

Santa Rosa Junior College

Program Resource Planning Process

Library Services 2015

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 the mission of Santa Rosa Junior College. The SRJC Libraries foster learning and academic excellence by providing critical resources, services, and instruction in direct support of the curriculum across all disciplines at the College. The library contributes to student equity and student retention by providing access to high cost materials with convenient and responsive facilities and services. As a leader in innovative and emerging instructional programs, the library works collaboratively with discipline faculty to provide highly effective instructional services that directly impact student achievement and foster student success.

1.1c Description

The SRJC Libraries support student success and foster academic excellence by providing a complete learning infrastructure that is designed to fully develop student potential and promote academic

success. Through varied instructional environments, access to curriculum-based resources and collections, and state-of-the-art learning facilities, students obtain what they need to learn and succeed.

The libraries are the most heavily used instructional spaces at the college. Carefully selected collections of both traditional and rich-media digital materials, plus excellent services are designed to extend learning beyond the library's walls, allow SRJC students to excel at the college and beyond. At the SRJC Libraries, knowledge exploration is central to student learning. Students use leading-edge research tools and a wide array of learning resources to find information in support of their class assignments. An innovative and varied information literacy instruction program supports critical thinking, academic honesty, and academic achievement.

1.1d Hours of Office Operation and Service by Location

The SRJC Libraries provide the only service consistently available to students throughout the day, into the night and over weekends. The libraries are open to students for over 4,500 hours per year, despite reductions in staffing and hours of operation that occurred in the 2011-12 academic year.

Doyle Library | Santa Rosa Campus

Fall and Spring:

M-Th 7:45 AM -9:00 PM
F 10:00 AM-2:00 PM
Sa 11:00 AM - 4:00 PM

Summer – 8 week session:

M-T: 9:00 AM - 6:00 PM
W-Th: 9:00 AM - 3:00 PM

Mahoney Library | Petaluma Campus

Fall and Spring:

M-Th 7:45 AM -9:00 PM
F 10:00 AM-2:00 PM
Sa 10:00 AM - 3:00 PM

Summer – 6 week session:

M-T: 9:00 AM - 6:00 PM
W-Th: 9:00 AM - 3:00 PM

The libraries also offer opening hours during spring break and extended hours during finals week.

1.2 Program/Unit Context and Environmental Scan

Demand for Physical and Digital Library Services is Strong

Despite the economic downturn and subsequent decreased enrollment suffered by the District, demand for physical library services had remained stable. In fact, the SRJC Libraries have 158% more patron traffic than the average gate-count reported by California Community College libraries. In the 2013-14 academic year, the libraries saw a less than 0.05% decline in attendance despite a slow return in student enrollment across the District, as students continued to seek the library as an environment for research, collaboration, study, and learning. The SRJC Libraries are the only service consistently available to students throughout the day, into the night, and over the weekends during Fall, Spring, and Summer terms.

The libraries provide continuous and unfettered access to extensive resources in digital formats so that students may successfully integrate quality information sources into learning assignments from any location and at any time. Student database activity increased by 13% as the library continued to roll out innovative, mobile friendly, adaptive interfaces that allow students to conduct research efficiently without barriers of geography or technology.

Growth in Course Integrated Instruction Trends Upward

Demand by discipline faculty for library instruction sessions in the form of course integrated workshops and orientations continues to rise: at the request of classroom faculty, librarians held an additional 33% more instructional sessions during the 2013-14 academic year. Trend analysis for the 2014-15 academic year indicate further gains in expanding course integrated instruction and discipline faculty collaboration.

Curriculum Integration Supports Student Success

The instructional collections across both libraries is carefully curated to directly and effectively support SRJC curriculum. The library collections contain close to 170,000 print volumes, over 210,000 ebooks, over 300 print periodicals, and 10,000 audio-visual volumes. The SRJC Libraries offer students over 45 online databases that deliver a rich scope of information sources in support of research, including but not limited to full-text and statistical information as well as images, videos, and primary sources. The online databases also provide students, faculty, and staff access to roughly 50,000 full-text journals in curriculum support.

Professional Challenges

The SRJC Libraries have been a leader in community college academic librarianship. The cadre of SRJC librarians have actively published innovations in pedagogy and technology in academic journals and have presented at a host of conferences sharing the leadership of the SRJC libraries in education and learning technology program developments. However, the unrelenting pace of technological change and the increasing need for professional librarians who are both highly trained in information technology as well as information literacy pedagogy presents a daunting challenge for the immediate staffing future for the SRJC Libraries. The librarians engage in dynamic collaboration with faculty across all discipline clusters, directly supporting student achievement through a wide variety of instructional services. At the same time, these librarians manage a highly sophisticated infrastructure of digital research interfaces and information architectures that require specialized skills in web design, relational database management, and integrated systems knowledge. Locating and recruiting faculty librarians with these diverse and highly specialized skill sets is of critical importance as the department anticipates a series of pending retirements.

Fostering Learning and Academic Excellence

The Learning Resources department has been a guiding force in California academic information literacy instruction and curricular integration of academic research. Key accomplishments in the 2014-15 academic year in support of Goal B of the SRJC Strategic Plan include:

Strategy 1: Provide exemplary professional development programs and activities

The SRJC Libraries led a series of technology-in-instruction workshops attended by over 50 faculty who got hands-on practice using resources to enrich student learning through engaging audio and visual information content.

