Santa Rosa Junior College
Program Resource Planning Process

Library Services 2014

1.1a Mission

The Santa Rosa Junior College Libraries cultivate dynamic student-centered learning environments designed to foster student success. We create access to quality resources and instruct students in research skills that extend learning, enhance critical thinking, and inspire intellectual discovery.

To fulfill its mission the SRJC Libraries:

- Support SRJC's curriculum by selecting, organizing and maintaining resources necessary for current and emerging instructional programs;
- Collaborate with faculty to embed the Library into the classroom;
- Create virtual gateways to diverse sources of knowledge;
- Ensure equal access to library programs and resources for learners across the spectrum of educational level, physical ability, and location;
- Provide an engaging environment that promotes individual and collaborative learning;
- Evaluate resources and services to ensure future readiness vital to student success;
- Inspire learners with imaginative uses of technology, spaces, and resources that support participation and community engagement.

1.1b Mission Alignment

The Library mission is strongly aligned with SRJC's mission. The library's mission is to provide inviting online and physical gateways to relevant academic information in ways that meet student and faculty need for collaboration, convenience, and culture. The library directly contributes to student success and retention by supporting students and faculty in current and emerging instructional programs. That support is provided through student-centered services and high quality instructional collections online and in our dynamic facilities.

1.1c Description

The Library & Information Resources department encompasses a broad array of services and collections. Services are designed to meet students' and faculty's information needs at their convenience--where and when they require the information. Collections are provided in print and digital formats and are aligned to SRJC curriculum. Engaging facilities and website support student and faculty research and learning. Relevant information literacy instruction supports critical thinking, academic honesty and achievement.

1.1d Hours of Office Operation and Service by Location

Doyle Library Santa Rosa
Fall and Spring:
M-Th 7:45 a.m.-9:00 p.m.; F 10:00 a.m.-2:00 p.m.
Sat 11:00 a.m.- 4:00 p.m.

Summer:
M&T 9:00 a.m. - 6:00 p.m.
W&Th 9:00 a.m. - 3:00 p.m.

Mahoney Library Petaluma
Fall and Spring:
M-Th 8:00 a.m.- 9:00 p.m.
F 9:00 a.m. - 1:00 p.m.
Sat 10:00 a.m.- 3:00 p.m.

Summer:
M&T 9:00 a.m. - 6:00 p.m.
W&Th 9:00 a.m. - 1:00 p.m.

Context:

The Libraries will continue with the current pattern of reduced hours that includes:

Evenings – Doyle and Mahoney close @ 9

Fridays – Doyle (11-4 = 4 hours), Mahoney (10-3 = 4 hours)

Saturdays Doyle 15 total (10:45 – 4:15 = 5.5 hours) Mahoney 14 total (10-3 = 5 hours)

1.2 Program/Unit Context and Environmental Scan

Relevant Context:

Usage of academic libraries has risen. Student enrollments are expected to increase by 14% between fall 2010 and fall 2019. The libraries at both campuses and our website are very heavily used (see annual statistics). Past Library services assessment surveys indicate a strong demand for more hours, and relevant and current collections. Service needs continue to expand as students struggle with the economic challenges.

The libraries must continually evolve to provide a convergence of relevant ideas, collections, services, instruction, spaces and technology, requiring ongoing evaluation of programs and services to ensure they continue to promote student learning and academic success. Students use the libraries in the context of collaboration, convenience and culture. Libraries must provide access to information & services regardless of the storage format, print, media, and digital.

There was a loss of state support with no funds from the Instructional Equipment Library Materials (IELM) budget. The cost of access to scholarly resources, including journals and databases, has continued to rise.

Staff must be flexible in the face of relentless technological changes as they manage the balance of physical and digital collections. Academic libraries must develop staff needed to meet new challenges through creative approaches to hiring new personnel and retraining existing staff. Data curation, digital resource management and preservation, assessment, and support for faculty instruction and student learning are growth areas where new skill sets are needed. Additionally, loss of staffing has occurred due to retirements, repurposing and budget cuts (Librarians, Library Technicians and Student Employees).

User behavior and expectations focus on convenience, which affects all aspects of information-seeking. This includes convenience of access to resources, and instantaneous response to requests for assistance through multiple channels, such as social media, chat, and text reference, that bring the library and the library services to the user.

Relevant Trends:

1. Mobile Technologies

Mobile devices are changing the way information is delivered and accessed. Tablets, smart phones and e-readers bring a new level of portability and user convenience to accessing information.

Implications:

- Demand for assistance with e-reader services may grow as users bring personal e-readers into the library to access resources.

- Demand for increased skilled, dedicated staffing devoted to web interface development is expected.

2. Data Curation and Digital Repositories

Data curation is the management of information through its lifecycle of usefulness to scholarly and educational activities. Data curation challenges are increasing as standards for all types of data continue to evolve; more repositories, many of them cloud-based, will emerge.

Implications:

- There is room for growth in assistance with web curation of open resources using linked data and other metadata standards to identify, assess, and ensure that these resources are integrated into our library collections

- There is room for growth in assistance with digital resource curation and management of e-book and e-journal records to ensure they are added to the ILS and discovery layer.

3. Scholarly Communication and Open Publishing

New scholarly communication and publishing models are developing at an ever-faster pace, requiring libraries to be actively involved or be left behind.

Implications:

- There is room for assistance to find open access collections that support our instructional programs and to find ways to integrate them into our discovery tools so that they are accessible to our faculty and students.

- There is room for assistance in developing ongoing outreach to generate awareness of these resources and to promote their integration into research and instruction.

4. Web Scale Discovery Environments

Web-scale discovery services hold great potential to easily connect researchers with the library's vast information repository, whether physical holdings, such as books and DVDs, local electronic content, such as digital image collections and institutional archives, or remotely hosted resources, such as e-books database content.

Implications:

- There is room for growth in assistance with integrating open access content into web scale discovery.

- There is room for growth in assistance with developing instructional materials, programs, ongoing user education as well as direct troubleshooting and support of web scale discovery.

5. Digital Preservation, Archives and Special Collections

Archives and special collections are another area where the shift from hard copy to digital resources is having a great impact on library work. As digital collections mature, concerns grow about the lack of long-term planning for

their preservation and strategic leadership for establishing infrastructure, policy, and standards for creating, accessing, and preserving digital content need to emerge.

Today, newer digitization and web technologies offer the possibility of preserving material in new formats which can then be searched by interested parties across the world. Preserving this material in digital format requires that libraries retool their special collections and archives with digitization equipment such as scanners with special software, including optical character recognition so that users can search the text of a particular document. In addition, many academic libraries are taking the opportunity to build digital repositories where such material can be stored and then searched by interested users, requiring additional technological skill development.

Implications:

- Local digital collections are at risk when the individual institution lacks a comprehensive preservation plan.

- There is room for skills to manage the collection, preservation, and management of born-digital materials.

6. Collection Management: Changing Collections (E-resources and Digital E-resources) and Changing Acquisition Models (PDA)

The library's traditional print collection is morphing due to advances in technology including increased offerings of eBooks and subscription databases.

Implications:

- What are the ramifications for collection development policy to incorporate new modes of patron driven acquisition?

