Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload   a copy of this document into the Trac Dat, "Documents file". Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)
Section II: Overall student enrollment and success
Section III: Equity
Section IV: Assessment Cycle
Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:	Library	
	Program Mission Statement:	"What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies"? (http://www.deanza.edu/about/missionandvalues.html)	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. The Library mission most closely aligns with the Information Literacy Institutional Core Competency
I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Learning Resources/Academic Services
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	

I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/ Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.	
I.C.2	CTE Programs: Advisory Board Input:	Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (-#) decreased; # increased; leave blank if not applicable to your program	The 2014-15 Academic Year was a year of transition for the Library. The main building was closed for renovation and all public services were shifted into a much smaller swing space. All services such as circulation, reserves, reference, library instruction and orientations and inter-library loan continued to function, although because of the much smaller space and less centralized location, usage numbers across most areas were down. Library staff and faculty helped plan and move 50,000 books into storage and set up the circulation and reference service desks in swing space. I will highlight three areas of service to college faculty, the information literacy initiative, library orientations and reserves. Library faculty have been engaged in a campus-wide information literacy initiative

			stretching back to 2009 to include information literacy as one our campus' Institutional Core Competencies. In 2014-15 Library and Speech Department continued their collaborative work to ensure that all De Anza graduates will learn information literacy skills in either Speech 1 or Speech 10 which are a graduation requirement. This change officially goes into effect Fall 2016 with the renaming of Area A of the GE Pattern to Communication, Expression, Critical Thinking and *Information Literacy*. Library and Speech faculty are jointly developing a seven-part information literacy video series which will be freely available to all De Anza faculty. The first module, Introduction to Library Resources, has been completed. All seven are on schedule for completion by Fall 2016. Library faculty conducted 91 orientations in 2014-15. Library faculty conducted 104 orientations in 2013-14. During remodel the Library did not have an instructional classroom for library orientations which likely explains this modest decrease. All library orientations are custom built to meet the specific need of the class. Library orientations were conducted for classes in the following departments: English, Reading, ESL, Journalism, Speech, Psychology, Political Science and Economics. EWRT 1A, 1B and 2 combined for 40 of the instructional sessions. 10 orientations were for Basic Skills level courses. The complete breakdown follows. EWRT 1B - 16 EWRT 2 – 13 EWRT 1A - 11 EWRT 211 - 7

			EWRT 1C – 1 ESL 5 - 4 ESL 6 – 1 ESL 273 - 1 LART 211 - 2 LART 211-Impact AAPI - 2 Reading 200 - 1 Reading 211 – 2 Psy 2 - 2 Psy 3 - 1 Psy 5 - 1 Psy 8 - 3 Psy 9 - 1 Psy 12 - 1 Psy 14 – 1 Speech 10 - 6 Speech 1 – 2 Journ. 2 – 6 Poli Sci - 1 Econ 2 – 5 Access to course materials remains a major concern for faculty especially given increasing prices of textbooks. The Library continues to receive $15,000 annually from DASB for the purchase of course materials and calculators. Reserves circulation for 2014-15 was 22,772. Students checked out a graphing calculator 4,010 times during the year. (reserves2014_2015.pdf & calculator2014_2015.pdf) Textbooks purchased with DASB funding are targeted to have the greatest impact possible in helping defray high textbook costs. Textbooks with higher costs and use in multiple sections are more likely to be purchased. 148 titles were added to the Reserves Collection in 2014-15. 16 graphing calculators were added. Textbooks were purchased for courses in the following

			departments.
			- Anthropology - Biology - Business - Child Development - Chemistry - Computer Science - Economics - English - ESL - Geography - German - History - Human Development - Linguistics - Mandarin Chinese - Mathematics - Music - Nutrition - Paralegal Studies - Philosophy - Photography - Political Science - Psychology - Reading - Speech
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	-500. There is no way to truly pin a numeric number as a good number of factors need to be weighted in balance. Certainly fewer students were able to use a much small swing space for study. Circulation of physical items were down, but database usage across the board saw solid increases. On balance a slightly smaller number of students were served in 2014-15 versus the previous year. Students felt the impact of library remodel most severely. Library space for students