Strategy 2: Support learner-centered environments using modern technology and teaching methodologies.

In partnership with one of the largest information vendors in the US, the SRJC Libraries developed an online instruction tool that allows faculty to directly integrate academic journals and e-books into their online and blended classrooms.

Strategy 3: Integrate academic and student support (assessment, planning, and advisement)

Through strong, collaborative curriculum integration, library instruction reached 9, 307, or 40% of the for-credit SRJC students.

In one academic year, librarians conducted over 260 course integrated instruction sessions, reaching 13 clusters, and providing instruction across 28 disciplines working with 105 instructors

Strategy 5: Increase the number of students who complete and AA/AS degree or transfer within 6 years

The SRJC Libraries increased access for students in financial need, and for first generation students who often enter college with limited knowledge of academic jargon, behaviors, and expectations. Over 42% of students who accessed textbooks through library course reserves were eligible for financial aid; 31% were first generation college attendees.

Strategy 6: Develop strong pathways with industry and educational partners to provide career and college readiness

The department partnered with Petaluma High School to create a college-readiness information literacy (LIR10) class for successful student high school to college transition that will be offered in fall 2015.

· The SRJC Libraries hosted an information literacy and student success conference at Doyle Library attended by over 65 faculty librarians from state-wide community colleges to develop effective teaching strategies for diverse student populations.

Strategy 7: Identify and Implement responsive teaching practices that increase learning and success

Faculty librarians collaborated with discipline faculty to expand learning opportunities through the integration of over 100 class-focused research guides directly in support of student assignments.

Strategy 8: Provide innovative education and training services to local business and organizations.

The SRJC Libraries hosted an information discovery conference at Doyle Library attended by over 35 librarians from secondary and tertiary institutions to showcase innovative methodologies of academic research used at SRJC libraries that increase student success in using academic-level resources in coursework.

2.1a Budget Needs

The SRJC Libraries have excelled at providing a learning environment that facilitates efficient information discovery while delivering a robust instruction program that bolsters and supports student achievement. At the same time, however, libraries face an accelerating pace of technological change, a continuous shift toward a diffuse information landscape of digital resources, and deleterious reductions in personnel. The following budgetary needs are anticipated:

Faculty Staffing Replacements and Restructuring: The department needs to hire librarians who possess skill sets that are both highly technologically-enabled, as well as collaboration-oriented and outcomes-based. It is our intention to replace long-unfilled positions and anticipated upcoming retirements with faculty librarians who are able to deliver technology enabled services, materials, and instruction to students and all library users. While the department continues to innovate with regard to academic services and instruction, we need to address a fundamental problem of relying on 10 month faculty positions to cover 12-month services in order to create a sustainable and viable service base.

Responsive Facilities Improvements: Library collections and spaces are constantly adapting to meet changing user demands. The explosion of personal digital devices in the last five years along with the shift toward increased online instructional materials requires the library to provide ways for students to exercise greater control over their information environments. Students place higher demand on Internet bandwidth as they access digital resources on their handheld devices, and require more collaborative spaces to facilitate group study and learning. Group study rooms require updating to increase the number of smart boards and projection units to allow students to complete assignments that are increasingly conducted electronically. Common study areas require modification to create more shared learning spaces that provide opportunities for collaboration while respecting the integrity of the libraries as places for quiet study and deep learning. At the same time, expected wear and tear of arguably the busiest building on campus requires replacement of broken furniture and an ongoing investment in building repair.

Staffing: Besides being the nexus for academic research, the library is often the safety net for students who are new to academic life. In order to offer students a safe, responsive, and efficient learning environment, the campus libraries need to be adequately staffed with both classified and professional staff. The loss of faculty librarian positions through unfilled positions jeopardizes delivery of quality instruction programs.

Student workers: Two successive years of raise to student wages has forced the library to cut our student workforce. We currently are in a deficit of 8579 hours from just two years ago. The Library needs an augmentation of \$17,721 for ongoing operational costs to staff three busy Public Services Desks.

Materials Budget: Database and e-resources costs continue to rise annual, yet the database budget was inexplicably reduced in 2014-2015. The library currently spends \$62,591 on database costs, against a budgeted amount of \$46,580. The remaining \$16,011 has, in the past, been taken from book, periodical and other line items, and is being requested to be permanently added to the database budget. The budgetary gap must be rectified and true funding for these vital resources should be directly ascribed to the library materials budget. In the absence of permanently increasing the database budget, the IELM budget request was increased to a total of 141,100 to reflect this rise in database and e-resource costs.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	04	\$6,000.00	Need for technical currency 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	02	01	\$16,100.00	Heavily used database costs are no longer sufficiently covered in 6301.00, with an annual budgetary shortfall of 16,100 covered by other materials categories. An increase in database funding is requested to directly cover the cost of library databases used across the curriculum.
0001	ALL	02	07	\$17,721.00	With two successive increases in student wages, and no accompanying increase in student budgets, the library cannot support basics service to students at three busy Public Services desks. We need to augment the library student worker budget by \$17,721.00 to maintain our existing level of service.
0002	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.
0002	ALL	02	06	\$160,000.00	At both libraries the use of the reference area/collection has changed. The shift in collection sage has been to online 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 Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Doyle Santa Rosa: Lib Tech II	28.00	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.
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 - Circulation - Position will be open Summer 2015 owing to retirement.
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 in acquisitions and purchasing.
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, oversees periodicals desk/printing systems
Doyle Santa Rosa: Lib Tech I	28.00	12.00	Works in public services, evening building supervisor.
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	28.00	12.00	STNC curenly in place of permanent hire. Works in public services - Reserve 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 including Library Services, Media Services, Distance education and District Technology Planning.
Librarian, Department Chair	12.00	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 Student Assistants	40.00	12.00	Assist at all service desks. Overall hours vary. This is a 20 hour reduction over 2013-14 owing to salary

			increases for student workers and no accompanying increase in our student budgets.
Doyle - SR Student Assistants	150.00	12.00	Assist at all service desks. Overall hours vary. This is a 50 hour reduction over 2013-14 owing to salary increases for student workers and no accompanying increase in our student budgets.