- What are the new acquisition workflow changes that may occur as a result of new ways of ordering materials?

7. Instruction and Information Literacy

The last decade brought a stunning shift in publishing, personal computing, and pedagogy. Information that once was available only in expensive reference books within a library collection inside a library building is now available immediately, anywhere and everywhere, often at no cost. Undergraduates are at a disadvantage when they begin looking for unconventional sources of information because they lack the background to effectively describe what they seek or recognize when they find it. However, the granularity of these info-bits make it increasingly difficult for students to find a context within which to draw the pieces together, and their false sense of expertise further complicates relearning inadequate search strategies.

Implications:

- There is room to expand library skill instruction beyond traditional resource use and integrate these information resources into information literacy training materials, both formal and informal.

- There is room to integrate these resources into library offerings (such as into LibGuides, for easier use in integration into reference services).

8. Communicating Value

Academic libraries must prove the value they provide to the academic enterprise. Libraries must be able to clearly articulate the value of the library to all aspects of the academic community. Models of interaction and collaborative engagement with administration, faculty, staff, and students in order to foster student learning and promote library awareness need to be foremost in every employee's work portfolio. We need to be mindful of, and search for ways in which we can increase visibility of the key role the library has in student success. Social media plays an important role in fostering relationships with the community by allowing patrons to ask questions or provide feedback about library services.

Implications:

- The library program could benefit from a brainstorm session of fresh and innovative ways to expand our daily outreach as well as to begin strategies for a planned, long term outreach effort that would communicate our value to our stakeholders as well as to develop, foster, and maintain key relationships with identified groups of the SRJC community.

- There is room for participation in outreach effort at all levels and at all skills (both print and web production) to assist in promotion and marketing of library programs to communicate the value of the SRJC Libraries.

2.1a Budget Needs

The categorical funding source (IELM) has been eliminated and the Library will not receive an instructional materials budget to purchase books and online databases. The loss of this funding source will have a huge impact on the number of resources the library can provide. In jeopardy would be the popular and cutting edge discovery service (SRJC is the first community college in the state of California to implement a "discovery service.") The new search service and databases offer numerous opportunities for student success thanks to innovations in the technology and interfaces.

The District must include library materials budget needs in strategic planning. For example, some lottery funding could be allocated to the library for books, periodicals

and database subscriptions. Additionally library fines and lost book fees could be allocated to the library to offset costs of services and replacement.

Running two heavily used facilities and a highly used website has a significant impact on our budgets (4390, 4510, 5690). Instructional materials costs are rising. We need augmentations in the 4,000's of approximately $25,000 to cover books and subscriptions. Additional funds for student assistants of approximately $3,000 are needed, given the Doyle library has experienced a net loss of 62 classified hours per week and Mahoney library has experienced a net loss of 21 classified hours per week.

The 5690 category covers service maintenance and the technology that the library must manage in order to deliver high quality instructional materials continues to see rising costs. We need an additional $10,000 to cover the increases. Equipment is needed to begin digital preservation of the SRJC archives.Thirteen staff and six service desk computers will only run the Windows XP operating system which does not allow for installation of required current library software. Three projection units from 2006 in the high use instructional lab, the Center for New Media, and the Quiet Study Room (used for Course-Integrated Instruction Sessions) need to be replaced. The projection units are obsolete, and cannot display library electronic resources at the newer high resolution displays required. A strong statewide trend to provide Integrated Library System management via the cloud. California Community Colleges are moving toward using the online hosting product provided by OCLC Worldshare. The transition cost is $40,000.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	02	01	$100,000.00	The uncertainty of categorical funding seriously impacts the library's ability to acquire and augment our collections to remain current and support students research needs.
0000	ALL	02	04	$2,000.00	Relentless technical changes in library operations necessitates ongoing training for staff to maintain and/or increase their skill set in order to meet job requirements. For example technical service staff require training in skills such as computer language, metadata and html.
0001	ALL	00	00	$3,000.00	Loss of 62 and 21 classified hours per week at Doyle and Mahoney respectively necessitates the increased use of student assistants.
0001	ALL	00	00	$10,000.00	Increased costs in service maintenance to maintain the libraries (Doyle and Mahoney net square footage of 149,000). Including that the furniture is starting to show age and dirt.
0001	ALL	00	00	$40,000.00	A strong statewide trend to provide Integrated Library System management via the Cloud. California Community Colleges are moving toward using the online hosting product provided by OCLC Worldshare.
0001	ALL	02	06	$10,000.00	The course reserves collection has expanded beyond space capacity while use of the print periodicals is reducing. To facilitate student use these two desks need to switch locations. The switchis low impact and will only require relocation of existing periodicals shelving.
0001	ALL	02	06	$160,000.00	The reference collection has changed from print books to mostly eBooks and databases. At the same time the librarian's instructional role with students has expanded. This change in space needs necessitates a remodel of the reference area at both libraries.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Works in cataloging and other technical services. Cross-trained to assist at public services desks.
Mahoney Petaluma:Library Tech I	40.00	12.00	Assists at public service desks and in technical services area of library.

Position	Hr/Wk	Mo/Yr	Job Duties
Mahoney Petaluma: Library Tech I	19.00	10.00	Oversees specific technical and public service areas.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for public services.
Mahoney Petaluma: Lib Tech III	40.00	12.00	Oversees all library services at Mahoney Library.
Doyle Santa Rosa - Dean's Office - AAIII	20.00	12.00	Assists dean, department chair, and department with budget, personnel, scheduling, district-wide policies and procedures
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Assists in cataloging, other technical services area of library. Cross-trained to assist at public services desks.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for technical services. Cross-trained to assist at public services desks.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for technical services, interlibrary loan, and periodicals. Cross-trained to assist at public services desks.
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Works in public services including periodicals desk.
Doyle Santa Rosa: Lib Tech I	28.00	12.00	Works in public services, evening circulation desk staffing.
Doyle Santa Rosa: Lib Tech III	40.00	12.00	Oversees and acts as lead worker for public services - Reserve desk.
Doyle Santa Rosa: Lib Tech II	40.00	12.00	Works in public services - Reserve desk. Cross-trained for circulation desk.
Doyle Santa Rosa: Library Technology Specialist	40.00	12.00	Primary support staff for electronic services and systems.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean III, Learning Resources /Ed Technology	20.00	12.00	Provides administrative leadership for all aspects of learning resources program.
Librarian, Department Chair	11.00	10.00	Provides leadership for instructional program and overall library services for both campuses.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Mahoney - Petaluma Stud Assts	60.00	12.00	Assist at all service desks (Periodicals, Circulation, Reserve, Reference) and in Technical Services areas. Overall hours vary.
Library Student assistants	200.00	12.00	Assist at all service desks (Periodicals, Circulation, Reserve, Reference) and in Technical Services areas. Overall hours vary.

2.2d Adequacy and Effectiveness of Staffing

Classified

The Doyle Library has seen a decrease in the number of classified staff due to retirements, resignations and re-engineering.The Library Department responded to calls for repurposing some positions by sustaining a loss of classified and student support. The appropriate level of service for students and faculty cannot be sustained at the current reduced level. A return to the previous level of support staff is critical, especially as the College returns to its higher levels of course offerings, thus drawing more students.

