## PROGRAM HISTORY - Greenleaf Library 2008

#### **Outcomes of Prior Program Review**

The library conducted a program review in 2006-2007. The work plan identified several items to be addressed:

**Development of Library Program Objectives and Outcomes:** The Library Committee began work on developing this in Nov. 2008, after the college identified institutional student learning outcomes in Oct. 2008. (Ref. A, Ref. B). Four major categories were identified for the library: information competency, collection, access, services. The Library Committee adopted these objectives/outcomes on Feb. 28, 2008 and began work on prioritization for systematic assessment. (Ref. C, Ref. D)

Assessment of Student Learning Outcomes Linked to Core Competency of Information Competency: Starting in Spring 2006, the librarian used a pre-test / post-test model to assess SLOs in library workshops. (Ref. I). Eighteen SLOs were adopted based on the recommendation from the CSU and Community College Chief Librarians Group. (Ref. E, p.5). Each semester 4-5 SLOs are assessed in the library workshops. Results of the assessment, along with improvement plans are presented each semester to the Library Committee. The goal set for SLOs was a score of 90% or better on the post-test. If scores are lower than 90% an improvement plan will be developed and implemented and the SLO reassessed the following semester. (Ref. II).

**Revise Mission Statement:** The Library Committee began work on revising the mission in September 2007. (Ref. F). CMC's institutional student learning outcomes and library program objectives/outcomes were considered in the revision process. The new mission statement was adopted on Dec. 13, 2007 and the library's website and documents were revised accordingly. (Ref. G). New mission statement is:

The primary mission of the Greenleaf Library is to support CMC's instructional programs by providing local and remote access to diverse resources. Library faculty and staff strive to provide high-quality support services and to advance CMC's mission and institutional outcomes by promoting and facilitating information competency, critical thinking, and life-long learning for both students and the college community.

**Revise Collection Development Policy:** The Library Committee began work on revising this document in September 2007. (Ref. F). The focus of the revision was the inclusion of criteria for the selection of electronic resources. A new policy was adopted on Jan. 28, 2008 and was posted to the library's website and internal documents. (Ref. H, Ref. J).

**Revise Library Technology Plan:** The Library Committee began work on revising this plan in September 2007. (Ref. F). A new plan was adopted on Jan. 28, 2008 which spans from 2007-2010. (Ref. H, Ref. K). The library staff will begin work on elements of the plan and periodically report back to the Library Committee.

#### Staffing

#### Hours:

The library is open 60 hours per week, including four evenings. Library hours increased one hour on Friday, from 5:00-6:00 pm in 2005 to accommodate the increase in Friday evening courses. With the addition of a full-time classified employee the library was able to remain open during non-class days beginning in the summer of 2004.

#### Current hours are:

Days Classes are in Session: Monday - Thursday: 8:00 am - 8:30 pm

Friday: 8:00 am - 6:00 pm

Saturday - Sunday: Closed

Other Days the College is Open: Monday - Friday: 8:00 am - 5:00 pm

Saturday - Sunday: Closed

In Fall 2006 CMC's student government ASCMC conducted a survey regarding weekend hours for the library. Survey results showed that 23% of students surveyed take Saturday courses and 72% of students stated that they would utilize the library if it was open on Saturdays. (Ref. III). A survey of California Community College Libraries shows that approximately half of the college libraries are open on Saturday. (Ref. IV).

#### Staffing:

Library staff consists of one certificated librarian, one full-time library specialist, one 29-hour library specialist, and one full-time library clerk. The library clerk position was an addition facilitated by an employee transfer from the Business Office in 2002. Student workers supplement the library staff fluctuating between 60-80 hours per week. The library relies on student workers to remain open 60 hours per week. Budget requests have been submitted for a part-time certificated librarian to conform to Education Code Section 78103 (Ref. L).

