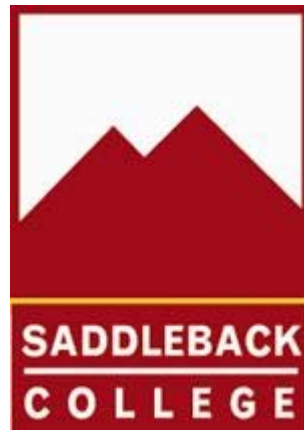


Saddleback College Program Review for Library Support Services



Submitted fall 2006

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Acknowledgement

Some information used in this document was taken from the Library Instructional Program Review report prepared by Ana Maria Cobos in fall 2005.

Program Review Team Members and Approvals

Program Review Team Chair:

Tom Weisrock

Program Review Team Members:

Kevin O'Connor

Wendy Gordon

Eric Garant

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
24 January 2005	Contact Program Review Chair for orientation
24 January 2005	Form Program Review Team
24 Jan – 28 Feb	Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms/Data Sets)
9 Feb 20 Mar →	Solicit input from faculty and students [survey]
	Determine if additional research is needed
3 March →	Contact College Research Analyst if necessary
27 Jan →	Write Program Review report
	Submit report to Dean or VP and Program Review Chair for approval
	Report submitted to Academic or Classified Senate for approval
	Report submitted to Office of Instruction or Student Services for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Unit Overview

A. The Mission of the Program and its Link to the College's Mission¹ and Goals

The James B. Utt Memorial Library's mission is to assist students and faculty with their research and personal information needs. By centralizing access to thousands of books, periodicals, non-print information sources, and online databases, and by being the only open place on campus in which any student may access the expanse of the Internet, the library promotes a core component of the college mission: "to foster intellectual growth [and] individual expression."

The library enables access to many differing points of view and beliefs. It seeks deliberately to acquire information offering differences of opinion in the social and historical record. At the same time, through library workshops and one-on-one assistance, librarians provide students with the competency tools essential to help to determine the validity of information resources that they encounter.

Based on the wealth of information sources available on a vast number of subjects, students have the opportunity to examine their own beliefs and value systems, and chose to reinforce or modify them, based on efficient retrieval and analysis of relevant information.

B. Historical Background and Unique Characteristics of the Program

Background: Saddleback College library has served the educational needs of its District's students since the college was founded in 1967. The library occupies the second, and part of the third floor of the campus building known officially as the James B. Utt Memorial Library. While some space originally intended for library use has been taken over for other college divisions and programs, this situation will be ameliorated when the Library Modernization plan finally is implemented.

Unique Characteristics: Students using the Saddleback College library may avail themselves of 75 Dell desk top computer workstations, 4 pay-to-print system printers (3 black and white, 1 color), video-cassette playback units, three copy machines, one color copier, a microfilm reader-printer, 2 adaptive computer work stations, duplicating capability for non-copyrighted audio-cassettes and assorted library hardware such as video-cassette playback units, and CD and DVD players.

In terms of seating, there are 359 places for students to sit. Of these, 210 (including one study room) offer flat writing surfaces, 99 stations are devoted to computers or other library hardware, and 50 are lounge chairs or sofas, or chairs at sloped-surface tables.

LIBRARY FURNITURE FOR STUDENT USE	STUDENT SEATING CAPACITY
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¹ College Mission: To provide access to learning opportunities that promotes student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.

Study carrels (single or double person)	110
Tables (all shapes)	96
Computer workstations	75
Sofas or lounge chairs	46
Sloped tables	4
Study room	4
Carrels with AV equipment	24
Total:	359
Furniture pieces with flat writing surfaces:	210

The library has an instruction room that seats 34 students at two-person tables. Workshop sessions and, to a lesser extent, on-demand orientations are taught with the aid of lap top computers which are shared by two students at a time. The room is equipped with a computer, ceiling-mounted projection system, video-cassette and DVD playback capabilities, overhead projector, projection screen and instructor station.

The library has one small study room, on the second floor, accommodating 4 students. Eight study rooms on the third floor are reserved for testing special needs students, but may be occupied by any student when not being used for testing.

The library's collection consists of 96,000 books, 272 periodical subscriptions with accompanying back-issue microform, over 21,000 non-print materials (videocassettes, DVDs, CD-ROMs, audiocassettes, compact disks, video disks, and phonograph records) and Internet access to 13 subscription databases covering magazines, journals, newspapers, and government documents. The subscription databases are available on- and off-campus to faculty and students 24 hours per day, 7 days per week. In spring 2004, the library began providing access to an electronic book collection of over 7,000 titles.²

Online subscription databases increase the library's periodical full-text subscriptions to approximately 2,500 titles. Hardcopy subscription periodicals are usually kept for three years before being discarded. Some online full-text subscriptions date back to the mid -1980's. Including hardcopy or electronic format, the library subscribes to five national, and one local newspaper. The library also subscribes to Recordings for the Blind and Dyslexic.

