

Instructional Comprehensive Program Review: Library Comprehensive Program Review - 2024

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title Library Comprehensive Program Review - 2024

Year of Last Comprehensive Review Fall 2020

Originator Ott, Heather

Area Dean Robert Gutierrez

Division

Library & Learning Resources

Department

Library

Subject

- LIB - Library Studies
- LIBR - Library

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- LIB 015 - Electronic Research and the Internet - Active

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Girardi, Judith
- Gutierrez, Robert
- Mata, Lorena
- Pouncil, Matais

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Evergreen Valley College Library Mission:

The Evergreen Valley College Library supports the instructional philosophy and programs of the College. In 2022, the Library's mission statement was reviewed and updated to reflect the core values of the department and its purpose as it connects with the overall mission of the College. The current mission states:

Evergreen Valley College Library is committed to providing inclusive services, resources, and information literacy instruction that encourages the diverse interests and viewpoints of our students, staff, and faculty, and serves as a foundation for academic success and the development of human potential.

In support of this mission, the library addresses the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the community. To provide these support services, the Library gives access to recorded knowledge, information and data, and provides training and assistance in the use of recorded knowledge and information. Library faculty teach information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply information, and document sources. These skills, essential to lifelong learning, are an investment in student success when transferring to a 4-year college or university or moving into the workplace.

Library Services and Resources

EVC Library is located on the third floor of the Library/Educational Technology Center, a 26,000 sq. ft. building that opened in June 2004 and made possible by Measure I, a locally sponsored bond. Since the opening, the Library has received several awards including the 2004 Award of Honor by the Community College Facility Coalition, 2005 Best Higher Education Project, Best of 2005 California Constructions, and 2008 Ten Cool College Buildings in the World by eZine Mental Floss Magazine. The library is open to the general public, and a community borrower membership is available for the public to check out materials from the library.

EVC Library Semester Hours:

- 8:30 am – 7:00 pm Monday-Thursday
- 8:30 am – 2:30 pm Friday

The library provides a space for individual and group study, library orientations, research, and a collection of over 65,000 items (books, course reserves, periodicals, sound recordings, and DVDs). Students may borrow materials, utilize computers with internet access, and access copying/printing equipment. EVC Library also provides remote access to resources for fulfilling research and information needs including databases, eBooks, and research guides. Librarians and library staff maintain the Library webpage (www.evc.edu/library) on the campus website so that the campus community may access electronic library resources and services available to them. Librarians and library staff create, revise and update web content.

EVC Library operations

The library is an academic department supporting both instructional and student support services. The library is organized into three main service areas: Technical Services, Circulation, and Reference.

Technical Services handles acquisitions, cataloging, processing, and budgeting for all library materials. This area is staffed by a library assistant and a senior library technician, with oversight by full-time librarians. Technical Services collaborates closely with San Jose City College Library, as both libraries share the same library system.

Circulation serves as the central point for loaning materials, including print resources, media, textbooks on reserve, and study rooms. Circulation also addresses issues related to library accounts, fees, technical support for computers and copiers/printers, and the security of materials. Staff includes two senior library technicians and two library technicians, with oversight by full-time librarians who regularly coordinate with San Jose City College Library as needed. Student workers support circulation and shelving tasks in this area.

Reference Services includes one-on-one instruction and research assistance to students, faculty, staff and community users provided by Librarians. Librarians also provide instructional sessions (library orientations) to classes, develop teaching and learning resources related to research and information literacy skills, and collaborate with faculty to support the curriculum of their courses. These services are offered in-person and online. Currently, three full-time and three adjunct librarians staff the reference area and are assigned orientations during their reference shift.

Additional roles and responsibilities

In addition to the reference desk hours, the three full time librarians manage the workflow of the three areas previously mentioned, serve on shared governance committees, oversee and manage the print and electronic collection development of the library, manage and communicate library policies and

procedure, resolve student complaints, maintain and update the library's website, conduct assessments, write various college reports, report statistical data to the college, state and library organizations, support information literacy on campus, and foster the integration of emerging technologies into the delivery of library services.

It is important to note the multifaceted role of the library as it offers instructional programs and student support services that align with the mission of the college. As faculty members, librarians are expected to work across all disciplines and carry out the responsibilities as any other college faculty including assessment, distance education, and teaching of credit courses. It is also the responsibility of EVC Librarians to provide accessible resources to students so that they may use them effectively and ethically.