2.2d Adequacy and Effectiveness of Staffing

STUDENT WORKERS INADEQUATE TO MAINTAIN LIBRARY OPERATIONS

The libraries rely heavily on student workers to operate the five public service desks and assist in the speedy processing of large volumes of academic resources ordered each year. Hourly wage increases, along with reapportionment of student hours away from Library Services to Distance Education have caused the libraries to lose a total of 70 student worker hours in the 2014-15 academic year. Anticipated pay increases effective July 1, 2015 will cause further reduction of available labor by an additional 19 hours per week. If student worker budgets continue to fall as anticipated, the only action the libraries can take will be to reduce hours of service. The libraries cannot safely remain open with student worker budgets set at what will be 135 hours per week at Doyle and 36 hours per week at Mahoney after the July pay increase takes effect. **We will need an augmentation for 2015-16.**

FACULTY LIBRARY STAFFING RETIREMENTS UNFILLED WITH MORE ANTICIPATED

The number of regular faculty librarians is well 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 understaffing is exacerbated by the repeated loss of existing positions due to lack of replacement. The department loss of a Public Services Librarian position in 2015 resulted in reduced support given to discipline instructors for course integrated instruction, and diminished department ability to deliver information literacy instruction vital to student success. In 2011, the department lost a critical Systems Librarian position which was never replaced. This required emergency restructuring to combine a Public Services Librarian position with the responsibilities of the unfilled Systems Librarian position in order to ensure operational support of web, databases and systems operations. **This position is now called the Electronic Services Librarian and performs the work of two faculty librarian positions.**

The department has lost the Electronic Services Librarian in June 2015 to position advancement, and in June 2016 will lose the critical position of Technical Services Librarian to another retirement. These positions must be filled or the library will truly be at a point where it will not be able to operate.

The most effective solution would be to restructure the staffing paradigm so that critical, 12-month operations are not dependent on 10-month faculty who are asked to work out of contractual compliance. The following is a proposal to address this problem:

MANAGEMENT RESTRUCTURING PROPOSAL

The District operates two academic libraries supporting year-round library operations administered by technical services and systems librarians on 10-month faculty contracts, effectively asking 10-month faculty librarians to provide oversight of technical, operational, and staff processes without adequate remuneration for two months of the year each summer. It has become increasingly difficult to find 10-month faculty willing to manage operations in this context during the 12 weeks of summer. A 12-month management position is required to effectively and efficiently provide oversight for our Technical Services and Library Systems programs. The Library is struggling to keep abreast in this area and failure to fill the Systems Librarian position due to the Great Recession has had serious impacts. We are proposing to merge the unfilled Systems Librarian with the Technical Services Position which will meet our needs for a year round presence and save the District money. Faculty have been increasingly called upon to manage service areas that go beyond the faculty job description. This situation is especially

problematic in the summer when faculty are not contracted to work. The position is responsible for the long-range planning and ongoing support of instructional collections as they relate to Technical Services and the ongoing maintenance of the integrated Library system (ILS).

CLASSIFIED STAFFING NEEDS

The libraries lost 93 hours of classified staff due to lean budgets of recent years, resulting in reduced hours of availability. Since the library is often the only facility on campus that is available to provide a full range of services to students during evening hours and weekends, a restoration of staffing and services is critical to provide adequate access to materials and for instructional support. Specifically, restoration of a Library Technician I (50%) which was repurposed from the Periodicals Technical Services area to Media Services, is required to address work strain caused by this loss. In addition the Periodicals staff have taken new responsibilities in regards to interlibrary loan and database collection management. It is highly recommended that this position be repurposed back to the Library Department.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0002	ALL	02	07	Systems Librarian & Technical Services Librarian	Manager Library Systems & Technical Services	Management

2.3a Current Contract Faculty Positions

Position	Description
Mahoney Library (PET) 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 and research, 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 instructional materials in support of discipline faculty classroom research assignments. 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 Library (SR): Public Services Librarians (3)	See description above.
Doyle Library (SR): Systems Librarian (.5)	Position vacant since 2011. Assumes responsibility for activities related to the function and maintenance of the library's Integrated Library System (ILS) that keeps

