

PROGRAM REVIEW 2008-2011

Division: Learning Resources

Department or Program: Library Services

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Provide a brief description of the program including any services provided and the program's mission.

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical
 Other (describe)

The mission of the De Anza College Library is to provide students with the information skills they need to be successful at De Anza as well as in upper division courses, in the job market, and as information consumers and creators throughout their lives.

To promote information literacy, librarians teach students to locate, evaluate and use information effectively. The library staff selects accurate, diverse, comprehensive and current academic resources. The Library provides access to technology and a welcoming learning space that supports students' educational needs. Resources are readily available to students whatever their needs and wherever they are located.

Provide a summary of the program's main strengths

The library has long been the center for open access to technology on the De Anza College campus. We provide two labs with 120 new dual-boot Macintosh computers, available to all students no matter what classes they take. We have a heavily used card-based printing system in the labs and on the main floor of the library. The reference area also has 25 computers for research and for quick printing. This quarter we have introduced a very popular laptop loan program, which meshes well with our heavily-used wi-fi access throughout the building. Our website is historically second only to the registration system for high use. Through the website, students have access to hundreds of thousands of full text articles from journals, magazines, and

newspapers, and to 14,000 full text books. Faculty can link articles to a secure custom webpage using our electronic reserves system.

Our building also serves as a hub for learning spaces. We have seating for 1,200 students, at tables and private study carrels, 5 small group study rooms, individual and group areas for computer use in the Library West Computer Lab and an extended-hours room with computers, monitors, VCRs and DVD players. Over 5,000 students enter the building on most days. In 2008 and 2009 the library hosted two well-attended exhibits, one focused on World Peace initiatives and the other, the recent X-Ray Project, showing the effects of terrorist attacks on civilians.

The library's instructional materials budget has been augmented by \$150,000 in each of the past three years. Over \$50,000 of this additional funding per year has been used for increased book and film purchases. The librarians have been hard at work selecting books and videos in their assigned areas with the input of discipline specific faculty. During this time, the library's holdings in books has increased by nearly 10,000 items to more than 100,000 items. The DVD collection has increased by more than 1,700 items to a total of more than 5,000. Through the California Community College Library Consortium, the library has continued to add to its electronic book collection, which now numbers more than 14,000 titles. But it is not simply a matter of numbers. Librarians have targeted selections in materials most in demand for student research needs, including current events, multicultural literature, and social issues. To take DVDs as an example, both documentaries and feature length Hollywood and international films have been selected. The most popular of these films have been checked out more than one hundred times! Continued strong funding for books and films is necessary to continue to bring in the most recent and relevant books and films to help students meet their research needs.

Notably, the library's collection has improved not only in quantity and quality, but also in accessibility. All films purchased by the library are either closed captioned or subtitled in order to make these materials accessible to all our students. The electronic book collection has grown to over 14,000 titles. These electronic books include books in a comprehensive range of subjects and are available twenty-four hours a day, seven days a week to all students, including distance learning students.

Additionally, during the last three years the Library has used \$80,000 per year from the instructional materials augmentation for increased funding for informational academic databases. This expanded selection of academic databases is also available at all times to our students. Our usage statistics for the three major general databases show that over 37,000 full text articles were downloaded during Fall Quarter 2008 alone. Our students lead increasingly busy lives. Data reveals that our students access library resources at all times of the day and night. The library is committed to continue to acquire high quality books, films, and other resources, and make these resources available to all students in a variety of ways to meet their educational and research needs.

The library has a small but dynamic team of 5 librarians and 10 classified staff who provide quality services for the entire campus of 24,000 students. Colleagues familiar with California Community Colleges observe that De Anza's library operated "thin" compared to other libraries while still managing to offer services at a consistently high level.

In order to have a smoothly run library, open nearly 70 hours a week with a gate count of over 5,000 visits per day, we rely heavily on our classified staff to run technical services, interlibrary loan, circulation and reserves, and computer labs. The classified professionals are assisted by approximately 40 student employees who staff service areas, process materials, and maintain book stacks.

Both the library faculty and classified staff actively participate on a variety of campus committees.

The library offers several classes through Distance Learning that provide students with tools for doing research. Our newest class describes and teaches current technologies in an easily accessible way. All courses are one-unit, self-paced, making success very attainable. We promote classes on the library web site and in library orientations.

Library orientations are also an integral part of the library's instructional program. We teach about 100 sessions per academic year for over 3,000 students. Librarians provide course-related sessions upon request and tailor them to the research assignments and information seeking requirements of each particular class.

Provide a summary of the program's main areas for improvement.

The Library takes pride in “doing more with less” but no matter how talented and committed the staff, their small numbers has an unavoidable downside. Statistically, we have low numbers compared to other Bay Area Community Colleges in both the classified and faculty areas.

Some glaring concerns include: no back-up for staff absences; safety concerns for staffing a building of this size, particularly in the evenings and weekends. Limited staffing during summer session will result in curtailing services and hours despite projected “robust” enrollment and high demand for services.

In the area of information literacy we have to limit the scope of our programs. More faculty librarians are needed to provide additional classes and orientations, one-on-one reference assistance, and division involvement. We would like to offer our students real-time remote reference assistance using chat technology. There is currently a size limit on instructional classroom orientations. We lack a full-time automation librarian. We are unable to expand outreach efforts to faculty and divisions.

