed Objectives

1). The Library will collaborate with the TLC Lab staff and other relevant departments to coordinate a smooth opening and operation of services in the remodeled library/TLC building.

Goal: Teaching and Learning
Status: Completed

**Add'l Comment:** The Library and TLC will continue to explore means of providing integrated or complementary services.

2). The Library will develop and promote its role as a campus center of cultural and community activities by offering a menu of cultural events and regular displays of student, faculty and staff work and creativity.

**Goal:** Campus Climate

**Status:** Completed

**Add'l Comment:** The Library has a regular program of book displays in place, curated by one of the staff. The Books and Ideas discussion sessions are held several times a year. The Library continues to work regularly with the Art Department, Architecture, and the Art Gallery to display student works. The Library provides space for the Sustainability Center on the second floor of the Valencia campus facility.

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**Additional Accomplishments. (Review College Strategic Goals)**

1). Using a campus-wide template, Library staff re-designed the Library's website. (Goal: Technological Advancement)

2). Added approximately 300 items related to California history as the Maggie Perkins Special Collection. (Goal: Teaching and Learning)

3). Collaborated with TLC on Banned Books Week display and activities. (Goal: Cultural Diversity)

4). Expanded hours at Canyon Country during the semester from 26 per week to 42, an increase of 61.54%. (Goal: Student Support)

5). Acquired a database of over 125,000 eBooks. The collection more than triples the existing print monograph collection, includes many recent publications, and has features such as allowing instructors to link to chapters within books and letting multiple students access the same book at the same time. (Goal: Teaching and Learning)

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**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

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**Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

In 2007 (the year that Canyon Country Campus opened) the Library had five full-time classified staff members and 3 full-time certificated librarians. In 2009 the Library lost three full-time classified staff members to retirement and resignation. One of the three positions was replaced in 2010; the others remain unfilled. The Library's request for a new certificated position for 2012-13 was strongly recommended by the Academic Staffing Committee in Fall 2011. In 2012 two full-time librarians...
One of the two positions was filled in 2013. The Library's request to fill a vacated certificated position for 2013-14 was categorized as urgent by the Academic Staffing Committee in Spring 2013 (see document academic.staffing.fall2013.pdf). In December 2013, the Library filled two permanent part-time classified staff positions.

By 2014 the Library was serving many more students, staffing the Canyon Country campus library (with an increase in hours at that campus), and managing an expanded service area in the Valencia campus library. There are currently 3.75 classified staff members and 2 full-time librarians handling those functions. The library's adjunct faculty pool currently numbers 9 individuals. Adjuncts provide certificated librarian coverage at Canyon Country for a majority of the hours of opening at that campus. In addition to needing to fill the proposed full time faculty positions, the library will need to expand its pool of substitute adjunct faculty.

The Library has board approval to fill two additional permanent part time classified positions and will request the creation of at least one more.

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

Most library services are delivered through computers/software applications with a growing percentage of library resources online and accessible through computers on campus and off campus. The distribution of information and resources across various platforms should be simplified for students and other users by implementing a discovery system, a one-stop means of searching the catalog and databases. This will require an ongoing budgetary augmentation to subscribe to a service with technical support. The Library has investigated options for discovery systems to enable one-stop searching of all resources and hopes to implement such a platform in the coming year. A discovery system would make student research for assignments more efficient and effective.

Book publication now often includes electronic versions though students do not always have the technology to use these electronic works. The Library would like to explore the circulation of e-readers pre-loaded with certain materials. This could potentially address rising costs of textbooks for students.

The Library now markets services and shares information through social media networks (Facebook and Twitter) and will continue to do so.

The Library implemented "chat reference" during daytime hours, and though the software provider for that service is no longer in business, the Library will explore other open source options to replace it. Now that the new addition has opened, the Library will investigate the use of "thin client" computer stations in order to save money over the long run and increase the reliability of computer operations in student areas. Additionally, the Library needs to keep up with the technology needs of the students by offering more scanners for student use and making available presentation equipment such as portable computer projectors. Purchasing scanners for use at both campuses will require a budgetary augmentation.

The Library will also develop new print and media resources to add to the campus OER repository and add to the College of the Canyons' presence on YouTube.