	both campus libraries operational; serves as ILS vendor liaison; maintains currency on ILS functionality, implements custom changes, and provides training in ILS modules to staff at all sites; provides system administration, backup, and maintenance, and administers software upgrades and installations; generates reports and provides statistics.
Doyle Library (SR) : Tech Services Librarian (1)	Assumes responsibility for maintenance and quality control of the library online catalog; administers the library materials budgets and directs the work of classified staff in Cataloging, Acquisitions, Periodicals, and Interlibrary loan; serves as liaison with the library system vendor; directs the work of Technical Services support staff; manages District archives. Responsible for the integration of multiple formats of digital and print resources for student access in research interfaces. Supervises 5 Technical Services staff.
Doyle Library (SR): Electronic Svcs Librarian (1)	Performs the functions of the Systems Librarian since 2011. Manages the enterprise library software that runs all operations for both campus libraries. Develops and maintains the library web services, including the library website. Responsible for integration of database, e-book, and web systems with SIS to ensure student authentication and access to all library resources. Troubleshoots student and instructor problems in accessing database, e-book and other electronic instructional resources. Develops digital and interactive library instruction materials. Supervises 5 classified staff responsible for the use of the Integrated Library System in public services. Supervises 1 electronic services staff.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Library Instruction - Doyle Reference	6.0000	75.4000	12.0000	24.6000	In Fall 2014, 6 full time regular faculty librarians provided 75.4% of reference service at Doyle Library per week; a pool of 12 adjunct faculty librarians provided 24.6% of reference service per week.
Library Instruction - Doyle Reference	6.0000	75.4000	12.0000	24.6000	In Fall 2014, 6 full time regular faculty librarians provided 75.4% of reference service at Doyle Library per week; a pool of 12 adjunct faculty librarians provided 24.6% of reference service per week.
Library Instruction - Mahoney Reference	3.0000	36.0000	12.0000	64.0000	In Fall 2014, 2 full time regular faculty librarians provided 36% of reference service at Mahoney Library per week; a pool of 12 adjunct faculty librarians provided 64% of reference service per week. 1 full time regular faculty member was on sabbatical.
Library Operations in Total	8.0000	0.0000	18.0000	100.0000	In Fall 2015 7 full time librarians (1 seat vacant, 1 seat on sabbatical) provided reference and instruction, as well as oversight of both campus library operations. 18 part time faculty assisted with reference and instruction. If the sabbatical position is counted as full time, the current, Fall 2015 department full-time to part time ration is 8:18, or approximately 30% full time to 70% part time.
LIR 10 Instruction	5.0000	0.0000	12.0000	100.0000	In Fall 2014, 5 full-time regular faculty librarians taught 9 courses, or 23.7% of LIR 10 instruction, all as overload. Additionally, 12 adjunct faculty librarians taught 29 courses, or 76.3% of LIR 10 instruction.

2.3c Faculty Within Retirement Range

There are currently 9 full-time regular 10-month faculty librarians on staff managing the year round operations and services of the libraries: 3 are assigned to Mahoney Library, Petaluma Campus and 6 are assigned to Doyle Library, Santa Rosa campus.

Effective May 2015, the libraries lost one full-time regular faculty librarian position due to retirement that was not replaced.

In June 2015, the libraries lost a second librarian position to dean advancement. A one year-emergency 10-month faculty replacement for August 2015-May 2016 will occur as a stop-gap measure since this second position loss was responsible for both Systems (vacant since 2011 and responsible for running the campus enterprise software that runs library operations) and Electronic Services (responsible for web, databases, discovery systems, student digital access to e-resources .)

The department has 67% of its faculty nearing retirement. Of the current 9 full-time librarians, 4 are age 55 or older; 2 are between the ages of 50 to 54. Besides the un-replaced retirement of June 2015, the department expects two additional retirements in June 2016 and December 2016.

Included in the 55+ category are two librarians with primary responsibility for managing functional systems operations for both campus libraries and all technical services that ensure the ordering, provision and access of library materials for students and faculty. These are specialized positions that require current training via specific information science curriculum, and do not represent a skillset that can be obtained through on the job training. As these staff departures occur, the department will experience a tremendous loss of technical capabilities at the professional and managerial level, and, without immediate replacement, will place the library operations and student/faculty access to library materials in jeopardy.

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

FACULTY LIBRARY STAFFING NEEDS ARE AT A CRITICAL JUNCTURE

Doyle Library is struggling to staff core services with the failure to replace a Public Services Librarian who retired in 2014 and two imminent retirements with next 1.5 years. The situation is exacerbated by the unexpected loss of a lynchpin position due to the advancement of the Electronic Services Librarian to Dean LRET in June 2015. This latter position was covering both the vacant Systems Librarian (responsible to ensure the operation of the enterprise software that keeps both campus libraries operational, and vacant since 2011) and the responsible for the web, database and information discovery systems used by students to access instructional resources.)

Full time staff is needed to staff, direct and perform basic core library operations as well as increasingly complex technical operations that are hard to recruit and staff. Ideally, the retirement of the Technical Services Librarian in May 2016 should allow the District the opportunity to convert the position to a 12-month management position, which would stop District practice of relying on 10-month faculty from working in unremunerated 12-month conditions in order to keep libraries running. Given the unlikelihood of restructuring positions, however, the following 10-month faculty librarian positions are needed:

