



College of the Canyons Program Planning and Review

Year(s): 2011/2012 to 2013/2014

<p>Program Information for: <u>Library</u> Year(s): <u>2011/2012 to 2013/2014</u></p>
<p>College of the Canyons' Mission Statement</p>
<p>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.</p>
<p>Program Description</p>
<p>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 Mission Statement: 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.</p>
<p>Who are the customers/recipients of the services and functions? COC students, faculty, staff, and the community-at-large.</p> <p>The numbers of potential users: Students: 27,535 (5825 FTE) (2011-2012; per the California Community College Chancellor's Office Management Information Systems Data Mart); Faculty/staff: 941 (Fall 2011; per the California Community College Chancellor's Office Management Information Systems Data Mart); and District population: 263,973 (per Fact Book 2011)</p>
<p>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.</p> <p>Chart #1: Learning Resources Division Org Chart FA 2013.docx</p>

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 (8,000asf), then a new dedicated library building in 1997 (27,000asf) with an expansion in 2012 (32,000asf).

The Library has gone from a small print collection to a collection of 58,000+ volumes. Increasingly, library services are automated, and its collections are in both print and electronic formats. Currently, the Library has subscriptions to 34 online databases and over 12,000 eBooks. Library employees assist students, staff, and the community in locating and using not only books and periodicals, but also the 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 librarians in 2009 to 2 librarians currently.

Administrative Unit Outcomes

Administrative Unit Outcomes (AUOs) Assessment Model:

The purpose of this assessment process is to improve the unit's service.

Department Goals (Overarching AUOs)	Specific Objectives	Means of Assessment and Criteria for Success	Summary of Data Collected and Number of Cycles	Use of Results	Next Assessment Cycle (Month, Year)
				Cycle (s)	
	Familiarize themselves with and navigate databases successfully.	Total sample: 7 classes (3 non-science; 4 science) 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 take a quiz that covers several databases.	Cycle 4: All classes improved their pass percentage after receiving formal bibliographic instruction. The rate of improvement varied between 7% (a section of English 94) and 38% (a section of Microbiology). Also significant is that two classes increased their pass rate to 100%. The	4 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 awareness of these valuable resources, including using the Associated	Fall 2013

<p>(SLO)</p>		<p>Science classes take a quiz that focuses in-depth on the ProQuest database (more pertinent to their assignments).</p>	<p>questions answered incorrectly the most often are 1) How to narrow a search in ProQuest and 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. The pass rate was 83%</p>	<p>Students' electronic bulletin board to send a message about the ebook collection and developing a flyer to hand out at points-of-service in the Library and TLC lab. Results from the most recent round of library pre- and post quizzes continue to indicate difficulty understanding how to narrow a search in the ProQuest database and how to identify appropriate databases based on content (ie. which database to use for biographical information). At a February 2012 Division meeting, library staff discussed creating a handout for students to</p>	
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Students that use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the college.

take away from bibliographic instruction sessions that would outline the methods for narrowing a search in ProQuest. 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.

Familiarize themselves with and navigate databases.	Ten-question library research quiz: 80% correct is the pass level. Test given as pre- and post-test to selected classes that come to the Library for an instruction session.	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%.	3	The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome	Fall 2013
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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 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.

for all students tested. 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: 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.	
(SLO) Students that use library services will perceive the library as a	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. In Fall 2011 the library administered a brief user feedback survey through its website (a 10-question SurveyMonkey instrument). The survey is available in the Additional Documents section. This survey asked for general level of satisfaction with 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	Annual student surveys from 2006, 2007, 2008, and 2009: satisfaction rates are 79%, 82%, 82%, and 81%. 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 rose to 80%, above the criterion for success. However, that figure was for the Valencia campus only. On the Canyon Country Campus, the satisfaction	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 options for the students. The improved space at the Valencia campus should keep satisfaction	Fall 2013

<p>comfortable place to meet and do research.</p>		<p>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 and focus on qualitative feedback through the comments.</p>	<p>level was much lower, 70%.</p>	<p>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, longer hours, and a more consistent professional presence on that campus.</p>	
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Objectives	
<p>Status of Objectives. (Review College Strategic Goals)</p> <p>Open Objectives</p> <p>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.</p> <p>Goal: <u>Human Resources</u></p>	

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.