			shrunk from 48,000 square feet and 1,000 chairs to roughly 5,000 square feet and 150 chairs. Library visits declined from more than 700,000 reported for 2012-13 to 203,557 in 2014-15. With 50,000 books in storage, with the encouragement of library staff, students increasingly turned to online resources to meet their research needs. The Library added a subscription to an academic ebook collection with more than 100,000 titles. Total views for the ebook collection was 10, 306 (EBSCO_eBookSubscriptionUsageReport2014_2015.xlsx) The largest and most popular database is Ebsco's suite of academic databases. Students accessed a total of 229, 088 full text articles during the academic year. To put this in perspective, the comparable number from 2012-13 was just over 125,000 and as we know, enrollment was higher at that time. (EbscoHost2014_2015.pdf) Students accessed 120,216 full-text articles from Proquest, another large comprehensive database. (Proquest2014_2015.pdf) This is a 38% increase over the previous year. The Library also added a completely new category of resources during 2014-15, streaming video. The Library added Films for Humanities and Science's Films on Demand streaming video platform of approximately 20,000 documentaries. Ambrose's smaller collection was added as well. This collection most notably has a large library of Shakespeare plays produced by the BBC. Through the generosity of the President's Office, NBC Learn was added as well. NBC Learn provides access to a NBC News video archive and other

			material. All three video streaming services are available to students on a 24/7 basis. All videos have closed-captioning or subtitles. Films on Demand has proven to be the most popular of these products. Total views of Films on Demand was 4,714 for the year. (FilmsOnDemand2014_2015.csv) Usage continues to increase in the current year. Usage of the Library's open computer labs remains high, offering students access to computers, productivity software, Catalyst and printing. The Library implemented a computer session management system called PC Reservation which allows students to sign in to computers on their own. Sessions are managed by a remote server prompting students to extend their computing session if there is no line or logging them off if students are waiting. This has eliminated late fees being charged to students. Due to the self-service nature of PC Reservation, staff are now able to get out from behind the service desk and help students with their computing and printing needs. Students checked out 82,562 computer sessions during 2014-15 which is down from previous years. This decline can be attributed to the loss of the library classroom in the main library that was also used as an open lab when class sessions were not scheduled. The remodeled library has a newly designed instructional classroom with 48 computers compared to 20 in the previous configuration.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	-20 Staff are free to use any library resource including print books, DVDs and audiobooks. Classified professionals have

			access to all library databases from off campus on a 24/7 basis. The only collection developed with college staff foremost in mind is the audiobook collection which numbers around 1,000 titles and focuses on popular fiction and non-fiction titles. Audiobooks were in storage during library remodel.
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. http://deanza.fhda.edu/ir/program-review.14-15.html .	0.2. This number refers to the load associated with the three 1unit library courses all taught by full-time librarians as part of their normal load.
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	Students work in both the main library and the Library West Computer Lab. Total student employee hours declined from 15,120 hours in 2013-14 to 12,874 total hours in 2014-15. Full-time equivalent is calculated by total hours/40 (hours) and then divided again by 42 (the number of weeks school is in session) which would translate to 7.6 full time equivalent student employees for 2014-15 compared to 9 for the previous year. The Library relies on the Federal Work-Study Program to fund approximately two-thirds of student employment. The decline for the current reporting year is largely in line with decreased need because of the move to a much smaller swing space during library remodel.
I.E.3	Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://deanza.fhda.edu/ir/program-review.14-15.html.	0 – No change
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	No change

I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	
	Enrollment		
II.A.1	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.fhda.edu/ir/program-review.14-15.html	Targeted student enrollment is in line with the fluctuations in overall college enrollment over this period.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	The LIB courses have shown a marked decrease in the equity gap over the last six years, from a high of 21 in 2010-11 to a low of 4 in 2013-14. The gap rose to 10 in 2014-15, which is still a significant improvement over the average of 16 from 2008-2013. Faculty will continue to emphasize increased communication with students, both within and outside of Catlayst. However, research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills.
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	Overall success rate has been between 62% and 72% from 2012-13 to 2014-15.
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)	
	Equity		
III.A	Growth and Decline of Targeted Student Populations	Briefly, address student enrollment data relative to your program's growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html)	There has been a slight decline in the targeted population which is in line with the fluctuations in overall college enrollment over this period.