Guiding Principles and Standards of Practice

EVC Library not only follows the mission and goals and the institutional learning outcomes of the campus but also adopts guides and standards from local and national library organizations that address key components of library operations and services, outcomes, assessment, and information literacy. The following are resources that EVC Librarians consult to achieve our college's mission, maintain compliance, and continuously improve in academic librarianship:

- The Role of Library Faculty in the California Community College (Spring 2019)
 - California Code of Regulations, Title 5 Education – Division 6. Community colleges
 - Standards for Libraries in Higher Education - Association of College and Research Libraries
 - ACRL Guidelines, Standards, and Frameworks
 - ACRL Framework for Information Literacy in Higher Education (2016)
- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

1. Goal: Comfortably navigate and operate the new Library Services Platform (LSP):

Training has been completed, and staff are using the system efficiently and effectively to support services to students. A few highlights include:

- Using the Acquisitions module to track purchasing and import brief records from Gobi.
- Configuring Course Reserves to show only textbooks from EVC in the library's catalog and hide SJCC textbooks from view.
- Activating OER resources in the library's catalog.
- Defaulting the catalog to a "one-search" so that books and articles from the library's databases are shown in the results list. Weighted books more heavily to prioritize those resources in the search results.
- Setting up SUSHI harvesting in Alma to automatically retrieve COUNTER usage reports from database vendors.
- Using Reporting Codes in the Acquisitions module to track purchases by DEI and department support

2. Goal: Hire a full-time Librarian

A full-time librarian, Judith Girardi, was hired in 2020. Hiring a third librarian has allowed us to increase outreach, provide better curricular support, and build upon our instructional program.

3. Goal: Implement "Credo Instruct" into the College Curriculum

Credo InfoLit, formerly Credo Instruct, is an information literacy tool comprised of online video tutorials, quizzes, and interactive activities designed to teach students the fundamentals of research. Librarians promoted the tool on the library database page, in the library newsletter, in the English department meeting, and during library orientations. Several counselors who teach COUNS 14: College Success use it as a Pre- and Post- instructional program while others, including English instructors, focused on specific modules to fit the needs of the course curriculum. Librarians added specific modules to their online library guides and Library 015 course.

4. Goal: Add New Furniture to the Library

The library did not receive any new furniture, but we were able to acquire old chairs from San Jose City College Library that were newer than our original furniture. While the furniture is mismatched, it is at least more comfortable to sit on. A Mamava lactation pod was added to the library's lobby in 2023.

5. Goal: Secure funding to account for the cost increase of databases and books

The college has adopted a new budget resource allocation process. Departments now submit yearly resource request reports in December and requests are reviewed and resource allocations are recommended by the College Budget Committee in the Spring. Through this new process, we can request additional funding to account for increased costs for databases and books. However, this new process also creates instability for the library's resources as the funding proposal could be rejected or not approved for the full amount, forcing the library to cancel database subscriptions for highly used resources. As this is still a new process, it is unclear how this will impact the library in the future.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

1. Equity Minded Programming and Outreach

Newsletter

The library produces monthly newsletters to coincide with Cultural Heritage Months. Our newsletters and library displays tie-in with campus-wide events hosted by Special Programs such as Enlace and ASPIRE. We highlight the latest books, videos and databases that support DEI, making faculty aware of specialty resources for teaching and research. Over the past year we have designed 8 newsletters, highlighting over 37 different resources for teaching and student support. (*EMP Key Actions 2.5 - Provide regular professional development opportunities and ongoing racial equity and DEI training*)

Library Displays/Exhibits

The library highlights heritage and awareness months through interactive displays to support the goal of increasing student engagement on campus. Library staff work closely together to create creative and thoughtful displays to support inclusivity and foster learning. During poetry month, the library hosted a Haiku-4-You display where students, faculty and staff were encouraged to write and post their Haikus. A few selected haikus were then read every day at noon through the library's PA system. In tandem with Asian American Pacific Islander Heritage Month Festivities, the library hosted a display on immigration stories, which included the immigration stories of our students, staff and faculty to honor those who took on the challenge of journeying to a foreign place to start a new life. To celebrate Latinx Heritage Month, in collaboration with ENLACE, Loteria cards were created highlighting EVC faculty, staff and administrators of Latin American descent and displayed in the library in support of an inclusive environment. (*EMP Key Actions 2.2 - Humanize the curriculum to include plural voices*)

Online Speaker Series

The library subscribes to and promotes a synchronous Virtual Author Series which has been very successful, gleaned over 9,000 views (Zoom event and subsequent video viewings) over the past year. These author talks are often tied to Heritage Months, such as Mona Susan Power's "Native Rights and Culture in Fiction". Some authors discuss larger DEI topics, such as Tiffany Jewell's talk, "Unpacking a History of Systemic Racism in the American Education System". We are proud to be able to bring such relevant discussions to our campus through our author talk series. (*EMP Key Actions 2.2 - Humanize the curriculum to include plural voices*)