- **1. Technical Services Librarian** - Required to run all operations necessary to procure and provide instructional materials, including book and e-book acquisitions, periodical acquisitions, cataloging and bibliographic records administration, digital asset management and physical archives administration, supervision of classified technical services staff (5). Also maintains student contact hours in reference and instruction and performs important faculty liaison responsibilities to ensure that discipline faculty are aware of library services
- **2. Systems Librarian** - Vacant since 2011. Required to administer and operate the Integrated Library System that operates all functions of the two campus libraries used directly by students to access instructional materials, including Circulation, Reserves, Media Services, and the Library Catalog. Supervises public services staff (5). Also maintains student contact hours in reference and LIR10 instruction and faculty liaison responsibilities. *Responsibilities for this vacant position are being borne by the Electronic Services Librarian.*
- **3. Electronic Services Librarian** - **This position is now vacant and being filled by a temporary emergency hire because the Electronic Services Librarian became Dean LRET in June 2015.** Besides performing the above Systems responsibilities, coordinates all library database contracts to ensure adequate, cross disciplinary electronic resources in support of instruction, develops and maintains the academic library website as the primary research and instruction portal for students, and supervises electronic service staff (1) in addition to the public services staff (5). Also maintains student contact hours in reference and teaches courses in LIR10 and performs important faculty liaison responsibilities to ensure that discipline faculty are aware of library services
- **4. Public Services Librarian** - This position has been vacant since 2014 and is critical to providing direct and immediate student reference and research services in the campus libraries which are open 65 hours a week and are often the first point of contact for students in a busy and often unfamiliar library system serving over 600,000 students each academic year. Works directly with discipline faculty to conduct library instruction to students integrated into classroom instruction, and performs important faculty liaison responsibilities to ensure that discipline faculty are aware of library services. Provides one-on-one tutorial research sessions with students to support student success in classroom assignments, and is responsible for selection of adequate and appropriate subject materials in the library collections to meet classroom instruction needs and ensure accreditation requirements.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Electronic Services Librarian	Vacant June 2015. Temporary, emergency replacement granted 8/15-5/16 due to last-minute vacated position. Besides performing the Systems responsibilities from that vacant position, coordinates all library database contracts to ensure adequate, cross disciplinary electronic resources in support of instruction, develops and maintains the academic library website as the primary research and instruction portal for students, and supervises electronic service staff (1) in addition to the public services staff (5). Also maintains student contact hours in reference and teaches courses in LIR10 and performs important faculty liaison responsibilities to ensure that discipline faculty are aware of library services. Because of the highly technical nature of libraries and strong reliance on digital-based instruction, this position cannot be left vacant.
0001	Santa Rosa	02	01	Public Services and Instruction Librarian	Vacant May 2014. The library currently has less librarians than recommended by CA Ed Code and national standards for public services and instruction for the size of the student body of SRJC. Additionally increased need continues to provide research and reference instruction to underprepared students both in the physical libraries and in the growing online classroom environment.
0001	Santa Rosa	02	01	Technical Services Librarian	Vacant May 2016. Required to run all technical services operations necessary to procure and provide instructional materials, including book and e-book acquisitions, periodical acquisitions, cataloging and bibliographic records administration, digital asset management and physical archives administration, supervision of classified technical services staff (5). Also maintains student contact hours in reference and instruction and performs important faculty liaison responsibilities to ensure that discipline faculty are aware of library services. If this position is not filled, the libraries will not operate.
0002	Santa Rosa	02	01	Public Services and Instruction Librarian	Vacant January 2017 The library currently has less librarians than recommended by CA Ed Code and national standards for public services and instruction for the size of the student body of SRJC. Additionally increased need continues to provide research and reference instruction to underprepared students both in the physical libraries and in the growing online classroom environment.
0002	Santa Rosa	02	01	Systems Librarian	Vacant May 2012. Duties currently performed by Electronic Services Librarian. Required to administer and operate the Integrated Library System that operates all functions of the two campus libraries used directly by students to access instructional materials, including Circulation, Reserves, Media Services, and the Library Catalog. Supervises public services staff (5). Also maintains student contact hours in reference and LIR10 instruction and faculty liaison responsibilities. Continued omission to fill this position has caused ongoing equity and workload contractual issues for the department since duties have been assigned to other librarian with full workload.
0003	Santa Rosa	02	01	Manager, Library Systems and Technical Services	Two 10-month faculty positions should be merged to create one 12 month position that has oversight of library technical and systems operations. This position would merge the following: 1) Systems librarian, currently unfilled. 2) Technical Services librarian, currently filled, incumbent to retire in 2016-17.

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 well over 600,000 physical visitors annually in addition to a tremendous online service base. 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.

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.

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.

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 student survey of building facilities completed in March 2015 indicated high demand for additional resources to facilitate student group study and collaboration. Students specifically requested whiteboards in every group study room in the libraries. Doyle Library has 17 group study rooms that currently do not meet this need.

The constant and high use of library facilities requires continuous upkeep. Doyle library has lost 21 chairs through breakage and damage, causing an inability to fully accommodate students in high demand collaborative areas such as group study rooms. Replacement chairs are required for purchase.

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	Santa Rosa	01	01	Collections for library and media District wide	1	\$141,000.00	\$141,000.00	Alicia Virtue	Mahoney & Doyle Libraries and Online Dat	Alicia Virtue
0001	ALL	01	01	Steelcase modular technology integrated furniture	2	\$30,000.00	\$60,000.00	Phyllis Usina	Doyle Reference Area	Phyllis Usina
0001	Santa Rosa	01	01	Steelcase modular technology integrated furniture	2	\$30,000.00	\$60,000.00	Phyllis Usina	CETL	Phyllis Usina
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	01	Collaborative study units for group study area	4	\$6,000.00	\$24,000.00	Alicia Virtue	Old Writiting Center Room	Alicia Virtue
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	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
0004	Santa Rosa	02	01	Group Study Room Chairs	21	\$300.00	\$6,300.00	Alicia Virtue	Group Study Rooms	Alicia Virtue
0005	Santa Rosa	05	01	Digital Preservation Equipment	1	\$75,000.00	\$75,000.00	Paula Burks	Archives Room	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	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	Petaluma	01	06	Urgent	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.
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	Santa Rosa	04	07	1 Year	Doyle Library - Rotundas	Doyle	\$5,000.00	The central rotundas on all four floors need to be repaired in a manner that ensures their ability to sustain the high traffic experienced in the library.