Librarian Carolyn Hopkins
Library Specialist Full-Time Catherine Inscore
Library Specialist Part-Time Dena Gast
Library Clerk Heather Hodges

## **Budgets**

Library personnel budgets have experienced growth over the past six years, however, the materials budgets have remained flat with the exception of the print materials budget which was supplemented with Instructional Equipment/Library Materials restricted funding beginning in 2005-2006. Funding for the library automation system and online databases is provided through the state Telecommunications and Technology Infrastructure Program (TTIP). The staff budget increased each year due to salary steps and negotiated raises. There was a 50% reduction in the student worker budget

beginning in 2002. This reduction has been offset by utilizing the Federal Work Study and CalWorks programs to fund student workers. (Ref. V).

Budget Item	2004-2005		2005-2006	20	006-2007		2007-2008
Salaries	186,419	*	177,942		197,323		236,219
Fixed Payroll	69,661		71,287		73,368		64,356
Print Materials	15,960	**	35, 840	**	26,970	**	33,790
Periodicals	5,500		5,500		5,850		5,850
Audio Visuals	1,000		1,000		1,000		1,000
Online	23,000		26,000		26,000		33,000
Databases						1	
Supplies	3,152		3,152		3,152		3,152

All items are general/unrestricted budget with the exception of Online Databases funded by TTIP.

- \* Decrease due to longtime classified employee retirement
- \*\* \$40,000 increase from Instructional Equipment/Library Materials fund

#### **Facilities**

#### Facility:

The Greenleaf Library has been operating in its current 8,000 sq. ft. facility since 1993 and is scheduled for a remodel in 2010. The new library building will include additional study rooms for students and increase the square footage by approximately one third.

A challenge will be moving into a 1,900 sq. ft. modular building for at least two-to-three years while the remodel is under way.

#### Library Usage:

The library has experienced growth in the number of students utilizing the facilities and the use of reserve materials (textbooks). However, circulation of books has fluctuated. This trend is likely due to increased reliance on online resources. (Ref. V).

#### **Library Collection:**

The library collection consists of approximately 13,000 print volumes, 8,800 electronic books, 1,400 audio visual items and 6,000 electronic periodicals, and 100 print periodicals. (Ref. V). The size of the library's book collection falls short of the Title 5 standard and was noted on the 2007 Accreditation Report as failing to meet the standard. (Ref. M, p.28).

Library materials are selected with faculty consultation. A library committee consisting of the librarian, faculty, and administrators approves all physical and virtual collection purchases. A collection development policy was developed by the library committee and is utilized in recommending new titles.

#### **Technology**

The library's website, library.cmccd.cc.ca.us, provides students access to a variety of resources, both on campus and from remote locations. Twelve computers are available for student access in the library and one computer located at the CMC Base Office. Frequently, all of the library computers are in use. There appears to be a need to add workstations to accommodate the growing utilization of the library.

In 2007/2008 the Library Committee composed of the librarian, faculty, and an administrator, revised the Library Technology Plan. (Ref. K). The original plan developed in 2000 identified twenty-three goals with a five-year implementation plan. All but two goals were accomplished, those two upon further consideration were determined to be non-priorities. (Ref. N).

## **Support Services**

The library relies on several other departments on campus for support services. Maintenance and Operations assistance is vital to the upkeep of the building. Cleanliness is at times a concern in the building. A further concern of the library staff is assuring security personnel are on campus during evening hours. Frequently during the month of June there are no security personnel during the evening when the library is open and classes are in session.

The Human Resources department support is needed for processing student worker applications and library personnel vacancies.

Support from the Business Office is needed for monitoring of budgets. Information regarding the status of student worker federal work study budgets is frequently not given in a timely manner and creates staffing issues for the library.

#### **Student Learning Outcomes**

Beginning in the fall of 2004, instruction to develop skills in information competency skills was provided to students through three distinct library workshops offered 25-35 times each semester during day and evening hours. (Ref. O). These one-hour workshops instruct students in use of information technology to locate and retrieve resources relevant to their coursework. Some instructors require information competency assignments, along with attendance at the workshops. The workshop schedule is published in each semester's class schedule, emailed to faculty and staff, included in faculty flex folders, and available on the library's website.

The state-wide Council of Chief Librarians worked with the CSU system in identifying information competency skills for lower division coursework. (Ref. E, p. 5). These 18 skills were incorporated into the five workshops. (Ref. II). Beginning in Fall 2006 student learning outcomes were assessed using a pre-test/post-test methodology. Each semester 4-5 of the 18 competencies are assessed and improvement plans developed. (Ref. I).