All students, staff, and community members who wish to use library computers for any application must login to the college network. Students are issued a username and password when they register for classes. Non-students may obtain username and password access by providing identification, and then waiting 24 hours for their account to go into effect. Library computers offer Internet access, word processing, spreadsheet, and PowerPoint applications. Five computers are dedicated to students who wish to load their own software. Students may retrieve data by printing it at 10 cents per sheet; downloading it onto floppy disk, flash drive, or CDR; or, in some cases, by emailing it to an account. For a one dollar charge, students may buy a 3.5 in floppy disk at the reference desk. Students and staff also may access their college email accounts on library computers.

² Saddleback College Self-Study, 2004.

The library maintains a robust instructor reserve collection both of books and audio-visual materials. Tapes of all television courses are available for students to use in the library. Many instructors donate personal copies of textbooks for student reserve use. The college bookstore, managed by Follet Higher Education Group, in conjunction with Student Services has provided free of charge many current course textbooks for student reserve use.

Librarians staff the reference desk during all hours of operation, and also provide telephone reference assistance. Also, online questions are taken via an “Ask A Librarian” feature found on the library main web page.

The library meets the educational needs of Saddleback College with 2 administrators, 6 full-time librarians, 8 full-time classified staff members, 10 associate faculty (part-time) librarians, and approximately 40 hours (per week) of computer help desk assistants..

C. Progress Since the Last Program Review

This is the first support services program review to be conducted.

D. Current Strengths, Opportunities, and Challenges

Strengths:

Learning Resources has a strong complement of dedicated administrative, certificated and classified staff. Some classified staff positions have remained vacant over the years, but progress in re-hiring vacated positions is evident. As librarians have retired over the last five years. most replacement positions have been hired with new librarian job descriptions that reflect current needs.

The library portion of the district computer infrastructure, at first off to a shaky start, has become a reliable and valuable component of the library’s program of services. Continuing maintenance of the system will always be a challenge.

Opportunities:

The eventual remodeling of the library building will provide an excellent opportunity to improve and enhance service points. The library staff looks forward to participating actively in the planning for the modernization of the library building.

Additional wireless access points would increase wireless capability throughout the entire library. The college is itself considering a plan to outfit the entire campus with wireless reception. The library will wait and see what direction the college goes in regard to global campus wireless capability.

Library modernization will result in reconfiguration of the public service counters in such a way as to make more quickly available to staff members the materials that they are called upon to retrieve for students.

Challenges:

As the only open-access lab on campus, the library is one of the most technology-impacted programs at the college in terms of the high number of computer workstations available for anyone who walks through the door. Although initial problems with the network or with computers and applications have been dealt with successfully, sufficient technical support to maintain the system will always be a concern.

Students rely heavily on the college network in order to complete assignments, perform research, use email and register for classes. Occasionally the district has decided to take down the system for maintenance during open library hours. Nor has the library been notified in advance of such plans. Planning and communication between the district and all college departments could obviate this problem.

The library has studied the issue of obtaining apportionment for instruction-related computer access by students. However no concrete action toward this complicated process has occurred.

The library needs to implement a system whereby students logging in to computers will have to acknowledge and accept the district's acceptable use policy. Presently, some students often use computers for non-educational pursuits, while others with legitimate work have to wait for a computer to open up. This system is scheduled to be provided sometime during the spring 2006 semester.

Staffing needs at the public service counters is still not adequate on Saturdays. It is not unusual for the task of helping 5 or 6 patrons at two counter falls to a single student aide, often a trainee.

If state TTIP funding ever ends, the library will be caught with a shortfall of approximately \$37,000. If this happens, and if the library is asked to take the money from other instructional materials accounts, the latter will be cut too deeply to maintain support for courses and curriculum. A decision not to maintain the databases would rob students of an extremely important information tool, and would most assuredly have a negative impact on distance learning students.

The library modernization plan has been addressed by a district-college committee, and draft architectural plans have been created. However the project seems always to suffer delays as other college building needs come to the fore. The library renovation indeed would benefit many areas of the college since other departments have a stake in the building. Furthermore, it would bring together physically the large Liberal Arts/Learning Resources Division. Liberal Arts and Learning Resources laboratories would be positioned closer and present a sort of "learning mall" for students in need of help in reading, writing, mathematics, general tutoring and the like.