What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

The Library is in the process of developing measurable Student Learning Outcomes (SLO's) as they relate to the Information Literacy skills reflected in the Library's mission statement and the college-wide Institutional Core Competencies (ICC's).

As part of ICC #2, Information Literacy: “Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use”.

The library's instructional and service programs have a direct impact on students achieving Information Literacy skills.

SLO's describe the higher level knowledge, skills and attitudes that students should be able to demonstrate. The Library's programmatic SLO's will address students' ability to:

- Differentiate and assess a variety of resources (databases, web sites, periodicals, books, etc.) in order to effectively locate, retrieve and use information in various formats (e.g. print or electronic).
- Distinguish and comprehend the purpose and audience of potential sources (popular vs. scholarly, secondary vs. primary, current vs. historical, etc.).
- Assess the reliability and accuracy of various sources by comparing information and investigating biases.
- Demonstrate a basic understanding of the social, legal and ethical issues relating to information usage by documenting retrieved information with appropriate citation data.

II. Retention and Growth

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

We are addressing two sets of statistics. One relates to the Library's three courses, all offered through Distance Learning.(Appendix A) The other is a first attempt at trying to measure student demographics based on recorded library activities. (Appendices B, B2) The data is a snapshot taken from electronically captured transactions, including the checking out of materials such as books, computers in the open labs, and course reserve items.

The statistical data indicates the Library's users mirror the campus's demographics. The targeted groups of African American, Filipino and Hispanic students use the library in the same ratio as or higher than other ethnic groups. (see Appendix B2)

The most frequent users of the Library reflect the full-time and younger populations. In terms of equity, the library has no gaps between targeted and non-targeted groups. Areas to work on include increasing usage from basic skills, vocational, and part-time students.

In the library classes, retention in the entire population is high and has been steady for the last three years. Retention of the targeted populations has been as high as or higher than the non-targeted populations.

C: The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

The Library provides services for students at all academic levels. We collect materials for students who are learning English and who read at non-college levels. We provide orientations for reading, language arts, and some lower level ESL classes. We also provide more accessible materials through some of our databases, print, and video offerings. In addition, we support the Ellis software in our open computer labs. Although our goal is to work with students at their own level, we find that students frequently need basic skills support in order to effectively utilize more sophisticated resources.

III. Student Equity

A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

We are addressing this question using statistics from our three 1-unit classes. In 2005-2006, all groups succeeded at the same rate. Since that time, the equity gap has widened.

B. In what ways will the program continue working toward achieving these goals?

Currently, faculty uses Catalyst as well as email to contact students directly. We think this one-to-one contact will result in an improvement in retention and success of targeted populations.

C. What challenges exist in the program in reaching such goals?

One challenge is a lack of personal contact. We will explore alternate technologies to help reach students in our Distance Learning based classes.

IV. Budget Limitations

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

- Continued funding for books, films, and research databases
- Increased funding for classified professionals
- Increased funding for librarians for instruction and technology
- A steady decrease in the B budget is seriously impacting our ability to keep the library and labs open an adequate and appropriate number of hours.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

- The library will close weekends and evenings
- Resources for student and faculty research will be severely limited
- Open computer lab access for students will be severely limited

V. Additional Comments (optional):

The library B budget is unique when compared to other instructional departments. The library B budget traditionally funds student employee salaries (279 hours per week), evening and weekend faculty, contracted maintenance agreements for software, print periodicals, and supplies for processing library books and films for circulation.

In order to fund all of the above in the past year, the library has had to transfer expenses for periodicals and maintenance agreements from B budget to lottery, instructional equipment, and categorical funding when possible. This has eroded the amount intended for books, films,

and databases. The library has made significant cuts in student employment. The library has also lost funding for student employees from other campus funds such as VTEA.

• **Relationships with Other Programs:**

- Outside agency accreditation requires the purchase of specific, costly, professional materials for student use. The library provides these materials for several programs on campus, such as Paralegal Studies and Nursing.
- Increased numbers of full-text electronic resources provide access to scholarly materials for Distance Learning students.
- The library is exploring options for cost savings through collaboration with Foothill College Library

Comparable Programs at other Institutions:

Institution	FTES	Total Operation Expenditures	Print & AV Expenditures	Management & Classified Personnel	Librarians	Total Staffing
Foothill	17,438	\$1,735,743	\$136,800	11	6	17
Diablo Valley	18,065	\$1,846,318	\$91,100	19	6	25
Palomar	20,0127	\$2,762,117	\$130,176	14	9	23
Riverside	21,849	\$3,143,263	\$360,500	25	8	33
De Anza	23,046	\$1,712,207	\$100,600	13	4	17
CC San Francisco	23,788	\$5,180,725	\$150,000	48	26	74

Data taken from the 2003-2004 California Community Colleges Library and Learning Resources Programs Annual Data Survey, the latest data available. Corresponding numbers for De Anza College Library for 2007-2008 are: FTES = 20,860, Total Operating Expenditures = \$2,156,094, Print & A/V Expenditures = \$136,704, Management & Classified Personnel = 11, Librarians = 4, Total Staffing = 15.