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). 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: In progress

Add'l Comment: The Library currently displays the works of design students on both floors of the expanded space. The Books and Ideas sessions continue on in 2013. Beyond these accomplishments, the Library is seeking additional opportunities for collaboration with the Art Gallery, the Art department, Athletics, and others.

4). 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 maintains a Facebook and a Twitter presence and will explore the value of additional social media outlets.

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

Goal: Campus Climate

Status: In progress

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

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

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.

Cancelled Objectives

1).

Goal: None

Status: Canceled

Additional Accomplishments. ([Review College Strategic Goals](#))

1). Launched the Library Facebook page in 2010. Currently have over 200 followers.

Launched a new Library Twitter feed in 2013. (Goal: Student Support)

2). Worked with library staff and a web designer to completely re-design and modernize the library's website in 2011. (Goal: Technological Advancement)

3). The library staff collaborated with the TLC staff, the Dean, Educational Technology, Learning Resources and Distance Learning, the V.P. of Facilities, and architectural firm PBWS to complete the plans for the Library Addition. (Goal: Physical Resources)

4). The Library adopted a new, easier interface for its heavily used subscription to the ProQuest database. (Goal: Student Support)

5). Library staff were trained on the use of new facilities and equipment in the new addition to the Library. (Goal: Student Support)

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.

1). The Library will refocus its collection development activities with an emphasis on media resources and meeting accreditation needs for programs. (Goal: Teaching and Learning)

2). The Library will further embed its instructional support services into the classroom environment, especially through online course management platforms. (Goal: Teaching and Learning)

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 November 2011. In 2012 two full-time librarians retired. One of the two positions was filled in 2013. By 2013 the Library was serving many more students, staffing the Canyon Country campus library, and managing an expanded service area in the Valencia campus library. There are currently 3 classified staff members and 2 full-time librarians handling those functions.

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.

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 explore further options.

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 Canyon's 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 is seeking budgetary augmentation for tutorial-creation software for creating these 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. Librarians also work with all discipline faculty to develop the print, media and online resource collections available to the college community. Library staff collaborate with English Department members to plan and execute Book of the Year programs. Library staff coordinate with the TLC Lab and ASG Lab to

provide technology services to our 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. 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 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 face disruption or even suspension without sufficient staffing to carry out essential duties. The Library requested a new certificated position to be filled in 2012/13 and will re-submit that request as well as another for 2013-2014. The Library will also request 2 new classified positions to be filled in 2013/2014.

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 services delivered through the Web.

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.

The balance in library services is shifting between the purchase of materials in print form and the purchase of online materials (both print and media-based). Reference services and Technical Services are reflecting this change by providing training to students and college staff in the use of new databases and media formats, and 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 will be a key step in improving access to online resources. The Library also needs to continue to develop 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. 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.

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 CC 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. One possibility that could expand space during parts of the day is putting a door and window between the Library and the

adjoining skills lab, thereby making that space and computers accessible to library users on occasion.

The future Westside campus would be well-served by a collaborative facility that offers services to students, college staff, and the public. 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.

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 additional 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 college environment.

Other Information. Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

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 has offered 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 2011 and an online survey administered in Fall 2011, 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 periodical

databases and many subject-specific databases. The Library has built a strong collection of eBooks. As of January 2012, the eBook collection will approach 12,000 titles. The Valencia campus facility features an expanded space with more room for individual and group study.

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. Wireless printing software licensing for the Valencia and Canyon Country campus libraries.
2. Print supplies for increased printer usage in the Information Commons area of the remodeled library.
3. Electronic discovery system software for overlaying atop the catalog and databases.
4. Tutorial-creation software for developing instructional materials for embedding into course management software.
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: Reference/Outreach (position strongly recommended by Academic Staffing

Committee)

Librarian: Technical Services

Library/Media Technician III (Circulation and Access Coordinator)

Library/Media Technician I (Media Services/Information Commons)

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

The following staff participated in conducting this program planning and review.

James Glapa-Grossklag, Peter Hepburn, Ron Karlin, Fern Zalin Jones, Edwin Pejoro, Sylvia Black, and Leslie Bretall.

Upload additional files.

File #1: [SurveyMonkey - Survey Results.mht](#)

File #2: [academic staffing memo fall 2011.docx](#)