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III.B	Closing the Student Equity Gap:	What progress or achievement has the program made relative to the plans stated in your program's 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html	The LIB courses have shown a marked decrease in the equity gap over the last six years, from a high of 21 in 2010-11 to a low of 4 in 2013-14. The gap rose to 10 in 2014-15, which is still a significant improvement over the average of 16 from 2008-2013. Faculty will continue to emphasize increased communication with students, both within and outside of Catalyst. However, research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills.
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf Are success rates of targeted groups at or above 60%? If not, what are the department's plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.	The past two years, the success rate for targeted groups were over the 60% mark at 72% and 66%, respectively. The Library is currently exploring whether to purchase a software product which offers chat and SMS communication options. It is likely that the Library will purchase this software and deploy during Summer 2016. This software can be used for virtual office hours to students taking online Library courses.
III.D	Departmental Equity Planning and Progress	What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?	The Library and Library West Computer Lab have made most progress in Financial Limitations area noted as critical issues in the Spring 2014 Equity Report. (LRDivEquityReporting2014.pdf) As noted in 1. D. 1. above, course materials such as textbooks remain the item most in demand by students. Course materials/textbooks were checked out to students 22,772 times in academic year 2014-15 giving students a free alternative to purchasing increasingly expensive textbooks. 148 textbook titles and 16 graphing calculators were purchased with the continued support of DASB's $15,000

| | | | grant. Textbooks were purchased for courses used by 25 departments across campus.

Broadening the awareness to faculty, staff and administrators of the increasing burden of course materials costs was done in two ways. 1) Presentation at Partners in Learning Conference 2015 at De Anza: "The Affordable Textbook Challenge". A joint presentation and exercise - put on by Virginia Marquez, Sandra Blackborow, and David Byars – which was designed to draw attention to the high cost of textbooks with emphasis on disproportionate effect on historically under-served students and on solutions which can be utilized by faculty members and departments. 2) A librarian served as the lead for an Academic Senate subcommittee focusing on textbook issues. The subcommittee produced a simple memo entitled *Considerations for Textbook Adoptions* which was marketed to all faculty and is currently featured on the Academic Senate website. (TextbookConsiderations.pdf) Subcommittee efforts this current year have focused on A.B. 798, The California Textbooks Affordability Act.

Computer Lab staff also identified the cost of photocopying course (and other) materials as a financial burden on students. Lab staff and one librarian spearheaded an effort to research high speed scanning solutions. 3 vendors were selected, each of which set up a scanner in the lab for a month in order for staff and students to use and evaluate. Following the trials a detailed report and recommendation was completed. (scannerreport.pdf) A vendor was selected. |
|---|---|---|---|

			One unit was purchased and installed November 2015. High speed, no cost scanning was offered to students starting in November 2015. By the end of Spring quarter 2016 students had scanned 6,302 pages (Scan_Report_Nov3_2015-Jan26_2016.pdf & Scan_Report_Winter2016.xlsx) for zero cost. The cost to photocopy that many pages at 15 cents a page is $2,642. It should be noted that modern scanners like the one that is in production allow students to easily email and save scanned material to cloud storage services.
			With the assistance of the Office of Institutional Research the library was able to better understand the demographics of users who use the reserves collection and the open computer labs. The library compiled a list of users from Fall 2014 of both resources and provided the SIDs to Institutional Research. Analysis shows that all targeted groups use both resources at a rate at least in line with their numbers overall in the student body. There were two exceptions, 7% of computer lab users were African American while African Americans make up 5% of the overall student population. Only 23% of Reserves users identified themselves as Latino/a while Latino/as represent 25% of the student population. (LibraryReservesLabUsersFall2014.pdf)
			The result is somewhat disappointing. Before conducting the research we hoped to find that targeted groups would be overrepresented as users of these valuable resources. It should be pointed out that a user is counted once whether he or she uses a resource 1 or 50 times. The Library plans to do this analysis using data from Fall