Section II: Review Report

A. Staffing and Organizational Structure

The library is part of the larger component known as the Liberal Arts/Learning Resources Division. The total full-time staff in the library is 17. The Dean of Liberal Arts/Learning Resources administers the library. The Dean is assisted by one Senior Administrative Assistant and 50% by the college Director of Instructional Support Services. One librarian serves as Library Department Chair during spring and fall semesters.

The certificated librarian staff numbers six, with one current vacancy. Associate faculty librarians, non-fulltime employees, number 10, the equivalent of just over 1 FTE full-time librarian. Full-time librarians serve on college-wide committees as part of their faculty duties, and thus they assist in college shared governance.

The classified library staff numbers 8: three Library Technicians, three Library Assistant II positions, and two Library Assistant I positions. One Library Assistant I is on extended leave, and a replacement is being sought. An additional 10 hours of a Library Assistant I position is unfilled.

The library hires persons to work at the computer help desk each semester. During spring 2006, 44.5 student hours per week were allotted to this function. Computer help desk staff assist student who have problems with library applications.

The library operates with a Library Department Chair who is elected by the librarians. While not having administrative responsibilities, the Chair directs bi-monthly department meetings, takes on special tasks³, and acts as liaison between Dean and librarians.

B. Programs and Services

The library is divided among several traditional work areas: circulation; technical processes (includes acquisitions and cataloging); audio-visual and periodicals; reference services; and instruction services (credit and non-credit).

Circulation, technical processes, audio-visual and periodical service counter personnel are supervised by the Director of Instructional Support Services who acts as liaison between staff and Dean. Two librarians cooperate in the areas of circulation and technical processes to help effect the library mission.

Reference services are coordinated by the Library Reference Coordinator, while the Bibliographic Instruction Coordinator oversees credit and non-credit instruction⁴. All full-time librarians share the same number of weekly reference hours. Any overload hours available for associate faculty are reserved for reference work, with the

³ Example activities: coordinate library efforts for Senior Day, help in completing annual library data survey, answering outside queries regarding overall library operations.

⁴ Library instruction program review is discussed as an instructional program, and not under library program services.

exception of 8 hours which are assigned weekly to a part-time cataloging librarian. Full-time and part-time librarians take part in non-credit instruction as part of their regular duties; several, not all, librarians work as credit course instructors.

Support services performed by library staff in order to fulfill the library mission include the five traditional areas above (circulation, technical processes, audio-visual/periodicals, reference services, and instruction services) plus three additional service concerns: computer and hardware services, copy services, and library environment.



1. Circulation services include the borrowing, lending, housing, storage of all library learning resources, with the exception of electronic resources. The circulation area is charged with maintaining an extensive faculty book reserve collection. It also provided interlibrary loan of books and periodicals. The staff performs vital work in assisting students with countless directional and general information questions, copy assistance, telephone transactions and many more “first responder” tasks; this as a result of nearness to the entrance of the library. A self checkout system for books has been purchased and is experiencing increased use as students familiarize themselves with the technology. This helps relieve the staff from some of the simpler, repetitive tasks; thus freeing up time to accomplish other assigned duties.
2. Technical processes service includes the purchase, acquisition, cataloging, and processing of all library learning resources including electronic resources. The area does not determine which items are to be purchased, rather sees to it that

purchases are made properly, good are received, and proper cataloging and processing of the materials take place. Responsibilities include contacting vendors, publishers and sales representatives, working closely with the district's purchasing department, and tracking budgets. The technical processes work area is a clearing house for hundreds of books that are donated over any given semester. Determination of which gift books will be added to the collection is usually a librarian process.