The Doyle library experienced a net loss of 62 hours per week of classified staffing, and Mahoney has experienced a net loss of 21 hours per week of classified staffing during the lean budget years of the recent past. Reduced staffing in the heavily used libraries (over 750,000 visitors annually) has big implications for the coverage and provision of services, as well as for the safety of students and staff.

One Library Technician III position responsible for interlibrary loan was repurposed to meet new technical services needs in electronic resources support. The interlibrary loan responsiblities were taken on by the library technician responsible for periodicals. This area has experienced tremendous growth in the past year to meet student demand for scholarly resources and current staffing levels are being challenged.

One Library Technician I 50% was repurposed from the periodicals technical services area to fill a vacant Media Services position. This loss of staff has caused workload strain as the periodicals technical services area continues to take on new responsiblities in regards to interlibrary loan and database collection management. ***It is highly recommended that this position be repurposed back to the Library department.

The Library department as a whole is in need of a minimum of a 50% Administrative Assistant II position which could be shared between the two libraries. There is currently no administrative assistant for this large learning support services department that serves all students from all sites. The Dean of Learning Resources' administrative assistant helps in a limited role, but the demands being made upon that position have also grown and the situation is increasingly challenging to the Dean and to the Library department.

Management

We have requested a Library Director for the Mahoney Library in Petaluma for the past five years.

At the Doyle Library in Santa Rosa a Library Director (Range 12.5) is needed to provide leadership and management of all Libraries and related services 12 months of the year. Faculty have been increasingly called upon to manage service areas that go beyond the faculty job description. For example, areas in need of support include, but are not limited to, facilities issues, health and safety issues and technology issues. This situation is especially problematic in the Summer when faculty are off. The position is responsible for the long-range planning and support of access for teachers and learners of the library services and collections required to achieve curriculum objectives, student success, and the District mission.

Student

Loss of classified staff hours at Doyle and Mahoney necessitates an increased use of student assistants. More hours are needed to staff service desks and support access and collections.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	07	None	Library Director	Management
0001	ALL	02	07	Administrative Assistant II	Administrative Assistant II	Classified
0002	ALL	00	00	None	College Archivist	Classified

2.3a Current Contract Faculty Positions

Position	Description
Mahoney Petaluma: Public Services Librarian (3)	Provides up to 15 hours per week of student contact through reference service, research appointments, and/or Library and Information Literacy credit courses, and offers course-integrated instruction sessions and workshops. Provides instruction through a variety of modalities, including face-to-face, reference desk, digitally through online reference service orientations, research appointments, workshops and/or Library and Information Resources courses. When teaching classes, librarians must perform all relevant duties of section 17.05 of this article. Provides instruction. Prepares and arranges student contact activities including consultation with instructional faculty, development of workshops and course-integrated instruction sessions, updating of subject and vocational discipline knowledge, creation of instructional materials and guides, and targeted collection development. Identifies, selects, and de-selects resources in a wide array of formats that contribute to the development of the libraries' collections. Participates in community public relations activities such as cultural events, tours, development and implementation of displays,announcements regarding library services and resources, etc. Directs the day-to-day work of classified staff and student employees, including consultation and meetings to plan the work of employees, providing detailed input for personnel evaluations, and preparing data required for PAFs. A librarian directs the day-to-day work of classified staff members in Circulation, Reserves, and the Periodicals Service Desk, as assigned by the supervising administrator. Facilitates institutional support for each District site including initiating service requests, monitoring budgets, requesting updates to Information Technology hardware and software, and initiating PAFs.
Doyle Santa Rosa: Public Services Librarians (3.5)	See description above.
Doyle Santa Rosa: Systems Librarian (.5)	Assumes responsibility for activities related to the function and maintenance of the library's Integrated Library System {llS); serves as IIS vendor liaison; maintains currency on IlS functionality, implements custom changes, and provides training in IIS modules to staff at all sites; provides system administration, backup, and maintenance, and administers software upgrades and installations; generates reports and provides statistics.
Doyle Santa Rosa: Technical Services Librarian (1)	Assumes responsibility for maintenance and quality control of the library online catalog; serves as liaison with the library system vendor; directs the work of Technical Services support staff; manages archives, administers the library materials budgets, and directs the work of classified staff in Cataloging, Acquisitions, Periodicals, and Interlibrary loan.
Doyle Santa Rosa: Electronic Svcs. Librarian (1)	Provides leadership in the integration of electronic resources, including the library's Web presence; and implements and troubleshoots electronic resources.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Library and Information Resources	15.0000	36.0000	2.0000	64.0000	In the spring 2014 semester, 35% of LIR10 sections were taught by full-time library faculty and 64% were taught by adjunct library faculty. At the reference desks in the Doyle and Mahoney libraries, also in the spring 2014 semester, 66% of the load was carried out by full-time library faculty and 34% by adjunct library faculty.
Library and Information Resources	10.0000	0.0000	40.0000	0.0000	mixture of FT and PT library faculty

2.3c Faculty Within Retirement Range

There are currently 10 full-time librarians working for SRJC: 3 at the Mahoney Library, 7 at the Doyle Library. Of these librarians, the following can be said: two are in their 30s, one is in their 40s, three are 50+, and four who are 55+. One of these librarians has designated a tentative retirement date of May 2015 and two have designated May 2016.

Of the the four who are 55+, it is important to note that one is responsible for the library's Technical Services department, another for the electronic services department and the systems. They are specialized positions requiring specific Library Science curriculum, and they are not representative of a skill set that a person could pick up on the job. As these faculty retire, the Library Department will experience a tremendous loss of technical capabilities. All new hires will need to have strong technical skill sets.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The Library profession continues to change and the SRJC libraries have been changing as well. This is exemplified by the fact that as we continue to replace librarians due to retirement, we need to hire librarians who possess different skill sets that are more technologically-enabled; teamwork and collaboration orientated and outcome based. It is our intention to use the next set of retirements to fill critical needs in terms of technology based and technology enabled services to students and all library users. Hence you will see that while we continue to innovate with regard to public services and instruction, we need to focus on these two foundational positions to move the libraries towards a more sustainable future.

Our two most urgent requests reflect the ongoing need to employ a balance of public services and instruction librarians with web programming and library systems. These two positions will allow the SRJC libraries to continue a tradition of excellence and innovation with regard to services to our studetns and faculty.

The campus has shown commitment to the importance of role of the library in student success by approving staffing for the retirement replacement of 2 librarians in fall of 2012 and 1 in 2013 (currently in recruitment).This retirement was the Systems Librarian a critical position that has been a 10 month contract but could use to be converted to a systems manager available for the 12 month calendar.

The library is experiencing the loss of 1 faculty position at the Doyle Library due to a faculty member filling an interim dean position.

Faculty

Librarian Staffing History: Two faculty retired as of spring 2009. One position was replaced in Fall 2009. The second position was replaced in fall 2010 by virtue of the decision of the Learning Resources Dean to fall back into a faculty role as of fall 2010.