<table>
<tr><td colspan="3"></td><td>2015. This time we will ask Institutional Research analyze the data two ways, one set showing a unique set of users and the other being weighted for each use by user.

Marketing of library and computer lab services to students will be a focus of this next phase of equity work. Library staff and faculty do a fine job marketing library services in their work on campus wide committees. Library staff and faculty serve on both the Academic and Classified Senates, Curriculum, Facilities, Technology, The Equity Action Council and other campus committees. The Library markets library resources through its web site and Facebook. The Library participates in campus wide events such as Club Day, Student Services Day and Open House. In the next year the Library will develop a short, attractive and informative brochure describing library resources that can be used at these campus-wide events.</td></tr>
</table>

	Assessment Cycle		
IV.A	Cycle 2 PLOAC Summary (since June 30,2014)	Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled "Cycle 2 XXX PLOAC Work" and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis/#PLO statements times 100. All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019.	0
IV.B	Cycle 2 SLOAC Summary (since June 30, 2014)	Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled "Cycle 2 XXX SLOAC work- Active Only" and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019.	25% (1 of 4)

A computer lab survey was conducted Spring 2015. The lab was refreshed the previous summer with new computers and new self-service login management software, PC Reservation, was introduced to the lab.

Only 75 responses were received (ComputerLabSurveySpring2015.pdf) so the assessment was judged to be |

			inconclusive. Another computer lab survey is scheduled for Spring 2016 with the goal to get a minimum of 200 responses.
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	B budget remains stable and is sufficient given current needs. The Library has received predictable Lottery funding in recent years. The Library depends on this funding for the purchase of subscription books, DVDs and subscription databases. The Library received an allocation of $225,000, a significant increase over the baseline agreement of $125,000 per year. With increased funding the Library has expanded its subscription databases to include two large comprehensive academic databases (Ebsco and Proquest), added a large academic ebooks collection of over 100,000 titles and also added two streaming video databases, Films on Demand and Ambrose. Outlays for database subscriptions totaled nearly $80,000 for 2014-15. Spending on books and DVDs has averaged around $50,000 per year. Attendees were told at a recent Council of Chief Librarians meeting that database vendors increase prices by 4-5% per year, the exception being very bad budget years. Going forward, a Lottery allocation of $150,000 per year would put library finances on very firm footing. The Library has depended on augmentation to cover the cost of the integrated library system (ILS). The current contract with ILS vendor OCLC, has a 4% increase built in. The cost of the ILS was $30,000 in 2014-15. Thus an annual allocation of $180,000 would allow the Library to maintain current levels of acquisition of books, DVDs, subscription

			databases and the annual cost of ILS.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://deanza.edu/ir/program-review.14-15.html	No impact.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Information literacy is one of the five Institution Core Competencies identified in the college mission statement. The request ties in with both library PLOs and Library_PLO_2 most closely. The five current full time librarians teach information literacy skills in the LIB courses, during library orientations and in interactions with students at the reference desk. The Information Literacy Librarian will concentrate on two critical areas that have been identified but due to our current staffing levels, we are unable to address. 1) Work in a systematic way with faculty in all departments and programs on information literacy initiatives, as well as partnering with educational entities in our community, 2) Develop web tools that teach information literacy skills and connect with students using social media. Information literacy is a skill that empowers students to succeed in their course work at De Anza, as well as throughout their lives in their careers. The Information Literacy Librarian will assist faculty in designing assignments leading to information literacy. Targeted student populations include, distance learners, Basic Skills students, and others new to the college experience. The Information Literacy Librarian will instruct in person, as well as via online tutorials and learning resources and will leverage social media, such as Facebook, Twitter and emerging technologies to enhance the library's web presence
V.C.2	Justification for Faculty Position(s):	• Briefly, how will this position support student needs? • Do you have assessment data available to justify this request for a faculty position? If so	Information Literacy is one of the college's Institutional Core Competencies and

| | | provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | represents a set of skills which form a foundation for lifelong success in continued education, the workplace and personal affairs.

Adding a librarian growth positon will allow our program to offer more LIB courses thus generating WISH, more importantly, add to the library's effort to promote information literacy.

The Information Literacy Librarian will contribute along with the other librarians to promote two library SSLOs; Library_SSLO_1 Identify and utilize the broad range of resources and services (e.g.: databases; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives and Library_SSLO_4 Upon completing a library orientation, a. Identify and utilize a library database to find a periodical (newspaper, magazine, or journal) article appropriate to a class assignment. b. Use the library catalog to find a book appropriate to a class assignment.

During the 2014-15 academic year the Library had 5 full-time librarians and including the evening adjunct librarians had a FTEF of 5.32. One librarian retired at the end of 2014-15 and has not been replaced. Thus the Library currently has 4 full-time librarians.

The most recent statewide statistics for California community colleges is the 2012-13 survey. How did De Anza Library librarian staffing compare with our peers based on FTES enrollment? See chart |

			(CASurveyDACPeersLibrarians.xlsx) Throwing out obvious outliers like Rancho Santiago, San Francisco and Mt. San Antonio, it is clear that the ratio of FTEF to FTES at De Anza is much higher than peer institutions sitting at 3,719 full-time equivalent students per full-time equivalent faculty. Having a rate closer to 2,000 FTEF/FTES similar to peer institutions Palomar and Pasadena would suggest that at current De Anza College enrollment of 18,000 that the Library should have around 9 librarians to have equal faculty resources as our statewide peers. Librarian staffing at the current level is barely sufficient to ensure that basic functions of the library such as collection development, instruction, reference and circulation function at an acceptable level. Librarians are the key players in rolling out new instructional programming and initiatives such as the Information Literacy partnership with the Speech Department. The Library would like to find other strategic partners across campus to help bring information literacy skills to targeted student groups such as First Year Experience, Puente, student athletes and basic skills students but the college needs to invest in library faculty to make this possible. Additional librarians will allow the program to offer more and newer Library courses which will generate more WISH. Full comparative statistics for all California community colleges here (CALibrarySurvey0506to1213.xlsx)
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	Evening/Weekend Circulation Supervisor

		Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	The Library currently has 2 circulation supervisors to manage a busy service desk that is open for 13 hours every day. The absence of one of more supervisors puts severe strain on the circulation area and our student employees who work there. The addition of an Evening/Weekend Circulation Supervisor would ensure that there is adequate supervision of this area at all times. Library Express is an area of the library that provides student access to course materials, computers and a quiet study space when the library is not open. Library Express has grown 40% in size in the Library remodel, expanding to accommodate 6 computer workstations and seating for approximately 50 students. Adding this position will allow the Library to extend the hours of Library Express later into the evenings on weekdays and allow the Library to offer its academic resources to students on Saturdays and possibly Sundays. This will benefit our evening students, and students who do not have access to high speed internet and computers at home.
V.D.2	Justification for Staff Position(s):	• Briefly, how will this position support student needs? • Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this nee 2 Dell AIOs for Library Expressd. If not, provide other data to support this need.	This request is directly related to Library_SSLO_2 Identify and utilize the reserves and circulation services. SSLO2 was assessed in Fall 2010 through a survey. In response to question number 6, 'Have you had any problems using equipment or services?', 35% of respondents selected 'not enough hours'. An additional classified professional position for library circulation will enable the library to meet the expressed need of students for extended hours and will also result in an overall higher quality of service