2.5b Analysis of Existing Facilities

Doyle and Mahoney Libraries

Both libraries are relatively modern facilities that are well positioned to serve students in the coming decades. Key issues relate to ongoing maintenance and replacement of equipment and furniture. In addition, the libraries are the most heavily used facilities on either campus and will need extensive cleaning, window washing, and ongoing attention to make them comfortable and secure facilities.

High Demand for Collaborative Spaces

Shifts in pedagogy are changing student requirements for increased use of shared space in the library. There is increased need for furniture that is technology enabled, allows for group projects and allows for a larger number of students to actively participate in shared learning activities.

Deep Cleaning Requirements

The frequent use of the building requires constant and vigilant cleaning protocols. Additional funding is required to complete deep cleaning of chairs, carpets, and study areas in the building.

Building Repair

The high traffic of the building has caused the degradation of rotunda walls. Protective stripping along the base of the walls is required to prevent further structural erosion.

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

Library faculty and staff are encouraged to take courses and attend training workshops in order to improve their career competency. Several classified staff take Lynda.com courses over the summer months to improve their information technology skills, and the library faculty attend conferences and workshops throughout the year for professional development. Library work is technologically demanding, requiring regular professional development to stay current with changes.

3.4 Safety and Emergency Preparedness

The Learning Resources 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, Second Floor Phyllis Usina and Molly Matheson

Doyle Library

The Santa Rosa Campus developed a thorough safety plan during the 2014-15 academic year. Building Safety Coordinators and Area Safety Coordinators have been identified, and protocols for major anticipated disasters have been developed and communicated to staff.

Building Safety Coordinators (BSC): Dustin Zuckerman, Scott Lipanovich (Backup) Jorge DaCosta

Area Safety Coordinators (ASC): Anne O'Toole, Suvi McGee

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.

Library Recycling:

Both libraries are heavily used and generate a high degree of waste that can be recycled. In each library, special bins have been placed throughout the buildings and effort is made to ensure that all waste that can be recycled is captured. Mahoney Library recycles an average of 1,496 gallons of recyclables per week a semester. Doyle Library recycles an average of 4,400 gallons per year.

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:

The Libraries subscribe 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.

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 academic year 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	Academic Year	Semester Completed	Comments
LIR 10	5,6	Alicia Virtue	2012-13	Fall 2012	
LIR 10	5	Molly Matheson	2012-13	Fall 2012	
LIR 10	2	Micca Gray, Diana Spaulding	2012-13	Spring 2012	
LIR 10	3	Alicia Virtue	2013-14	Fall 2013	
LIR 10	2	Smita Avasti	2013-14	Spring 2014	
LIR 10	3,4	Sami Lange	2013-14	Spring 2014	
LIR 10	3	Loretta Esparza	2013-14	Spring 2014	
LIR 10	1	Loretta Esparza	2013-14	Spring 2014	
LIR 10	5	Smita Avasthi	2013-14	Spring 2014	
LIR 10	2	Sami Lange, Loretta Esparza, Smita Avasthi	2014-15	Fall 2014	
LIR 10	3	Volunteers to be identified at first staff meeting of Fall semester	2015-16		
LIR 10	4	Volunteers to be identified at first staff meeting of Fall semester	2016-17		
LIR 10	5	Volunteers to be identified at first staff meeting of Fall semester	2017-18		
LIR 10	6	Volunteers to be identified at first staff meeting of semester	2018-19		

LIR 10	1	Volunteers to be identified at first staff meeting of Fall semester	2019-20		
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4.1b Program Student Learning Outcomes Assessment

Program Learning Outcomes

The Learning Resources department actively conducts Program Student Learning Outcomes to improve student services at critical service points in the library program. The following Program Learning Outcomes were established by the department during the 2014-15 academic year:

1. The SRJC Libraries provide effective instruction in a wide variety of contexts to support our diverse range of learners and their needs.
2. The SRJC Libraries acquire, provide access, and deliver resources useful to support the needs and enrich the lives of our diverse range of learners.
3. The SRJC Libraries provide a technology infrastructure and services that facilitate successful academic achievement of our diverse range of learners and their needs.
4. The SRJC Libraries provide a welcoming environment and facilities that support our diverse range of learners and their needs.