In the meantime, another full-time librarian has opted to retire and this position was not be filled. Librarian positions were granted and 2 new librarians started in fall 2012. Another retirement replacement was approved and 1 new librarian will start in 2013 (currently in recruitment).The number of regular faculty librarians is only 1 over the original number of librarians working in both libraries in their older much smaller facilities. During this time attendance at the library has increased from 288,772 visits to 742,545 annually. Transactions at the Reserve desk, for example, have more than doubled since the move. The combined total of reference questions answered at both libraries during the 2010-11 academic year ranges from a minimum of 460 to a maximum (so far) of 1400 weekly. This new librarian will be a significant addition to the faculty of the Doyle library.

We are still below national and California recommended faculty staffing levels for an institution of our size: According to California community college library standards, SRJC should have 13.5 FTEF library faculty.

The Library department, in addition to losing a position via retirement, has also lost public services librarian staff due to the need to shift an existing public services librarian to technical services. This person is now called the Electronic Services librarian. She is actually performing the work of 2 librarians, as she has taken on not only the coordination of our website (including a massive redesign this past year), databases, and our Integrated Library System. This person has student contact responsibilities and also leads other librarians in website development.

<u>Library Faculty Efforts in Support of Student Success (beyond the required student contact hours):</u>

All public services librarians engage in student contact hours through service at the reference desk. However, because we believe that teaching 30 students simultaneously (rather than 1 at a time at the reference desk) is an effective method for instruction, our library faculty have willingly engaged in outreach to expand our course integrated instruction efforts.

We successfully offer a series of open workshops in the use of NoodleBib, a citation and research learning tool to which the library subscribes. We offered 12-24 of them, including both libraries, each semester since spring 2010. All sessions are full and we could add more. We also offered a series of Bias Busters Workshops at election time in the Fall semester.

We would like to expand this program to include instruction in the use of our databases, in creating and executing advanced Internet searches, and identifying reliable Internet websites.

We continue to offer a high-value research assistance service started in 2011-2012 by shifting our reference desk staffing. This program heightened awareness of the purpose of Reference desk services and we have direct feedback from other instructional faculty that the program is effective at improving student use of appropriate resources in their research.

The Course-Integrated Instruction (CII)sessions, RAPs, and workshops are forms of student contact that librarians provide both as part of but also over and above their regular reference desk student contact hours. It has become increasingly challening to keep the reference desk of either library adequately staffed. The absence of one person due to illness has brought us close to not having enough faculty to staff the reference desk for an entire day, let alone attempt to offer RAP appointments, additional workshops and instruction sessions. The addition of one new hire at the Doyle library will relieve some of that strain.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Librarian	The Library needs to recruit for a FT systems librarian to address the loss of this position through a retirement. in addition with retirments pending in Spring 2015, reduced workload request and another retirment in Fall 2016, the Library is facing a crisis in terms of our staffing levels.
0002	Santa Rosa	02	01	Librarian	The llibrary currently has less librarians than suggested by state and national standards recommend for public services and instruction for the size of the student body of SRJC. Additionally increased need continues to provide reference service in the virtual environment for distance education students.

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

Instructional materials collections that support student research and the curriculum are an ongoing long-term need, District-wide and for both libraries. Online access is expensive even when the libraries negotiate prices or purchase collaboratively through statewide collections.

Digital preservation equipment is needed to support projects of immediate need in the SRJC Archives.

Doyle Library Reference Shelving reconfiguration. The trend in delivering Reference information online has decreased the size and relevance of the print Reference collection. The Reference shelving area will be repurposed to provide a spontaneous learning lab. Purchase Steelcase modular technology integrated furniture to replace shelving.

The libraries serve over 750,000 visitors annually. There are times in the evenings and on weekends when the library is the only service area open to students. Given the high volume of people who visit the buildings AED devices are needed for each library.

Upgrade to iClickers2 for instruction in Room 4420 Lab at Doyle Library in order to increase opportunities for measuring student learning.

The Mahoney Library public access computers (130) have gone out of warranty. We must develop a plan to allow us to replace the public access computers in collaboration with Instructional Computing.

The Gallery at Mahoney Library needs to upgrade the moveable portable walls – triangular additions – the current versions have serious ergonomic problems. The Gallery also needs better track lighting to allow more flexibility in hanging shows and stand-alone moveable display cases.

A laptop is needed to allow library faculty to easily demonstrate material using the projector in the librarian's conference room. Keeping up with constantly changing technology necessitates ongoing training for librarians. The laptop will allow for more spontaneous learning opportunities to occur within faculty

The iClicker Go option to allow for 2 for instruction in Room 4420 Lab at Doyle Library in order to increase opportunities for measuring student learning.

The library maintains the college archives on the Petaluma campus. These archives are of long-term value to the entire community. The current storage location is not adequately setup to maintain the correct temperature and humidity control.

The projectors currently in place in the library are getting quite old. Replacement will be necessary in the near future to ensure that adequate equipment is available for instruction. The Reading Room in Mahoney Library on the Petaluma campus has had inadequate lighting since opening day. It was in the building plans but was never installed. Many students use this space annually as one of the only places for quiet study on campus and complaints are regularly received regarding the poor lighting.

The library teaches thousands of students each semester in the classrooms. Teaching methods have evolved to include more group work and the current lab configuration of the classrooms is not conducive to facilitating learning using groups.

A Fujitsu scan snap book scanner will give more portability to allow scanning of Reference and Reserve books. This option is more sustainable than photocopies.

Study and learning spaces are increasingly important for students to produce knowledge. We need to envision the library as PLACE, not just collections. This can be done adapting physical spaces and displaying what student need and to draw in students making it easy to navigate the space with signs; banner concept, information colorful kiosk, salon concept for students. An open space with digital equipment, whiteboards and seating will allow groups to interact and collaborate in a multi-media knowledge production environment. This can be accomplished by converting existing rooms that are underutilized to these types of spaces.