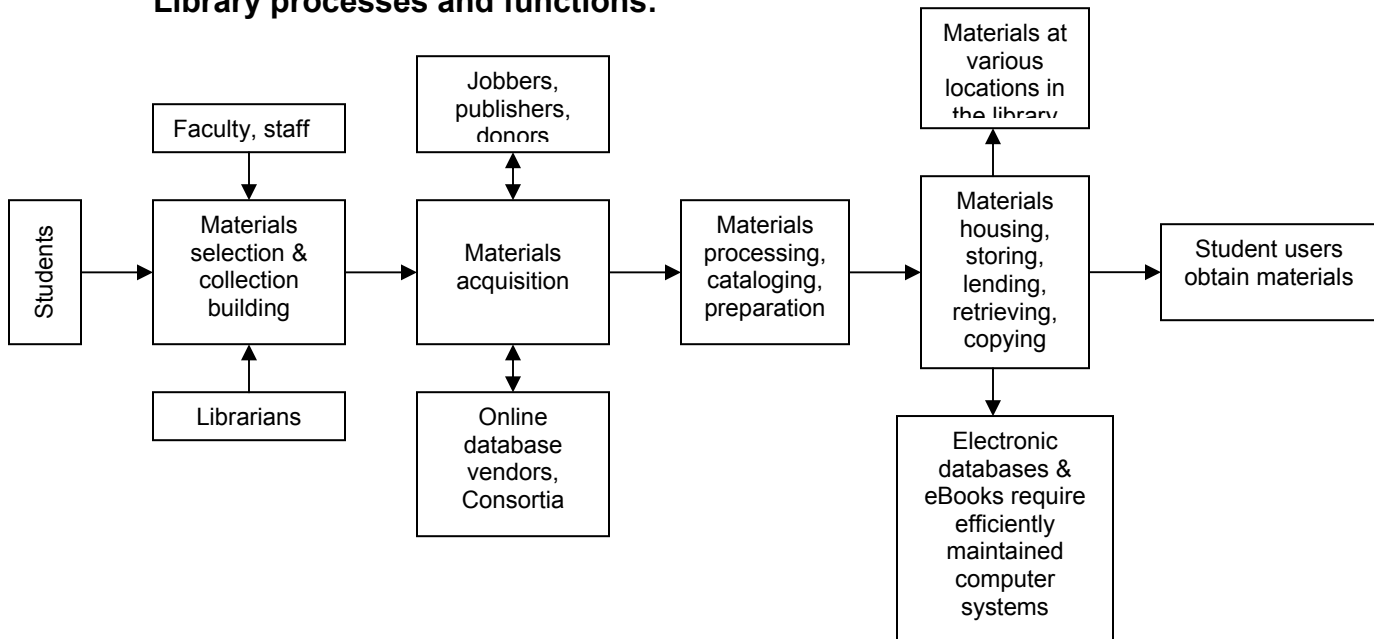
3. Audio-visual/Periodicals area stores and retrieves all manner of instructional hardware and up to 270 subscription periodicals. Some of the necessary technical processing of materials takes place in periodicals, as does ordering and claiming. Staff maintains current issue display shelving, and annually goes through a title weeding rubric. Audio-visual materials are processed in the technical processes area. The area maintains an extensive faculty AV reserve collection. Staff members assist students with duplication of non-copyrighted AV materials, retrieval of microfiche, and assistance to students in need of help using library non-computer hardware on the floor.
4. Reference services: includes one-on-one or small group reference service to students; in-person, telephone and "Ask Lib" reference service. This may also include providing non-reference, general college information questions not handled by other service areas. Along with computer help desk personnel, reference librarian are in the forefront of helping novice computer users with basic computer operations. They are also kept busy helping students understand how to login to the college network in order to access computer applications, online databases, and the Internet.⁵
5. Instructional services include credit and non-credit library courses and workshops. This service is dealt with under library instructional program review.
6. Library environment: this includes oversight of student accessible areas on the 2nd and 3rd floor of the library. It addresses the availability of appropriate workspace (tables, chairs, carrels), study rooms, adaptive technology, reading areas, learning environments, and general space concerns. This does not include elevators, exterior classrooms, Library 216, 217, 301, first floor areas with the exception of LAP, third floor areas not within the library walls, or library areas restricted to students. Features and provisions to improve library environment are included in the Library Modernization plan.
7. Copy services: this includes "Xerox" copiers which students pay to use for educational or personal copying purposes. This also includes legal copying of software for college-related uses. It must be noted that the library is the only place on campus where students can come for their copy needs. Service to the machines is essential, and while a vendor supplies and services the machines, much of the routine work falls to the circulation staff.
8. Computer and hardware services: acquisition, maintenance and proper running of all library hardware used by students fall under this area. It includes maintenance of library access to the college network, wireless access, and

⁵ Reference contacts for academic years 2001/02 through 2004/05 totaled 62,250 for an average of 15,562 per year. This does not count non-credit workshop instruction.

assistance in re-setting or establishing student access codes such as PINS. Computer services include the library's four system printer stations which are used by all 75 computers. Attention to the smooth and proper running of computers is essential for students whose knowledge of computers sometimes results in systems crashing and data loss.

All together, library services perform a methodical progress of acquiring, storing, and making available to students information which will compliment and assist them their educational pursuits at Saddleback College.

Library processes and functions:



C. Student/Constituency Satisfaction

D. Facilities, Technical Infrastructure, and Resources

1. Facilities: the library building is in need of renovation and modernization. The Library Modernization Plan envisions major structural and space-use upgrades. It is hoped that the plan will be effected within the next three years.

The second and third floors of the library do not seem to have the mold problems that afflict other campus buildings. Dust and dirt, however, are abundant on shelving, furniture and floors. This is probably due to insufficient custodial staff, which does, however, respond promptly to specific needs.

The replacement a year ago of all burned out overhead lights made a dramatic improvement in the library reading and study area.

In many regards, the library building has proven more durable and problem free than college buildings many years its junior.