Informational Competency was selected by the college as an institutional core competency in October 2007 (Ref. B). As such it is foundational to every course in the curriculum and vital for student success. Based on this philosophy it is felt that achievement higher than the usual 70% or "C" letter grade is needed to best serve students. So the following SLO goals were adopted: (Ref. II).

- Student post-test scores should be at 90% or higher.
- If scores are lower than 90% competency will be reassessed the following semester.
- If scores are above 90% a different competency will be assessed the next semester.

The librarian, working with faculty colleagues, has also conducted student evaluations of the information competency workshops and utilized the results of these evaluations to plan and implement improvements. In the fall of 2004 students attending these workshops were surveyed. (Ref. VI). The results of the survey indicated students were comfortable with their increased knowledge of utilizing the library, developing search strategies, understanding the use of the Internet for research, and evaluating websites, but were less confident of their understanding of APA or MLA. Based on these results a fourth workshop was added in the fall of 2005 focusing on APA and MLA. Another survey of students attending workshops was conducted in spring 2006. (Ref. VII). Comments from these surveys indicated that students would prefer separate workshops for APA and MLA. This recommendation was implemented in spring 2007. The survey conducted in fall 2007 showed students increasingly satisfied with the workshops and improvement in the dissatisfied. (Ref. VIII). In consultation with the Library Committee the goal will be to sustain these positive results.

#### **Student Environmental Scan Results**

The first student environmental scan conducted was in spring 2004. (Ref. IX). Results of this survey showed that students were generally satisfied with library materials, hours, and study spaces, although a large percentage had no opinion or did not respond to that particular statement. A second scan was conducted in spring 2006. Comparative results of the 2004 and 2006 student environmental scan show that the percentage of students who were "satisfied" or "very satisfied" increased significantly. (Ref. X).

Survey Year	Responses	Availability of needed reference materials in the library.	Library Hours Satisfaction	Spaces of individuals and group study.
2004	Very Satisfied / Satisfied	54.07 %	56.61 %	53.94 %
	Very Dissatisfied / Dissatisfied	7.12 %	7.88 %	7.10 %
	Neutral	20.99 %	2.26 %	39.06 %
2006	Very Satisfied / Satisfied	71.15 %	86.45%	76.73 %
	Very Dissatisfied / Dissatisfied	7.7 %	1.94 %	6.92 %
	Neutral	21.15 %	11.61%	16.35 %

# Executive Summary: Program Review and Work Plan

# Program Name Library

	Category:		
	Program (Degr	ee 🗌 Certificate 🗍 General Educ	eation Vocational )
	Instructional D	rirect Instructional Support M Indire	ect Instructional Support
	Process Leader: Carolyn Hop	kine	
	Lead Administrator Vice Pre		
	Review Process Start Date (1	m/d/yy) 9/1/2007 Complet	ion Date (m/d/yy) 10/1/08
		ng held on Date (m/d/yy) 8/28/08	ion Date (m/d/yy) 10/1/00
	Attendees:		
		Discotor of Don Durania	CMC
	Jim Arneson	Director of Base Programs	CMC
	Ellen Baird	Faculty, English	CMC
	Mike Chlebik	Faculty, Mathematics	CMC
)	Pat Dutkiewicz	Faculty, CIS	CMC
	Linda Grove	Branch Manager	San Bernardino County Library
	Heather Hodges	Library Clerk	CMC
	Carolyn Hopkins	Librarian	CMC
	Cathy Itnyre	Faculty, Philosophy	CMC
	Waleed Lewis	Student	ASCMC
	Penny Mason	Branch Manager	San Bernardino County Library
	Art Mitz	Faculty, History	CMC
	Doug Morrison	Faculty, Business	CMC
	Linda Muller	Branch Manager	San Bernardino County Library
	Jerry Nunez	Student	ASCMC
)	Steve Parkin	Faculty, Science	CMC
	Claire Stults	Librarian	Marine Base Library
	Form G Executive Summary - Pro	gram Review Process (11-14-07)	

Summary of Data/Input review and findings (include reference to attachments):Data reviewed for the library program included student learning outcomes from library workshops (Ref. I); student environmental scans (Ref. IX and Ref. X); student surveys of library workshops (Ref. VI, Ref. VII, and Ref VIII); library collection statistics (Ref. V); library usage statistics (Ref. V); library budgets (Ref. V); and the accreditation team report (Ref. M).