A microphone unit is needed for instruction in Doyle 4420 - HVAC requirements for temperature control are such that fans blow constantly and loudly to maintain comfortable temperature in this southern-exposure, equipment-filled room. It is nearly impossible for students to hear teachers from the back 2 rows of this classroom.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	Collections for library and media District wide	1	$125,000.00	$125,000.00	Cherry Li-Bugg	Mahoney & Doyle Libraries and Online Dat	Cherry Li-Bugg
0001	Santa Rosa	05	01	Digital Preservation Equipment	1	$75,000.00	$75,000.00	Paula Burks	Archives Room	Phyllis Usina
0001	ALL	01	01	Steelcase modular technology integrated furniture	2	$30,000.00	$60,000.00	Phyllis Usina	Doyle Reference Area	Phyllis Usina
0001	ALL	08	07	AED device for Library buildings	2	$1,000.00	$2,000.00	Cherry Li-Bugg	Mahoney & Doyle Libraries	Cherry Li-Bugg
0002	Santa Rosa	02	01	iClickers2 Upgrade Room 4420 Lab - Doyle Library	35	$35.00	$1,225.00	Phyllis Usina	4420	Phyllis Usina
0002	Petaluma	01	01	Dell Computers- public access stations - Mahoney	130	$600.00	$78,000.00	Cherry Li-Bugg	Mahoney Library	Cherry Li-Bugg
0002	Petaluma	02	01	Gallery moveable portable walls	1	$15,000.00	$15,000.00	Sami Lange	Mahoney Gallery	Phyllis Usina
0002	Petaluma	02	01	Gallery track lighting	1	$2,000.00	$2,000.00	Molly Matheson	Mahoney Gallery	Phyllis Usina
0002	Petaluma	02	01	Gallery stand-alone moveable cases	1	$9,500.00	$9,500.00	Sami Lange	Mahoney Gallery	Phyllis Usina
0002	Santa Rosa	02	04	Laptop for departmental trainings	1	$600.00	$600.00	Smita Avasthi	Librarian Conference Room	Phyllis Usina
0002	ALL	02	01	iClicker Go option	1	$650.00	$650.00	Canon Crawford	4420	Phyllis Usina
0003	Petaluma	05	01	Archive room setup temperature & humidity control	1	$5,000.00	$5,000.00	Molly Matheson	Mahoney Reading room	Phyllis Usina
0003	ALL	02	01	Projectors	4	$600.00	$2,400.00	Cherry Li-Bugg	4420, 4421, 4327,718	Phyllis Usina
0003	Petaluma	04	07	Reading Room Lighting	1	$15,000.00	$15,000.00	Molly Matheson	Mahoney Reading room	Phyllis Usina
0003	ALL	01	01	Reconfigure classrooms to allow group work	2	$20,000.00	$40,000.00	Phyllis Usina	RM 4420 & PC RM718	Phyllis Usina
0003	ALL	01	01	Fujitsu scan snap book scanner	2	$600.00	$1,200.00	Phyllis Usina	Reference Area	Phyllis Usina
0003	ALL	02	01	Multi-media knowledge production - room coversion	1	$6,000.00	$6,000.00	Phyllis Usina	Old Writiting Center Room	Phyllis Usina
0004	Santa Rosa	02	01	Mic for library classroom	1	$500.00	$500.00	Micca Gray	4420	Phyllis Usina

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00	Staff Desktop Computers	13	$600.00	$7,800.00	Cherry Li-Bugg	Various Locations in the Libraries	Phyllis Usina
0001	ALL	00	00	Service Desk Desktop Computers	6	$600.00	$3,600.00	Cherry Li-Bugg	Circulation, Periodicals, Reserve	Phyllis Usina
0001	Petaluma	04	02	Window Shades front of the building both floors	2	$500.00	$1,000.00	Cherry Li-Bugg	Various Locations in the Libraries	Phyllis Usina

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	ALL	01	06	Urgent	Furniture Cleaning	Doyle & Mahoney Libraries	$500.00	The upholstered chairs need to be cleaned professionally (annual attendance over 750,000).
0001	Petaluma	01	06	1 Year	Table Electricity	Mahoney Library 2nd floor	$1,000.00	Electricity was supposed to be supplied to two tables on the second floor when the library opened and it was never completed.

2.5b Analysis of Existing Facilities

Both libraries are in good repair and meet district needs. We are studying a transition to address emerging technology based needs in all service areas. At the same time we need to clean and maintain our furniture to ensure a quality environment for our students.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

The libraries are committed to staff diversity in terms of physical ability, culture, ethnicity, age, gender, sexual orientation and class. Hiring practices continue to reflect this commitment.

3.3 Cultivate a Healthy Organization

Classified staff are encouraged to take courses and various hands-on training workshops at SRJC and elsewhere in order to improve their career competency. Library work is technologically demanding requiring regular professional development to stay current with changes.

The libraries are busy so finding a common time for staff to attend a trainings can be challenging.

A new training approach will be piloted in 2013-14 that encourages peer learning. Networks of learning can occur where one staff member can train another at the time of need. This practice will increase collaboration and competency. Staff time investments will be dispersed and potentially have little impact when compared to increased productivity overall.

3.4 Safety and Emergency Preparedness

The Library department is recognized as a leader for District Safety and Emergency Preparedness. For example the Mahoney Library Emergency Plan was used as the template for the Petaluma Building Emergency Plans. Library staff are considered experts and are regularly consulted by the Vice President of Petaluma, Facilities Administrators, Environmental Health & Safety, and District Police.

The Libraries have unique needs in an emergency situation. They are large multi-floor facilities, opened day, evening and weekends with varying amounts of staff. The libraries have large numbers of students in them at any given time and the staff do not have a roster of the who the students are.

Injury and Illness Prevention Program (IIPP)

A district email containing the link to the District's Injury and Illness Prevention Program (District Policy 6.8.2 and Procedure 6.8.2P) that is sent to all library employees annually. Additionally, Policy 6.8.2 and Procedure 6.8.2P are reviewed at a subsequent department meeting.

Safety Trainings

The library department requires all staff to attend these safety trainings: Emergency Evacuation Device (Stair Chair), Emergency Equipment Walking Tour, Evacuation Responsibilities, Emergency Evacuation Drills

Additionally staff are encouraged to attend these optional district trainings: First Aid,Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) and Fire Extinguisher Use

Building and Area Safety Coordinators

Mahoney Library

The Building, Building Safety Coordinator (BSC) and Area Safety Coordinators (ASC) program is part of the District's emergency preparedness efforts. The identification of BSCs and ASCs is a task that is rolling out at the component level and has been piloted on the Petaluma Campus.

Building Safety Coordinators (BSC): David Rau, Phyllis Usina, Molly Matheson (Backup) Area = Mahoney Library, Building 700

Area Safety Coordinators (ASC): First Floor David Rau and Linda Perkins, Second Floor Phyllis Usina and Molly Matheson

Doyle Library
The Santa Rosa Campus has not started using the district Safety Coordinators plan that is in place in Petaluma. The Doyle Library uses the same template for the Emergency Plan as the Mahoney Library. The Doyle Library has four floors and clear evacuation responsibilities have been designated for all staff.

The department goal for the next year is to conduct table-top safety exercises and silent evacuation drills at both libraries.

3.5 Establish a Culture of Sustainability

The SRJC Libraries are leaders in sustainable practices. The libraries support several initiatives. The Library website featured a bus ridership campaign and regularly

features online eBook and database collections. To encourage student paper use reduction we provide encouragement to students to print using double-sided. We also implemented a Web-based payment option for GoPrint system reduces plastic use (cards) and equipment (electrical savings). Additionally the library fosters leadership skills in our student employees as evidenced by a student employee actively lobbying for additional recycling bins in the library for widescale student use.

Ongoing initiatives have proven to be successful and continue to expand. Over the past few years we have shifted to provide increased online services to improve accessibility to Library resources while simultaneously practicing sustainability.

E-Mail Notification Project:

In spring 2012 a monumental goal was achieved when both SRJC Libraries ceased sending out paper notices for overdue, fines, etc. for library materials. This was a complex project, spearheaded by the Library department's Electronic Services librarian, and involving many staff members in the libraries at both campuses as well as the IT department. The end result is that we are now able to save 12,000 individual sheets of paper (to appreciate this, imagine approximately 4 1/2 FEET of reams of paper stacked up). We continue to expand the use of the e-mail notification project for book overdue fines and fees.