Program Learning Outcomes Assessment Schedule

The department maintains a continuous cycle of program learning outcome assessment, according to the following schedule:

ACADEMIC YEAR	PLO 1	PLO 2	PLO 3	PLO 4
2015-2016				X
2016-2017	X			
2017-2018		X		
2018-2019			X	
2019-2020				X
2020-2021	X			

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 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	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Spring 2013	Spring 2013	Spring 2013
Course	LIR 10	Fall 2012	Fall 2012	Fall 2012
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
Course	LIR 10	Fall 2014	Fall 2014	Fall 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
Service/Program	Print/Copy Services	Fall 2014	Fall 2014	Fall 2014
Service/Program	Group Study Facility Assessmen	Spring 2015	Spring 2015	Summer 2015

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)

Student Learning Outcome Activity

The SRJC Libraries conduct a robust regimen of Student Learning Outcome assessment and Program Service Outcome assessment. During the 2014-15 academic year, the department conducted a common assessment involving more than 10 librarian faculty to measure Student Learning Outcome 2: “Find information effectively and efficiently by using a variety of search techniques.” Aggregated and disaggregated data were compiled and analyzed in 7 SLO reports that were posted on the e SRJC Project Learn website. Library faculty are actively fine tuning instructional assignments and materials to continue to improve student achievement of this outcome. Also in Spring 2015, a common assessment was conducted to assess the Student Learning Outcome 3: “Access needed information in multiple publication formats.” This assessment is currently underway and will be reported upon once finalized.

Program Learning Outcome Activity

In Fall 2014, Program Learning Outcome 3 was assessed to discern the quality and effectiveness of library print and copy services. According to PLO 3, “The SRJC Libraries provide a technology infrastructure and services that facilitate successful academic achievement of our diverse range of learners and their needs.” Key findings revealed room for improvement: 70% of Doyle and 85% of Mahoney respondents indicated satisfaction with the print/copy processes, and 73% of Doyle and 86% of Mahoney respondents were satisfied with staff assistance. As a result of this assessment, and based

on detailed responses from students, the library modified services to restore print copy card functionality at all floors of the Doyle library and is investigating the possibility of offering wireless printing services to accommodate students with personal devices who wish to use library printing services. Full details of this assessment are on the SRJC Project Learn website.

In Spring 2015 an assessment of group study facilities was initiated under Program Learning Outcome 4: “The SRJC Libraries provide a welcoming environment and facilities that support our diverse range of learners and their needs.” This assessment is currently underway and will be reported upon once finalized.

5.0 Performance Measures

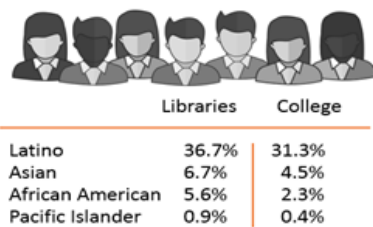
LIBRARY PERFORMANCE MEASURES

I. LIBRARY IMPACT ON STUDENT EQUITY AND STUDENT RETENTION

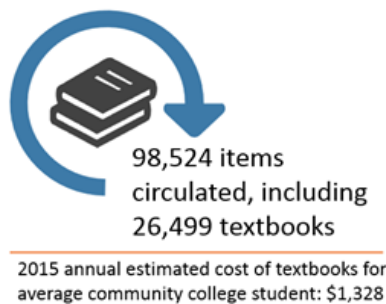
The library directly supports student equity and serves diverse student populations. In an analysis of anonymized data drawn from a sample of textbook checkouts from January 20, 2015 through February 10, 2015 the following observations were drawn:

The library reaches a higher concentration of underrepresented students than exists in the college population mix.

Student Equity



The library directly supports student equity through increased access to educational materials. 42% of students who used library reserves are eligible for financial aid. 31% of students who used library reserves are first generation in their family to go to college.



The library gives vital support to students who are unfamiliar with the academic environment. The library provides a supportive, reliable learning environment for many students who are unable to attend school during daytime hours.

Student Retention



21,280 public service
questions answered in
10 months

II. LIBRARY IMPACT ON ACADEMIC EXCELLENCE

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 complement 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 researchers 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

Students Served: 9,307

Breakdown: 6,029 Orientations + 2,957 Classes + 321 Research Assistance Appointments

Reference questions answered: 18,920

II. Collections

Items Circulated: 93,208

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

Interlibrary Loan: 912

2013-14 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

III. LIBRARY CURRICULAR INTEGRATION

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.

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. Information literacy instruction occurs in specialized instructional workshops, course integrated instruction sessions, one-on-one research tutoring sessions, and reference desk instruction as library faculty seek to meet student demand for library and research services effectively and successfully.

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 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 a variety of 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 participant in interdisciplinary Learning Communities, successfully partnering with Puente and English instructors on both campuses in collaborative instructional initiatives. In addition, the Department has made significant outreach to underserved populations, specifically addressing the needs of non-credit ESL students located at the Southwest Center. During the course of the 2014-15 academic year, the library has increased Southwest center access to electronic resources, expanded print and electronic materials that directly support a range of ESL learning levels, and actively improving library instruction opportunities for this traditionally underrepresented group of students.

5.2a Enrollment Efficiency

Recent District initiatives to increase the number of sections have caused a decrease in enrollment efficiency. Under-enrollment patterns were experienced by the District in 2014, reflected in Learning Resources enrollment for LIR10 as well. The optimal number of sections for Fall and Spring semesters would most likely be around 35 classes a semester.

Enrollment Efficiency Summary by Session

Fall 2014: 91.7%
37 Sections (Cap 1,140, Enrolled 1,051)

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

Spring 2014: 92%
42 Sections (Cap 1,255, Enrolled 1,511)

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:

Fall 2014	27.5
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

Instructors teaching online routinely take on additional students beyond class maximums. Also included in these averages are the Credit By Exam sections, which traditionally have a pass rate much lower than experienced by students who enroll in and complete LIR10 section instruction.