2. Technical infrastructure: As the only open-access lab on campus, the library the most technology impacted programs at the college not so much in terms of software but of the high number of computer workstations available for anyone who walks through the door. As such, technical support for the hardware and software, while improving, is an ongoing challenge; not because of the quality of the technical support staff members, but because they are spread so thin throughout the college.

In general, the college technical infrastructure serves well the library needs of the college's students. Any modification to the network procedures should continue to be addressed with the input of library staff before changes occur.

Recently acquired were 30 lap top computers to use in non-credit workshop instruction. It is hoped that the use of laptops will enhance student participation in library instruction, though it is too early to have devised an outcome measurement tool. Traditional PowerPoint presentations are still used in workshop sessions.

3. Resources: although the ongoing maintenance of adequate current traditional and electronic collections will require a more robust commitment from the college, the past three years of budget show growth or at least consistency⁶. Annually, the library receives financial support (\$5,000-\$7,000) from the Friends of the Library. The librarians present Foundation grants that have in three instances provided one-time augmentations that, while welcome, are insufficient to maintain the collection current.

The library has benefited for seven years from state TTIP funding. This funding continues to pay for online subscription databases. However, given recent state fiscal unsteadiness, this strength may become a prime challenge in the near future, if funding is cut off. In that case, the library would seek supplemental funding from the college.

⁶ See Appendix, Item D2.

E. OUTREACH AND COLLABORATION

1. The Friends of the Library is an active volunteer group that has supported the library for more than 20 years. Not only do the Friends of the Library provide financial support for library needs but they also enrich the college community through their lecture programs. For example, in 2002, the Friends invited Dr. Kevin Starr to present a lecture in honor of the statewide celebration of John Steinbeck's *The Grapes of Wrath*. And in fall 2004, a panel discussion about the history of surfing in Orange County was held at the Casa Romántica in San Clemente.
2. The Library contains exhibit space that is available to students, college programs, and the community at large.
3. Annually, the Library hosts or assists library science students from the library school program at California State University, Fullerton, and other institutions, to fulfill internship or research project requirements.
4. The librarians provide test proctoring assistance to community members who require these services.
5. The library provides a username and password for non-students to access library and Internet resources, and allows book borrowing privileges to non-student community members.
6. The library is represented at events meant to help new students: High School Senior Day, Open House Night, and the college's first ever Welcome New Student Day.

Section III: Needs Assessment

A. Human Resource Needs

1. It is recommended that the college hire a Catalog Librarian to make accessible the backlog of more than 2,000 books and other items that have accumulated since the previous librarian retired in spring 2002. Presently, the library employs a part-time cataloging library for 8 hours a week to catalog materials.
2. Additional classified staff is needed at the public service counter on Saturdays.

B. Instructional/Service Needs

1. The library should begin to address the issue of establishing an electronic reserves collection. The hiring of a Distance Education Librarian⁷ would go far to put such a service into effect.
2. The library should hire a permanent 20-hour employee to work at the computer help desk. This would compliment the 20 permanent classified hours now assigned to the desk. Such a move would result in more dependable staffing, and would allow for a greater familiarity and expertise with the system on the part of the employees.

C. Research Needs

The Library Services PRT chair is meeting with the College Research Analyst to create a student satisfaction survey.

D. Technical, Equipment and Other Resource Needs

1. As the only open-access lab on campus, Learning Resources is among the most technology impacted programs at the college not so much in terms of software but of the high number of computer workstations available for anyone who walks through the door. As such, adequate technical support in view of limited support staff for the hardware and software is an ongoing challenge⁸.

⁷ This position could result upon the expected retirement of one librarian in spring 2006.

⁸ Students from SJSU Library School at Fullerton conducted a library use survey on October 8th through 13th, 2005. The data provides evidence that 68-78% of students visit the library to use the databases and study/do homework. These data reflect a need to modernize the building and maintain the technology in good working order. Furthermore, February 2006 statistics gathered from Gale Publishing Company indicate that, for the current and prior two years, remote access to Gale subscription databases ran approximately 75%, and opposed to inside (onsite) access which remained at approximately 25%. See Appendix, Item D1.

2. Although the ongoing maintenance of adequate current traditional and electronic collections will require a more robust commitment from the college, the past three years of budget show growth or at least consistency⁹. Annually, the library receives financial support (\$5,000-\$7,000) from the Friends of the Library. The librarians present Foundation grants that have in three instances provided one-time augmentations that, while welcome, are insufficient to maintain the collection current.
3. At least one more, and preferably three more, wireless access points should be installed in the library. This would make extra seating space available to students in that they could use lap tops farther away from the current access point at the reference desk¹⁰.
4. The library will approach the Friends of the Library to seek funds for a new microfilm reader/printer. Although not used very often, the library's extensive holdings of back-issue microfilm and microfiche is still useful to students looking for primary source materials.
5. Sufficient funding for the purchase of library books and other materials is always a need. A three percent increase over 2005-2006 levels for 2006-2007 levels would keep the library's collection progressing appropriately.