Online Library Guides:

Four years ago, the libraries began subscribing to LibGuides, a online web-based service which facilitates the creation of online library guides where librarians, in collaboration with instructional faculty, create program, course, and assignment-specific library guides for courses across the curriculum plus APA/MLA citation and WOLM guides. LibGuides offer widgets giving direct access to our subscription periodical databases and library catalog. Assignments can be up- and down-loaded through LibGuides, and "how-to" instructions can be posted at point of need. The LibGuides also offer a way to post video, RSS Feeds and many more types of dynamic resources for students to access 24/7 without need for paper, etc.

Spreading the Word on How to Be Sustainable - Professional Development:

In addition to all our concrete actions to eliminate consumption of natural resources, SRJC librarians offer flex activities to instruction faculty that demonstrate how to reduce paper by making use of Learning Management Systems (LMS) such as Moodle and CATE to make resources available through course websites, instead of resorting to printed production of handouts, style guides, and photocopies of articles. Through PDA sessions and individual appointments we have shown faculty how to make use of the excellent online resources the libraries own or subscribe to in a manner that puts academic resources needed for student success directly where students can most easily find them - by meeting the students where they are (online, perusing the Internet) we are actively increasing use of SRCJ Library resources while reducing unsustainable practices.

<u>Staff Support of District-Wide Sustainability Efforts</u>:

In addition to all our efforts to consume fewer resources and promote sustainable resource usage, SRJC library faculty also took the initiative this year to assist with District recycling efforts. Noticing that the recycling bins throughout the Doyle library were frequently filled to overflowing, library staff took it upon themselves to add regular emptying of these bins as part of their routine evening tasks. This action demonstrates the commitment of SRJC library staff to contributing to the maintenance of a sustainable community at our college.

4.1a Course Student Learning Outcomes Assessment

Department Culture of Assessment

The Learning Resources Department actively fosters a positive culture of assessment. Time is formally scheduled in department meetings for faculty to share their assessment projects, outcomes, and instructional changes made as a result of their efforts. The Instructional Services librarian holds a series of learning workshops each semester that specifically target new and adjunct faculty members, inviting them to deepen and improve their pedagogical skills and to participate in group assessment projects.

Department On-Going SLO Assessment Plan

Learning Resources offers a single one-unit course which is taught by regular and adjunct faculty (LIR 10). Because only one course is taught, LIR 10 is under a constant cycle of evaluation each semester. The Learning Resources department has implemented the following plan to ensure that a variety of instructors participate in the constant assessment process:

A meeting is held at the beginning of each semester to:

1) review SLO objectives and procedures and
2) identify faculty members to participate in conducting an assessment of one of a sections of LIR 10.

Faculty may select which of the five Student Learning Outcomes they wish to assess, but suggested outcomes are presented to ensure assessment uniformity.

Course	SLO #s	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Comments
LIR 10	5,6	Alicia Virtue	Fall 2012	Fall 2012	
LIR 10	5	Molly Matheson	Fall 2012	Fall 2012	
LIR 10	2	Micca Gray, Diana Spaulding	Spring 2012	Spring 2012	
LIR 10	3	Alicia Virtue	Fall 2013	Fall 2013	
LIR 10	2	Smita Avasti	Spring 2014	Spring 2014	
LIR 10	3,4	Sami Lange	Spring 2014	Spring 2014	

LIR 10	3	Loretta Esparza	Spring 2014	Spring 2014	
LIR 10	1	Loretta Esparza	Spring 2014	Spring 2014	
LIR 10	5	Smita Avasthi	Spring 2014	Spring 2014	
LIR 10	2	Sami Lange, Loretta Esparza, Smita Avasthi	Fall 2014		
LIR 10	3	Volunteers to be identified at first staff meeting of semester	Spring 2015		
LIR 10	4	Volunteers to be identified at first staff meeting of semester	Fall 2015		
LIR 10	5	Volunteers to be identified at first staff meeting of semester	Spring 2016		
LIR 10	6	Volunteers to be identified at first staff meeting of semester	Fall 2016		
LIR 10	1	Volunteers to be identified at first staff meeting of semester	Spring 2017		
LIR 10	2	Volunteers to be identified at first staff meeting of semester	Fall 2017		
LIR 10	3	Volunteers to be identified at first staff meeting of semester	Spring 2018		
LIR 10	4	Volunteers to be identified at first staff meeting of semester	Fall 2018		

4.1b Program Student Learning Outcomes Assessment

The Learning Resources department actively conducts Program Student Learning Outcomes to improve student services at critical service points in the library program. In the 2013-2014 year, two services were assessed:

1) Students using the Research Appointment Program offered through the Library Reference Services were surveyed, with 77% of respondents finding the service helpful, and 99% indicating that they would recommend it to other students. Room for improvement in the times the service is offered was noted, and the service will be calibrated to maximize availability to students.

2) Students using the public service desks at the Doyle and Mahoney libraries were surveyed to assess their satisfaction level, with a target of achieving at least 80% satisfaction rate. Over 80% of students were satisfied with the level of services received. The survey will be conducted every two years to ensure a cycle of constant student service assessment.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2007	Spring 2011	Fall 2011
Course	LIR 10	Fall 2008	Spring 2009	Spring 2009
Course	LIR 30	Fall 2007	Spring 2008	Spring 2009
Course	LIR 30	Fall 2008	Spring 2009	Spring 2009
Course	LIR 10	Spring 2010	Spring 2010	N/A
Course	LIR 30	Spring 2010	Spring 2010	N/A
Course	LIR 310	N/A	N/A	N/A
Course	LIR 10	Fall 2012	Fall 2012	Fall 2012
Course	LIR 10	Fall 2012	Fall 2012	Fall 2012
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Course	LIR 10	Spring 2014	Spring 2014	Spring 2014
Service/Program	Library Instructional Svcs	Spring 2011	N/A	N/A
Service/Program	Acq and Deliv of Resources	Spring 2011	N/A	N/A
Service/Program	Technology Infrastructure	Fall 2011	N/A	N/A
Service/Program	Learning Environment	Fall 2010	N/A	N/A
Service/Program	Interlibrary Loans	Spring 2013	Spring 2013	N/A
Service/Program	Public Service Desk Assessment	Spring 2014	Spring 2014	N/A
Service/Program	Research Assistance Assessment	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Access needed information		X		X			X			X	X	X				
Analyze a research need				X			X			X	X					
Basic Library Skills		X		X						X	X	X	X	X	X	
Evaluate the information sources		X		X						X	X					X
Find information effectively		X								X	X					
Information Literacy		X		X						X	X	X	X	X	X	
Introduction to Info		X								X	X	X	X	X	X	
Recognize ethical and legal issues		X		X						X	X					X

4.2b Narrative (Optional)

5.0 Performance Measures

LIBRARY PERFORMANCE MEASURES

Research Impact

The library is dedicated to collecting a variety of materials in print and electronic formats and making them available to students in direct support of instruction. Over 700,000 students visited the campus libraries, and nearly 1.5 million visited the library website in pursuit of academic library materials and services. The library offers over 40 databases across a wide range of knowledge areas to actively support the full compliment of SRJC instruction. Coupled with over 200,000 e-books, these electronic resources are accessible to students through a state-of-the-art

discovery layer available at only select California community colleges.   The library also offered a robust, multi-modal instructional program to help novice researches increase their information literacy skills and become proficient at seeking, evaluating, and incorporating quality academic materials into their assignments.   Librarians continued to expand their service to offer point-of-need assistance to students, adding a text messaging service to a dynamic reference program.