Finally, the Library could use technology to embed itself further into the online classroom environment, providing greater support there for instruction. Many libraries currently use software tools to convert various formats such as slides into web-accessible learning units that can be added
into Blackboard or linked to from there. The Library will use tutorial-creation software for creating modules to be plugged into the Blackboard environment.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs. The Library supports all academic departments on campus by providing one-on-one and group instruction to students completing a variety of research assignments. In the past few years, librarians have provided instruction sessions for classes in English, Psychology, Biology, Counseling, Chemistry, Geology, Nursing, Political Science, and the Academy of the Canyons. Librarians work with discipline faculty to develop the print, media, and online resource collections available to the college community. In recent times this has included consultation with faculty from the Paralegal program, Math, English, Philosophy, Nursing, Early Childhood Education, and Modern Languages. Library staff coordinate with the TLC Lab and ASG Lab to provide technology services to the students. The Library partners with the Art Department and Art Gallery to stage works around the facilities in order to improve the setting for student use. This approach could be taken with other departments and programs to connect the instruction carried out in them with various parts of the library's collections. The Library is exploring further relationships and cooperation outside of the traditional, academic departments.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges. Staffing has gone from inadequate to critically inadequate. Current staffing levels are at 2 certificated librarians and 3.75 classified staff. Title 5 regulations on Librarian Ratios and Counseling indicate that 5 librarians and 9 classified staff are the minimum standard based on the College's student FTE count. Instead, the library has lost two full time positions in the last five years as well as the services of the Learning Resources administrative assistant in 2009. Department goals including outreach and programming development cannot be addressed without adequate staffing - the Library cannot offer as many instruction sessions, nor can it launch new initiatives such as embedding library services further into classrooms and Blackboard. Traditional library functions such as collection maintenance and instruction have been diminished without sufficient staffing to carry out essential duties. The Library requested a new certificated position to be filled in 2012/13 and re-submitted that request as well as another in 2013-2014 (see document academic.staffing.fall2013.pdf). The Library will also request new classified positions to be filled in 2014/2015.

The College's IT Department will no longer support the use of VHS format videorecordings in the classroom. The Library will have to replace crucial classroom video resources with DVD format resources or video streaming services delivered through the Web.

The need for the college to meet accreditation requirements on library resources for the paralegal program has meant that 26% (FY2014) of the book budget is devoted to this one program. The cost of the subscription is slated to rise 5% with the next contract. Meanwhile, ongoing systematic review of the collection has uncovered areas where materials are out of date and in need of replacement. With such a large part of the budget locked up in paralegal materials, the library cannot update the rest of the monograph collection as comprehensively as desired.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis. Library services continue to accommodate a broader and deeper array of materials online, both text-based and other media. Reference services and Technical Services are reflecting this shift by...
providing training to students, faculty, and staff in the use of new databases and media formats and by providing enhanced access to online and media materials through the library ILS (online catalog) and Website. The purchase of a one-stop discovery interface that allows searching across multiple online databases and the catalog would be key to ensuring efficient and effective access to online resources while still providing access to the library's print collections. The Library needs to continue developing new ways to communicate with its constituent audience that take advantage of social media, online marketing, and collaboration with local businesses, schools, and libraries. Providing mobile access to library services and databases from a variety of hand-held devices is a necessity to keep up with the demands of technology-savvy students. The recent transition of library web pages to a new content management system was successful but undertaken without consideration for what additional features may be useful, such as a discovery system search embedded into the library site, or research guides, or other features. Finally, the use of Blackboard course management software offers the Library the opportunity to develop new resources and services for supporting instruction in an online environment. Learning modules or links to searching the library's resources should be possible and would benefit the students through providing tools in the same environment in which they are working.

Canyon Country Campus and a possible Westside Campus. Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus. Library services at the Canyon Country Campus Library include a small circulating book collection, a small textbook reserve section, six computers for student use, and two study tables (each seating 4). The current size and scope of the CCC library facility and services are clearly inadequate to the size of the student population at the Canyon Country campus. This is reflected in the lower satisfaction figures from students at CCC by comparison to the Valencia campus. Little or no provision is currently made for group study/media services/copy services/technology needs (inadequate number of computers) or bibliographic instruction. The library has been able to allow students into the Skills 4 Success lab next door when that facility is free. A computer commons that could be used for educational purposes (i.e., online classes and research) and telecommuting for local workers would be an excellent addition to a traditional library space. The library would like its full time and part time faculty to have good understanding of the needs of the students at both campuses. To that end, cross-training and rotation of shifts will be explored and implemented as much as terms of the faculty contracts may permit.