E. Facilities Needs

1. The Library Modernization Plan envisions major structural and space-use upgrades that hopefully will take place within the next three years. The Library Modernization Plan, now under consideration, should be implemented as soon as the needs of the BGS and ATAS buildings have been addressed.
2. More student seating spaces are needed, primarily study tables. Seating for 200 more students is required.
3. More study rooms should be made available for quiet or small group study.
4. On going inspection of the possibility of mold presence in the library is necessary.
5. General cleaning of the facility once each semester should be instituted. Accumulations of dust and dirt are found especially in the library stacks.

F. Marketing and Outreach Needs

1. The library already employs various ways to promote library services; the library has made us of:
 - a. College MySite announcements

⁹ See Appendix, D2.

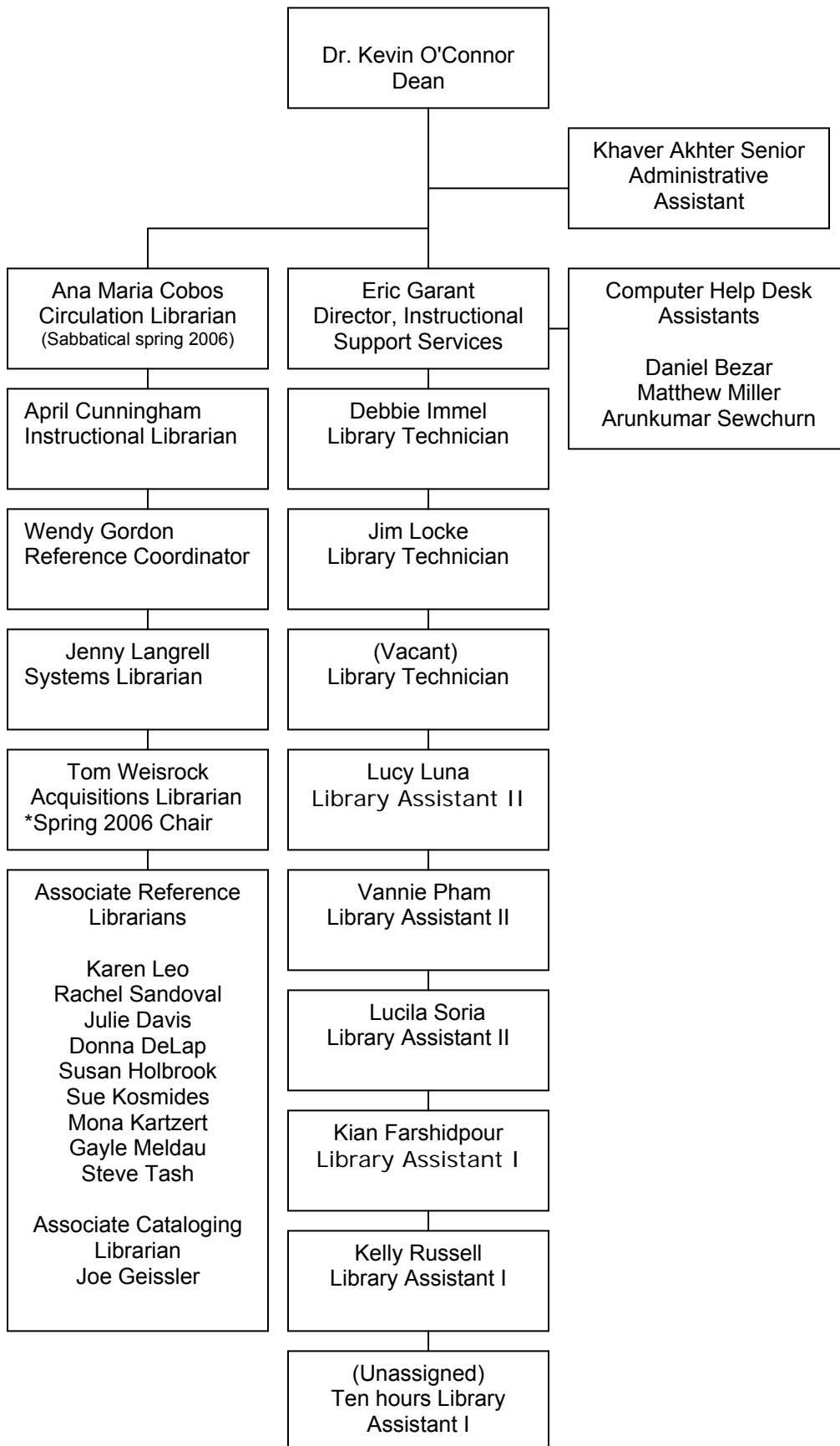
¹⁰ The college is studying a plan to make the entire campus wireless accessible.