2013-14 Statistics At a Glance:

I. Research Impact

Instruction Sessions: 698

Breakdown: 264 Orientations + 104 Classes + 321 Individual Research Assistance Appointments (RAPs)

Students Served: 9,307

Breakdown: 6,029 Orientations + 2,957 Classes + 321 RAPs

II. Collections

Items Circulated: 93,208

Breakdown: 65,526 Doyle + 7915 Mahoney + 19,767 E-Books + 5,316 Media

Interlibrary Loan: 912

Statistics In Depth

Collections

Print and E-Books Volumes: 273,442

Databases: 44

Usage

Library visitors: 718,967

Website visits: 1,455,617

Database sessions: 836,442

Database searches: 7,110,170

Articles downloaded: 282,021

Items circulated: 98,542

Interlibrary loans: 912

Instruction sessions: 689, with 9307 students attending

Reference questions answered: 18,920

Sharing Information

In the 2013-2014 academic year, the libraries mounted a robust program of online exhibits of e-books, videos, and print books on topics correlated to curriculum areas and newsworthy relevance. Special highlights included collaborations with instructional departments, such as a partnership with the Child Development Department to launch a multimedia exhibition of print, web, video, and art gallery displays of child development resources celebrating the Week of the Young Child. The library values and encourages collaboration with Associated Students initiatives, and hosted a "Save our Seas" environmental awareness exhibition at Doyle Library at the request of the students. This exhibit was correlated with online exhibits of library resources on sustainability and the environment.

2013-14 At a Glance:

Web exhibits: 148

Library displays: 70

Library gallery displays: 5

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Library instruction is offered in several modalities including face to face, hybrid, and fully online, answering the needs of multiple student learning styles and the demands of varied student lifestyles.

Effort is made to offer classes scheduled at a variety of times to provide options for full time students as well as those who are working who may require evening and weekend courses. In recent years, demand for online instruction has resulted in an increased offering of hybrid and fully online sections. Classes are offered in 6, 9, and 12 week formats, and are scheduled with delayed start dates so as to maximize their efficacy in allowing students to use the LIR 10 curriculum to assist with the research project assignments they may have in other classes.

The Learning Resources department has been an active participate in interdiscipliary Learning Communities, successfully partnering with Puente and English instructors on both campuses in collaborative instructional initiatives. Discussions are underway in Fall 2014 to establish a Learning Community collaboration in the life sciences if a team member in that discipline can be identified.

The Learning Resources department interviews regularly for the adjunct pool.After adding 6 adjuncts in 2011, and additional 6 were added between 2012 and 2014. All

candidates are able qualified to teach LIR 10 or conduct specialized instructional workshops, orientations, research assistance workshops and manage reference desk instruction to help meet student demand for library and research services.

5.2a Enrollment Efficiency

Recent District initiatives to increase the number of sections have caused a decrease in enrollment efficiency. Under enrollment patterns experienced by the District in 2014, the optimal number of sections for Fall and Spring semesters would most likely be around 35 classes a semester.

Enrollment Efficiency Summary by Session

Summer 2014 = 80%
27 Sections (Cap 810, Enrolled 646)

Spring 2014 = 92%
42 Sections (Cap 1,255, Enrolled 1,1511)

Fall 2013 = 103.0%,
40 Sections (Cap 1,217, Enrolled 1,253)

Summer 2013 = 99.6%,
21 Sections (Cap 630, Enrolled 628)

Spring 2013 = 106%,
34 Sections, (Cap 1,015, Enrolled 1,088)

Fall 2012 = 108.3%,
28 Sections (Cap 827, Enrolled 896)

Summer 2012 = 99.8%,
17 Sections (Cap 510, Enrolled 509)

Spring 2012 = 110.5%
28 Sections, (Cap 828, Enrolled 915)

Fall 2011= 103.2%

Summer 2011= 100%

Spring 2011= 107.8%
Fall 2010= 101.4%

Summer 2010= 101.7%

Spring 2010= 104.4%

Fall 2009= 95%

Library faculty have a policy of accepting all students from wait lists.

5.2b Average Class Size

Average class sizes for all locations and courses during recent semesters are as follows:

Summer 2014 = 23.9
Spring 2014 = 27.4
Fall 2013 = 31.3
Summer 2013 = 29.9
Spring 2013 = 31.7
Fall 2012 = 32.0
Summer 2012 = 30.0
Spring 2012 = 32.7
Fall 2011= 30.2
Summer 2011= 29.9
Spring 2011= 31.8
Fall 2010= 29.7
Summer 2012= 30.4
Spring 2010= 31.1
Fall 2009= 27.9

As department classroom/lab settings only have 29 (Santa Rosa) or 28 desktop (Petaluma) workstations, these figures support the high fill rates consistently experienced by the department over the past seven years. Additional students have been added to classes, working from laptop computers borrowed from the library. Instructors teaching online routinely take on additional students beyond class maximums.

These numbers indicate that the Learning Resources department often operates at maximum occupancy, exceeding the limitations of computer availabilty in the classroom/lab settings in which LIR 10 is delivered.

5.3 Instructional Productivity

Enrollment at both Santa Rosa and Petaluma is as follows:

Summer 2014 = 11.8
Spring 2014 = 14.1
Fall 2013 = 14.5
Summer 2013 = 14.8
Spring 2013 = 16.2
Fall 2012 = 16.4
Summer 2012 = 15.0

Spring 2012 = 17.1
Fall 2011= 15.53
Summer 2011= 15.61
Spring 2011= 17.51
Fall 2010= 15.60
Summer 2010= 14.95
Spring 2010= 16.35
Fall 2009= 15.24

5.4 Curriculum Currency

Student Learning Outcomes are included in all LIR curriculum.

LIR 10 passed the regular cyclical review and was approved as of May 2013.
The course outline of record (COR) was reviewed by the department in Fall 2012 and updated in Spring 2013 to keep in alignment with information literacy instruction and reflect the changing nature of information research. The COR was presented to the department and approved before submission to the curriculum committee where it was approved.

Recommendations for future updates included adding a prerequisite of enrollment in English 1A.

LIR 30 is currently in need of regular cyclical review.

LIR 310 is up for cyclical review in 2014.

The department is exploring offering a large lecture course as a way to meet LIR 10 demand.

5.5 Successful Program Completion

N/A, (but the current course, LIR 10, meets the Area I requirement for graduation)

All active LIR courses are offered every semester. According to the current catalog rights that now determine most students' graduation requirements, LIR classes are in high demand.

In Fall registration 2013, all sections of LIR 10 closed within 4 hours of priority registration beginning. The department was granted 3 additional sections the same afternoon, and these sections all closed within 3 hours of being published online. Additional sections were added in Spring and Summer 2014 to meet anticipated increased demand.

5.6 Student Success

The percentage of students demonstrating success in terms of course retention is excellent in the Library department.