2. Semester Laptop Distribution

The library supports the Academic Affairs office in distributing laptops to students for the semester by housing, updating, cleaning, checking out, receiving and recovering missing laptops. As more students take online courses and as more in-person classes adopt Canvas, the need for regular access to computers increases. Computers are expensive and thus a barrier to education, which is why distributing laptops to low-income students supports both the elimination of equity gaps and shortening goal completion time. (*EMP Key Actions 1.8 - Invest in innovation, technology*)

3. Library Policy Revision

In Spring 2024, the library staff reviewed and revised all internal and external library policies and procedures. This was necessary to address the changing needs of our students post pandemic and ensure our policies are equitable and inclusive. The updated policies and procedures now include the EVC logo and a revision date, providing official documentation and improving revision tracking. Library policies and procedures are accessible on the library's website for transparency and accessibility. (*Strategic Initiative: Organizational Transformation - Transparent Infrastructure*)

4. Gobi Implementation

To improve upon efficiencies in the collections/acquisitions process and to gather more detailed data for better decision-making, the librarians and library assistant switched to using Gobi for purchasing the majority of the library's print and e-books. Gobi is a cloud-based collection development platform that provides valuable selection lists, advanced search tools, collections data, and more sophisticated order form/process to aid in purchase decisions and ordering. The librarians worked with Gobi technicians to customize the order form to include fields for data tracking and to integrate with Alma (our library management platform) to transfer order information for more efficient tracking and processing allowing students to see and request new titles in a more timely manner. Additionally, this new implementation allows the librarians to track how many book purchases are DEI related to ensure that we are maintaining an inclusive collection with diverse viewpoints. (*Strategic Initiative: Student-Centered -Services*)

5. ILO Revision

The librarians are key advocates of information literacy efforts on campus and led the revision of the ILO on information literacy last year. Together, we thoughtfully explored how to embed equity-minded principles into the ILO, addressing issues of privilege in the creation and distribution of information. In Spring 2024, we presented the revised ILO at SLOAC which was approved by the committee. (*Strategic Initiative: Organizational Transformation: Transparent Infrastructure*)

6. Alignment with new AURR process

The college has adopted a new budget resource allocation process. Departments now submit yearly resource request reports in December. Resource requests are reviewed and resource allocations are recommended by the College Budget Committee in the Spring. Approved funds are not finalized until the end of May and monies are not allocated until September. Unfortunately, this new timeline does not meet the contractual deadlines of our Spring database renewals through our consortium. Due to this issue, the librarians had to find creative solutions to switch databases to a calendar year cycle with the least impact on students. While we did have to drop many of our databases for the Fall 2024 semester, we were able to find other databases to meet base needs during the transition. Most of our databases will be on a calendar year subscription cycle starting in Spring 2025, which will allow us to meet the timeline and requirements of the AURR for AY 25/26. (*Strategic Initiative: Organizational Transformation: Transparent Infrastructure*)

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

FUND 17

For AY 24/25, the library was allocated approximately \$71,000 through last year's Resource Allocation Process for the purchase of databases and books. \$67,000 has been spent or invoiced on databases as requested in our AY 23/24 AURR. We were informed early in Fall 2024 that there would likely be cuts to both Fund 10 and Fund 17 allocations. To prepare for this, we made a few changes to our original allocation request for AY 24/25. Instead, we decided to drop a few lower performing databases and find a couple smaller packages to free up some funds. With this money, we added a few three-year subscriptions of key databases that will help meet our students' baseline needs for the next 3 years if no funding is available. We do not expect to have any unused funds as the rest of the money will be spent on books by May 2025. We spent 97% of our AY 23/24 funds.

FUND 10

For AY 24/25, the library was allocated \$18,983. This funding is used to cover the library's membership fees, periodicals, supplies and equipment needs. Supplies are a main expense and support materials for processing physical books/technology, library displays/events, and office supplies. Around \$5,000 will be allocated to the purchase of periodicals, including online access to the *New York Times* and a variety of magazines, like *The Atlantic*, *The New Yorker*, *National Geographic* and *Nautilus*. This year we will purchase a spine label printer with our equipment funding. We also use equipment funding to replace lost and damaged cords, chargers, tablets, calculators for our various technology-based programs. Any leftover funds will be spent on books for the collection.