5.3 Instructional Productivity

The ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty at first census for the combined LIR10 instruction classes at Santa Rosa and Petaluma is as follows:

Fall 2014	14.0
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

LIR 10 is actively taught year round. The course outline of record (COR) was updated in Spring 2013 to keep in alignment with information literacy instruction and reflects the changing nature of information research. The COR was approved by the curriculum committee on 5/13/2013.

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

LIR 30 and LIR 310 passed the regular review cycle on 3/24/2014.

5.5 Successful Program Completion

N/A

5.6 Student Success

The percentage of students demonstrating success in terms of course retention is as follows:

Fall 2014	71.5%
Summer 2014	81.3%
Spring 2014	75.3%
Fall 2013	78.3%
Summer 2013	77.4%
Spring 2013	78.4%
Fall 2012	74.8%
Summer 2012	79.7%
Spring 2012	77.3%
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:

Fall 2014	2.70
Summer 2014	2.80
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

LIR 10 class enrollment

Students served by ethnicity during the 2014-15 academic year, as provided by the District are as follows:

White	57.3%
Asian	3.2%
Black	3.0%
Hispanic	28.4%
Native American	0.6%
Pacific Islander	0.4%
Filipino	0.8%
Other Non-White	5.9%
Decline to state	0.4%

Gender breakdown of students during the 2014-15 academic year, as provided by the District are as follows:

Male	39.8%
Female	60.1%
Unknown	0.1%

Student Usage of Library Programs and Services

Students served by accessing library facilities, collections, and other resources is more challenging to gauge. In a 3 week sampler of library circulation activity collected in Spring 2015, it was revealed that the library reaches a higher concentration of under-represented populations than is presented in the ethnic mix of the District as a whole. For example, the library checked out textbooks and other high cost instructional materials on reserve for classroom use to students with the following ethnicities:

Latino	36.7%
Asian	6.7%
African American	5.6%

5.8 Curriculum Offered Within Reasonable Time Frame

The department offers LIR10: Introduction to Information Literacy, in various formats and at a variety of times in order to allow students maximum accessibility. LIR10 sections are paired with Learning Communities to provide specialized access to specific populations of students and cohort groups.

LIR 10 is offered at both Santa Rosa and Petaluma every semester and summer session. In response to student demand, additional online and hybrid formats have been consistently added to section offerings.

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, the department has 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 actively monitors and adheres to the educational information literacy standards that have been agreed upon and codified by the Association of College and Research Libraries and the American Library Association. This is an active component 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.

The department regularly engages in dialogue with regard to the information literacy standards because of their central nature to successful academic instruction. 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 has been a guiding force in California academic information literacy instruction and curricular integration of academic research. Faculty librarians regularly publish on information literacy pedagogy in academic literature and present at professional conferences.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	04	07	Develop operational stability by establishing managerial oversight of technical infrastructure of library systems.	Convert an existing faculty Librarian position to a Manager of Library Technology of Systems and Services	2014-2015	
0001	ALL	00	00	Work with the District to procure an instructional materials budget	Provide information resources for appropriate materials to support student learning and instruction.	2014-2015	\$141,000
0001	ALL	01	01	Strengthen outreach to high schools and regional tertiary institutions for greater awareness of SRJC	Increase opportunities for program development. Increase scholarly and professional impact.	2014-2015	Held two successful conferences resulting in increased collaboration between SRJC and regional high school and university library systems.
0001	ALL	02	00	Maintain library quality through effective faculty and classified job recruitments	Replace electronic services (web and databases) and public services positions.	2014-2015	No net new dollars required, must replace existing positions.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	The Library is in the midst of a serious professional staffing transition that needs the immediate replacement of two unfilled positions (owing to retirements) and the conversion of an existing librarian position to a management position.
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 student population and review existing 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 District leadership in the effective provision of access to academic resources for student equity and success
ALL	Expand library skills instruction beyond traditional resources.
ALL	Combine never-replaced Systems Librarian with retiring Technical Services Librarian to create a 12-month Manager of Library Technology Systems and Services to provide adequate oversight of library operations.
ALL	Hire a new Public Services librarian to replace the position lost through a retirement in Spring 2015
ALL	Continue to adequately fund instructional materials collections to support student access and success

6.2b PRPP Editor Feedback - Optional

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

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 essential positions is paramount to the ongoing and sustained quality at both libraries. Given that there are at least three FT positions coming open through retirements, the Library has a unique opportunity over the next two years to position itself for the future. Failure to recruit these positions will result in an inability to meet student needs and a serious diminishment of crucial services.

With the appointment of a new Dean for Library, there is a unique opportunity to ensure that the Libraries at SRJC remain first class and continue to meet students and faculty needs

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Maintain library quality through effective faculty/staff job recruitments	Draft recruitment plans that focus on systems, web, electronic services and public services positions.	2015-2016	No net new dollars required, must replace existing positions.
0001	ALL	00	01	Work with the District to procure an instructional materials budget	Provide information resources for appropriate materials to support student learning and instruction	2015-2016	\$125,000
0001	ALL	02	01	Cover shortfalls in database subscriptions in 6301.00	Heavily used database costs are no longer sufficiently covered in 6301.00, with an annual budgetary shortfall of 16,100 covered by other materials categories. An increase in database funding is requested to directly cover the cost of library databases used across the curriculum.	2015-16	\$16,100
0001	ALL	02	01	Maintain level of service to students by increasing student workers budget	Increase student worker budget to offset increased costs due to raises in student wages.	2015-2016	An Additional 17,721 is required to offset two successive years of raises.