- b. Flyers and brochures
 - c. In-service week programs (staff development sessions)
 - d. College electronic message boards
 - e. Faculty and staff email distribution lists
 - f. Friends of the Library functions
 - g. Library workshops
 - h. Presentation tables at High School Senior Day
 - i. Open houses during in-service week and Welcome Students Day
 - j. A librarian interview on Saddleback's Radio Station KSBR
2. Since the hiring by the college of a Director of Public Information and Marketing, the librarians can explore additional opportunities to promote its programs and services.
 3. The library is further beginning a discussion of marketing needs beginning with its February 28, 2006 department meeting.

Section IV: Appendices

- A. Unit Organizational Chart (attached)
- B. Five-Year Program Staffing Profile (attached)
- C. AUO Assessment Forms (attached)
- D. Supporting Data (attached)
- E. Others

Appendix, Item "A": Unit Organizational Chart



Appendix, Item "B": Five-Year Program Staffing Profile
Saddleback College Library

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	1.5	1.5	1.5	1.5	1.5	0
Bargaining Classified Staff FT	9	9	7.5	7.5	7	-22%
Bargaining Classified Staff PT	3	3	3	3	3	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	1	1	1	1	1	0
Student Workers	6	6	6	5	6	0
Faculty FT	7	6	6	4	6	-14%

The library Five-Year Program Staffing Profile indicates an overall downward trend in full-time librarian staff, offset by an increase in part-time librarian staff. While this has little or no effect in terms of reference services, specialty assignments are usually assigned to full-time staff members. Thus, in the 5-year term under consideration, there has been a 14% decline in available librarians for non-reference services.*

The number of bargaining classified staff fell by 22% between 2001/02 and 2004/05. The library is very near to regaining one classified employee in spring 2006. That will drop the loss to 11%. The library needs to try to regain one more lost position in order to fill the Saturday gap.

AUOs Library Services

September 2006

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>The library provides a learning environment where students, faculty, staff, and community members may gain access to information and instruction necessary in the pursuit of their educational and personal goals.</p>	<p>1) In order to comply with the educational goals for which it was intended, students and other users of the District's digital information network agree to abide by Board Policy 4000.2 & Board Administrative Regulation 4000.2.</p>	<p>1) After the implementation of the District's digital information network in 1998, it was observed by librarians working with students on the network that numerous instances of misuse of the network were taking place on a regular basis. During spring and fall 2004 semesters, visual assessment by librarians at the reference desk as well as computer help-desk staff reported on a weekly basis between 40 and 70 weekly instances of</p>	<p>1) Results of discussions at department meetings resulted in the decision to place an advisory screen on library computers, at which students would have to "agree" or "disagree" to abide by District Board Policy 4000.2 and Administrative Policy 4000.2, "Electronic Communications", in order to be allowed access to the network.</p>	<p>1) As a result of further observation of student use of the digital information network, it was determined in department meetings that student misuse of District network policy continued unabated. Having decided that the lack of compliance may likely have to do with the small sized font and general unobtrusiveness of the warning notice screen, it was determined that an improved screen was called for.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>2) In order to speed up transaction at the book circulation counter and to make better use of staff, students are encouraged to use the library's automated, self-checkout system to charge out books.</p> <p>3) To enhance learning and research opportunities, students will be able to log in to library</p>	<p>students viewing materials which lay outside of the guidelines of Board Policy 4000.2 and Board Administrative Regulation 4000.2.</p> <p>2) By the end of spring 2006 semester, 60% percent of students will indicate in an online survey that they have used the library's automated, self-checkout system.</p> <p>3) By the end of spring 2006 semester, 70% percent of students</p>	<p>2) Results of an online student survey in May of 2006, conducted under the supervision of the college's Research & Planning Analyst and posted on the library web page, indicated that thirty-seven percent of responding students had used the library's automated, self-checkout system to charge out books.</p> <p>3) Results of an online student survey in May of 2006, conducted under the</p>	<p>2) As a result of further observation, students need additional tools to help them to use the self-checkout system. Book marks will be produced, as well as a brief PowerPoint show. The latter can be shown at library workshops and loaded to the library web page.</p> <p>3) As a result of our assessment, students need better tools to help</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Administrative/Service Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	subscription databases, from their homes, following a remote access protocol found on the library remote access web page.	who complete an online survey will indicate that they were able to log in to the library's subscription databases following the remote access protocol found on the library remote access web page.	supervision of the college's Research & Planning Analyst and posted on the library web page, indicated that fifty-seven percent of responding students indicated that they were able to login to the library's subscription databases, following a remote access protocol found on the library remote access web page.	them login to library computers without assistance from staff. A plan of action will be undertaken to provide them.