Data showed the student satisfaction with both the library services and the library workshops has improved over the past two years. Student learning outcomes for the library workshops are assessed each semester and improvement plans implemented. Library program objectives/outcomes were developed based on the 2006-2007 program review, but still need to be linked to the institutional SLOs developed in Oct. 2007.

The library collection has continued to increase, however, the accreditation team report stated that the library does not appear to meet the standard for collection quantity. This must be addressed prior to the next team visit in 2013.

The remodel of the library building and temporary move into a modular will present numerous challenges during the coming years. Other concerns identified by the Library Committee in the SWOT included the need for more student workstations, reliance on student workers to keep the library open, lack of certificated library staff during evening hours, library not open on weekends, noise and climate control in the building.

Summary of Work Plan (include reference to attachments): Three priorities from the SWOT were identified: the need to develop library program-level SLOs and link to institutional SLOs, the accreditation recommendation to increase size of collection, and the library remodel.

Linking Library Program Objectives and Institutional SLOs: In order to accomplish this the Library Committee will work at each monthly meeting to complete the library program objective rubric. The rubric includes a list of the responsible person(s), resources needed, measurements/assessments, report form, and space for the conclusions and planning summary (Ref. D). Target date for completion is spring 2009. After the rubric is complete the program-level SLOs need to be assessed regularly. Target date to begin these assessments is fall 2009.

Increasing Size of the Collection: In order to meet the accreditation standard the library collection size needs to be 40,000. The current collection is approximately 23,000. Categorical funding exists that has only been marginally utilized in the past few years and can appropriately be used to purchase library resources (Instructional Equipment/Library Materials budget). This categorical budget is approximately \$100,000 per year. However, this budget requires a 25% match from the District's general fund, so in

Form G Executive Summary - Program Review Process (11-14-07)

order to achieve the goal a sufficient general fund allocation to library materials must be in place. The current general fund match to the Instructional Equipment/Library Materials fund would only provide for approximately 600 items per year, or 3,000 items by 2013. TTIP categorical funding and the subscription to NetLibrary's electronic books should increase the collection by approximately 10,000 titles in the next five years. This would mean an increase of approximately 13,000 items by 2013 which would leave the library 4,000 items short of the goal by the next accreditation visit.

Library Remodel: For the coming year the emphasis will be on a smooth transition into the modular building. This will take thoughtful planning, cooperation, and coordination between multiple departments including, the library staff, facilities, M&O, and MIS. The goal is to continue to provide full library services and open hours as we move into temporary facilities. During the period the library is in the temporary modular it is inevitible that unforseen problems will arise. Creative thinking and flexibility will be important to maintain library services for students during this transitional time.



Instructions: Use this form to document the program analysis of Strengths, Weaknesses, Opportunities and Threats. This is a rapid process usually conducted using group brainstorming as a technique. It should be able to be accomplished in a one-hour meeting or can even be conducted as an individual exercise utilizing e-mail communication if it is impossible to find time for the stakeholder group to meet.

Strengths	Regularly assessing Student Learning Outcomes in library workshops and using results to revise workshops Students surveys show increased satisfaction with the library workshops Increased student satisfaction with library hours, space, and reference materials Electronic databases available to students Library committee meets regularly with community involvement
Weaknesses	Library not open on weekends Unsure how many faculty are aware of library workshops, particularly for courses with a research paper assignment. Need to develop library program-level SLOs and link to institutional SLOs Number of computer workstations for students Access to all online databases from off-campus Access to all online databases from off-campus Reliance on student workers to keep library open Lack of certificated staff during evening hours Accreditation recommendation to increase size of collection Noise in library Climate control in Bagley and Reading Room
Opportunities	Library Remodel Open Source Textbooks
Threats	Library Remodel State budget cuts to categorical funding in 2008-2009