Connection to Educational and Facilities Master Plan. How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

The Library continues to add online databases in various academic disciplines to meet the diverse research needs of our students. The Library currently offers 34 online subscription databases. Librarians continue to update the Library's print and media collections to meet the evolving needs of instructional programs at the College.

10-year goals:
1. Advocate for adequate human and fiscal resources to meet the needs of all library sites.
2. Investigate partnerships with the City of Santa Clarita Public Libraries to increase the resources available to the College community and to promote all library services in Santa Clarita to all library users.
3. Work with Hart District personnel to identify opportunities for COC librarians to provide bibliographic instruction to Hart District students in order to increase their ability to succeed in a...
The Annual Student Survey indicates a high level of student satisfaction with library services on the Valencia campus (80% in 2012) but less student satisfaction on the Canyon Country campus (70% in 2012).

The Library conducted an online user feedback survey during the Fall 2011 semester. Survey results indicated a high level of satisfaction with library services. Survey results also indicated a low level (<50%) awareness of key resources such as eBooks and off-campus access to online databases.

The City of Santa Clarita has launched city library services at the former County of Los Angeles libraries in Santa Clarita. This change is yet largely unexplored but offers new possibilities for collaboration and partnerships.

Use of Data. Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above.
As indicated by the Annual Student Survey 2012, the Library is perceived by its users as offering very good customer service.
The Library provides an excellent array of subscription databases, including two premium, largely full-text periodical databases and many subject-specific databases. The Library has built a strong collection of eBooks. As of January 2014, the eBook collection includes over 125,000 titles.
The Valencia campus facility features an expanded space with more room for individual and group study.
Hours of opening have been expanded at Canyon Country to account for the additional course offerings there. The library further increases opening hours in the lead up to and during exam week. This has proved popular with students.
Group study rooms and print reserve materials for courses are heavily used. In Spring 2013, students booked group study rooms 3244 times and borrowed course reserve items 8942 times.

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above.
1. The department is understaffed (see ACRL Library Standards referenced in Title V. reg.58724).
2. The space for library service at the Canyon Country campus is inadequate (see results of Annual Student Survey and Annual Faculty Survey).

Budget Planning

Click Here for Budget Planning
## Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

### Supplies and Services
1. Up-to-date and expanded collections to meet student learning needs.
2. Electronic discovery system software for overlaying atop the catalog and databases.
4. Print supplies for increased printer usage in the Information Commons area of the remodeled library.
5. Library guide software for creating discipline- or even course-specific guides to the library collections.

### Equipment
1. Scanners with accompanying computers for student use.
2. E-reader devices (e.g., Kindle, Nook, Sony E-reader).
3. Color printers and copiers for student use.
4. Display cases for Valencia campus library--first floor
5. Digital signage for Valencia campus library--first floor
6. Portable LCD projectors for student use.

### Facilities and facility modification
1. Larger facility for the Canyon Country Campus Library, so that more print resource shelf space, computer stations, study areas, bibliographic instruction space and basic copy/printing services can be provided for students at that campus.
2. Refreshed exhibit spaces in the original portion of the Valencia Campus Library.

### Personnel
Librarian: Technical Services (position recommended as urgent by Academic Staffing Committee - see document academic.staffing.fall2013.pdf)
Librarian: Reference/Outreach (position strongly recommended by Academic Staffing Committee - see document academic.staffing.fall2013.pdf)
Library/Media Technician III (Circulation and Access Coordinator)
Library/Media Technician I (Public Services)

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**
Vice-President, Canyon Country Campus; V.P. Instruction/Assistant Superintendent; Dean, Educational Technology, Learning Resources, and Distance Learning; representatives from all Academic Divisions and Student Services Division; the City of Santa Clarita Public Library staff; California Institute of the Arts library staff

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The following staff participated in conducting this program planning and review.
<table>
<thead>
<tr>
<th>James Glapa-Grossklag, Peter Hepburn, Ron Karlin, Sylvia Black, Fern Zalin Jones, Edwin Pejoro, Joseph Tamargo, and Nick Schutz</th>
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