			because classified professionals will be able to staff the circulation desk more often. We have wonderful student employees but library staff are better able to answer more difficult questions regarding policy which results in higher satisfaction from library users.
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested	
V.E.2	Equipment Title, Description, and Quantity	• Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. • Did this request emanate from a SLOAC or PLOAC process? • Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .)	2 high speed digital scanners for Library copy/print room location, 2 @ $8,000 = $16,000 8 iMacs for reference area, 8@ $1.362 = $10,896 4 catalog only workstations for Library, Microsoft VDI works for this application, 4@ $500 = $2,000 2 iMacs for Library Express, 2@ $1,362 = $2,724 2 Dell AIOs for Library Express, 2@ $1,408 = $2,816 2 Color Networked Printers for ePrintIt support, 2@ $1,500 = $3,000 3 Macbook Pro 13" for circulation to students, 3@ $1,799 = $5,397.
V.E.3	Equipment Justification	• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf	• 2 high speed scanners are for the print/copy room next close to the library circulation desk and the Reserves collection. Students scanned over 5,000 pages since installation in November 2015. • There are currently 16 iMacs available to the public in the reference area. During busy times the are all in use. • 1 will be located near the reference desk, the other 3 will be

			located on the second floor so users can search the library catalog in all areas of the building. • Library Express currently has 6 computers which are all occupied at times during Library Express open hours. • Library and computer lab staff often need to assist students when problems are encountered using ePRINTit. Staff need to have the ability to print in color at times to help students when ePRINTit is out of service or behaving strangely. • The Library recently added 6 Dell laptops to check out to students. 3 Macbook Pros have recently been received and will start to circulate soon. We would like to offer 6 Dells and 6 Macs to our students. Laptop circulation was around 300 for 2014-15 and that was for some very old and slow Fujitsu laptops.
V.F.1	Facility Request	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.	Library West Computer Lab (located in the basement level) is in need of renovation in the following respects: • Carpeting • Furniture (chairs, desks) • Lighting • Paint The LWCL is also in need of a new Air Conditioning System.
V.F.2	Facility Justification	• Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support	The facility is in need of replacement of original carpeting, furniture (chairs),

		this need. If not, provide other data to support this need. • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals?	lighting, paint because it has endured heavy use daily since 1997 without renovation*. (Approximately 20 years old) A new Air Conditioning System is needed to mitigate the heat from the 100 computer workstations and support over 500 daily student users of the library west computer lab*. The current HVAC system is not sufficient for the task, as evidenced by the numerous work order tickets submitted when temperatures exceeds the lab's normal of around 80 degrees. *The lab had 82,562 workstation sessions (totaling 80,972 hours) in F'14-S'15 alone. (PCRezFall2014.xlsx & PCRezWinter2015.xlsx & PCRezSpring2015.xlsx)
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	The initial deployment of 1 high speed digital scanner has proven to be a success with over 5,000 pages scanned in the first 5 months of use. Two additional scanners are requested for placement in the main library building. The Library has much higher foot traffic and this location will make it easier for students to scan course materials selectively.
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.J.	"B" Budget Augmentation	If there is a new initiative/project that requires additional funding, please state: • Who/what could be supported if this additional funding was awarded? • What would the impact be on the program with the funds? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf • How much money is being requested?	The Library has depended on augmentation most years to cover the cost of the Integrated Library System (ILS). For many years the ILS was Sirsi. It is now OCLC's WMS. The current annual cost of WMS is $30,000. A 4% increase per year is built into the contract. It is suggested that Lottery allocation to the Library be

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			increased in order to cover this expense.
		State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data to support this need. If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".	
V.K.1	Staff Development Needs	What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf	
V.K.2	Staff Development Needs Justification	Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need	
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"	
	Submitted by:	APRU writer's name, email address, phone ext.	Tom Dolen, dolentom@deanza.edu, x8764
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	April 28, 2016

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