Spring 2014=75.33%
Fall 2013=78.35%
Summer 2013 = 77.42%
Spring 2013 = 78.35%
Fall 2012 = 74.80%
Summer 2012 = 79.68%
Spring 2012 = 77.32%
Fall 2011= 73.7%
Summer 2011= 81.5%
Spring 2011= 79.6%
Fall 2010= 78.4%
Summer 2010= 84.3%
Spring 2010= 75.7%
Fall 2009= 80.2%

Gradepoint averages for the same periods of time are as follows:

Spring 2014=2.53
Summer 2013 = 2.78
Spring 2013 = 2.57
Fall 2012 = 2.61
Summer 2012 = 2.88
Spring 2012 = 2.56
Fall 2011= 2.58
Summer 2011= 2.99
Spring 2011= 2.52
Fall 2010= 2.71
Summer 2010= 2.88
Spring 2010= 2.61
Fall 2009= 2.63

5.7 Student Access

The ethnic breakdown of students enrolled in LIR classes according to SRJC data for 2011-12 are as follows:

White 57.1%
Asian 4.1%
Black 2.5%
Hispanic 18.8%
Native American 1.1%
Pacific Islander 0.7%

Filipino 1.4%
Other Non-White 0.0%
Decline to state 14.3%

The ethnic composition of LIR classes has shifted recently. The ethinicity of students in our courses in the 2010-2011 academic year is as follows:

White 56.9%
Asian 4.4%
Black 2.8%
Hispanic 17.9%
Native American 0.7%
Pacific Islander 0.7%
Filipino 1.1%
Other Non-White 0.0%
Decline to state 15.5%

Gender breakdown of students during the 2010-2011 year is as follows:

Male= 35.4%
Female= 63.5%
Unknown= 1.1%

5.8 Curriculum Offered Within Reasonable Time Frame

The department is continuing to offer LIR10 in various formats to allow for maximum accessibility and continues to expand Learning Communities to specific populations.

LIR 10 is offered at both Santa Rosa and Petaluma every semester and summer session. Efforts are made each semester to offer additional online and hybrid formats as demand for these sections grows.

5.9a Curriculum Responsiveness

LIR 10 curriculum proactively integrates new instructional elements that reflect the rapidly changing technological interfaces students encounter in an academic library. As an example, in the 2013-2014 year the department introduced a series of Guide on the Side interactive tutorials to help students quickly comprehend and use the complex research tools common to academic libraries. The department also introduced a reading list tool that allows students to seamlessly access database materials from directly inside the online learning environment without disruption, facilitating better integration of library resources into the curriculum of any class taught at SRJC. These tools keep the information literacy program dynamic and reflect current pedagogy in the use of active learning instructional strategies.

5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

LIR 10 and LIR 30 are both transferable to the CSU and UC systems.

5.11a Labor Market Demand (Occupational Programs ONLY)

N/A

5.11b Academic Standards

The department regularly engages in dialogue about academic standards. This is a routine part of the instructional aim of the Learning Resources department as well as for general Library operations. Our instructional SLOs measure student success and we use results from these assessments to generate conversation about new ways to teach concepts.

We regularly engage in dialogue with regard to standards because this is central to teaching students to be information literate. Instructors and Reference Librarians regularly share information regarding new challenges to information literacy and design guides and curriculum to meet the challenges of a dynamic information-rich environment.

The Learning Resources department takes a leadership role in the areas of academic intergrity and academic freedom. We support students and faculty in these areas.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Develop and introduce web-based active learning tutorials for information literacy	Implement responsive instructional practices that increase learning	2013-2014	Complete. American Library Association peer reviewed award for instructional excellence received.
0002	ALL	04	02	Migrate the integrated library system that runs critical operations for public and technical services at campus libraries to a cloud-based platform	1. Proactively improve infrastructure 2. Continuously improve technology to support learning	2013-2014	Complete
0003	ALL	01	01	Re-code the library website to responsive design platform that adapts to student devices	Implement responsive instructional practices that increase learning	2013-2014	Complete
0004	ALL	02	01	Develop a tool for instructors to easily integrate library resources into online instruction.	Support and promote teaching excellence across all disciplines.	2013-2014	Complete
0005	ALL	01	01	Increase access to student textbooks via Foundation grant	Expand and sustain access to materials by eliminating cost barriers	2013-2014	Complete
0006	ALL	02	01	Integrate Doyle Library art collection into interdisciplinary instruction by developing e-learning tools via Foundation grant	1. Implement responsive instructional practices that increase learning 2. Support and promote teaching excellence across disciplines	2013-2014	Complete
0007	ALL	02	01	Develop and deliver professional development workshops to integrate library service into interdisciplinary instruction	Support and promote teaching excellence across all disciplines	2013-2014	Complete. Three PDA sessions delivered
0008	ALL	04	01	Improve printing equipment and procedures to alleviate stress points in high-use student services	Continuously improve technology to support learning	2013-2014	Complete.
0009	ALL	02	00	Communicate via scholarly publication and conference presentation the instructional innovations of the library programs at SRJC	1. Foster a culture of idea exchange and communication in the academic community 2. Incorporate best practices and innovation to enhance the learning environment	2013-2014	Complete. Presentations delivered at state and national conferences; article accepted and published in professional trade journal

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Request funding for a District instructional materials budget..
ALL	Continue the development, evaluation and assessment of student learning outcomes
ALL	Conduct annual review of electronic resources collections and services
ALL	Increase library outreach to underserved studtn population and review exisitng efforts
ALL	Provide professional development and training of library faculty and staff to take advantage of emerging technologies.
Petaluma	Identify a funding source to complete Reading Room lighting project
ALL	Review and assess library mission and vision
ALL	Continue to evaluate and implement hardware, software and cloud-based resources.
ALL	Increase capacity to conduct data curation to manage the increasing array of information resources.
ALL	Continue to provide leadership to the rest of the College in the effective use of social media for student success
ALL	Expand library skills instruction beyond traditional resources.
ALL	Hire a new systems librarian to replace the position lost through a retirement
ALL	Hire a new Public Services librarian to replace the position lost through a retirement in Spring 2015

6.2b PRPP Editor Feedback - Optional

The Libraries at SRJC provide a suite of high quality services, programs and support to the entire camus community. Through the extensive and varied instructional offerring to high quality facilities that support student learning and research, the libraries are doing a good job.

Perhaps the most critical issue facing the Libraries is the need to recruit and focus the next few faculty recruitments on systems, web, and electronic services.
The need to pivot around these essentail postion is paramount to the ongoing and sustained quality at both libraries. Given that there are at least three FT postions coming open through retirements, the Library has a unique opportunity
over the next two years to postion itself for the future. Failure to recruit these positions will result in an inability to meet student needs.

In addition, as an interim Dean it my intention to work to raise the profile of the libraries throughout the District and position the libraries to benefit from funds that will be available with the passage of our bond measure.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	02	00	Maintain library quality through effective job recruitments	Draft recruitment plans that focus on systems, web, electronic services and public services positions.	2013-2014	No net new dollars required, must replace exisitng positions.
0001	ALL	00	00	Work with the District to procure an instructional materials budget	Provide information resources for appropriate materials to support studetn learning and instruction	2013-2014	$125,000
0002	ALL	00	00	Continue to evaluate hardware, software and cloud based resources	Evaluate cloud-based integrated library systems	2013-2014	$45,000
0003	ALL	00	00	Upgrade Mahoney library computers	To have current hardware for student use	2013-2014	$60,000