Library Services Outcomes – Fall 2006

AUO 1:

Goal: Increase student and other user compliance with District Board Policy 4000.2 and Administrative Regulation 4000.2.

Method: Addition of brief acceptance, non-acceptance pre-login computer screen page in lieu of existing page which is too small and non-specific.

AUO 2.

Goal: Increase use of library book self-checkout system.

Method: Create a 5-slide PowerPoint slide show instructing the viewer how to use the automated checkout system. The show will be linked to the Library web page so that it can be viewed on any computer with Internet capability. Options: Show the slide show in each workshop; make the procedure part of credit course(s); add the presentation to the library web page; continue the use of the bookmarks created to advertise self-checkout.

AUO 3

Goal: Achieve higher success rate for students attempting to login from home, and without having to call for real-time help.

Method: Insert an additional web page between the “Find Articles” page and the list of databases page. The inserted page will ask for nothing more than for the user to identify whether he/she is on campus or off campus.

Library Materials Budgets

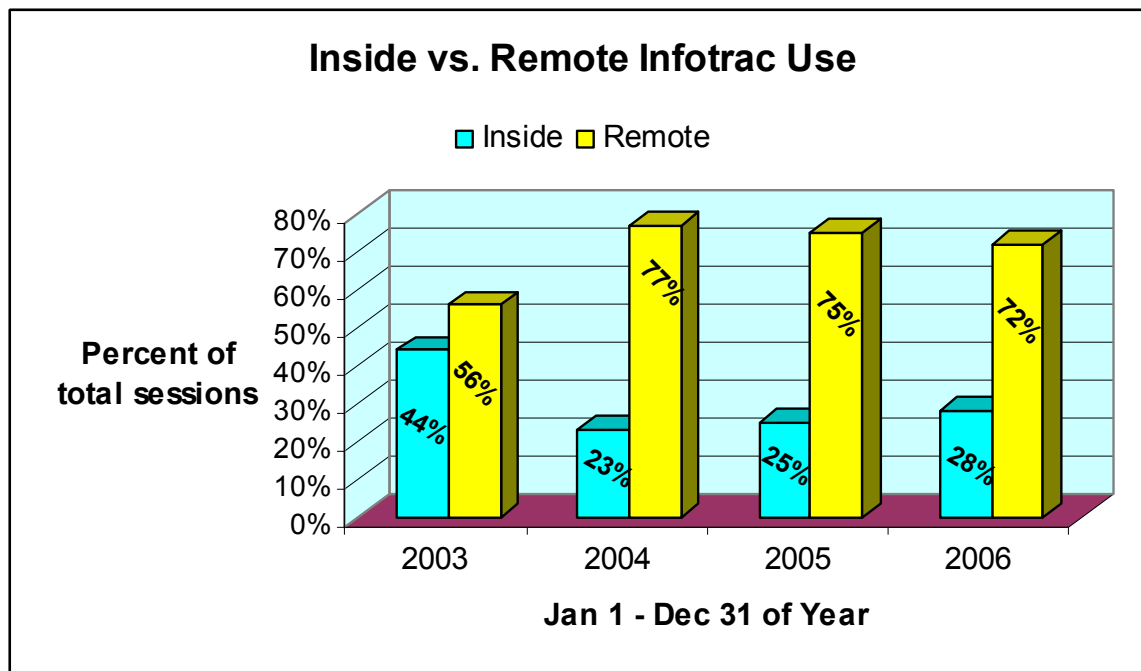
Since 2003-04, library materials budgets have increased or remained constant. In the case of books and audio-visual, a case can be made for awarding an inflation component to the amount.

Budget	2003/04	2004/05	2005/06	%Change
Library book budget	\$75,047.00	\$75,000.00	\$75,000.00	0
Library AV budget	\$13,000.00	\$13,000.00	\$13,000.00	0
Library subscriptions (non-electronic)	\$28,902.00	\$28,902.00	\$47,204.00	+61%
TTIP (online databases)	\$35,745.00	\$36,364.00	\$44,998.00	+79%

Appendix, Item "D1": Supporting Data

Onsite vs. Remote Access of Library Electronic Databases¹¹

Onsite (inside) vs. remote use of library subscription online databases: 2003 - Present. This chart shows the importance of maintaining remote access to student of online databases. Approximately 75 percent of all sessions occurred while the user was not even in the library.



¹¹ Refers only to Gale products: Infotrac, Discovering Collection, Literature Resource Center