Support of Student Success

Libraries provide access to a vast range of scholarly resources, including academic journals, books, e-books, and specialized databases. These resources directly support student success by enhancing learning and improving academic performance. They are essential for students to conduct in-depth research, complete assignments, and stay informed about their fields of study. Our digital collections help close equity gaps by providing greater access for remote learners and students of lower economic status who have work and/or family responsibilities limiting regular visits to the library. Our displays and programming create an inclusive learning environment.

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

1. AI & Information Literacy

Generative AI and large language models (LLMs) are emerging technologies with great impact on academics and education. While these technologies offer numerous benefits in improving research, learning, and knowledge dissemination, there are also concerns over its accuracy and potential misuse for plagiarism. Navigating and using AI ethically is an important component of information literacy and necessary for our students to learn for academic and professional success. Our goal is to explore this topic further and put a plan in place to determine the library's role in addressing AI on campus. Things to consider: best practices, tools, workshops, workgroups, resource support, library orientations, Lib-015 curriculum. (*Strategic Initiative: Student-centered - provide access to quality and efficient programs and services to ensure student success*)

2. Best Practices/Standards for Library Orientations

Developing best practices and standards for library orientations ensures consistency and effectiveness in communicating with faculty and introducing students to library resources and teaching information literacy. In developing these best practices, we hope to set standards for interacting with faculty and provide a foundation for engaging students in learning. We want to encourage innovative instructional practices and create open dialog for sharing ideas and resources on pedagogy in order to improve and build upon our instructional program. (*Strategic Initiative: Student-centered - provide access to quality and efficient programs and services to ensure student success*)

3. Revise SAOs to better align with needs of AURR

The college is now requiring yearly SAO/SLO assessments, yearly Annual updates (with Comprehensive Program Review every 4th year) and yearly Resource Requests. To submit an AURR or Comprehensive Program Review, you must have current SAO/SLO assessments. Additionally, the assessments must support the Resource Requests. We would like to revise and streamline the library's SAOs, reducing them to two that more effectively align with and support our annual Resource Requests. (*Strategic Initiative: Organizational Transformation—transparent infrastructure*)

4. Shelf reading and shifting the collection

Shelf reading and shifting the collection to account for newly added and withdrawn books are essential for maintaining organization and increasing accessibility of our physical collection. By ensuring that materials are properly shelved and organized, we facilitate efficient retrieval and promote the discoverability of resources for our students, staff and faculty. This goal supports the college mission by encouraging and supporting learning and research. (*Strategic Initiative: Student-centered - provide access to quality and efficient programs and services to ensure student success*)

5. Define roles and responsibilities of Circulation Staff

In April 2024, two new library circulation staff members were hired. Roles and responsibilities need to be reviewed, updated to consider new needs, and redistributed evenly among staff. Clarity in roles will help improve workflow and communication for effective services. (*Strategic Initiative: Organizational Transformation—communication and transparent infrastructure*)

6. Establish partnership with Foster Youth Program

To address equity issues for Foster Youth students, we aim to establish policies and procedures that remove barriers to education. Our goal is to create a process that identifies Foster Youth students with outstanding library fees and utilizes grant funds to cover those fees, thus lifting holds on their student accounts and removing obstacles to enrollment. We are working with the Foster Youth program director and Business Services staff to determine a process for transferring funds for this

intended use that can be used with any program moving forward. (*Strategic Initiative: EMP – reduce equity gaps*)

7. Establish internal safety procedures for staff

Staff will review safety procedures and determine best practices and procedures for handling angry patrons, emergency procedures, and addressing theft. Paging systems and panic buttons will be reviewed and considered to address safety concerns. These updated procedures will improve communication and make safer environment for students and staff. (*Strategic Initiative: Organizational Transformation - Communication*)

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Courses with no Degree or Certification

LIB 015 - Electronic Research and the Internet

Modify Course

Created: 10/20/2021

Originator: Judith Girardi

Program Success Rate 62.91

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 56.61

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 64

- Is your program success rate higher or lower than the campus?

Lower.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

Success Rate from last PR 2014-2018: 55%

Success Rate data from 2019-2023 (last 4 years): 62.9% (lower than EVC)

Success rate data from 2022-2024 (last 2 years; after PR changes were implemented):

- 2022 (Spring): 66%

- 2023 (Fall & Spring): 73%

Strategies

Our success rates are going up as is our enrollment as of 2023 (averaging=20 students) in class. We are getting closer to the EVC success rate. Some of the things we have been doing include scaffolding the steps to our final assessment so that students can build their project piece by piece rather than being overwhelmed at seeing a multipart assignment all at once.

Procedurally, we have been experimenting with late start dates for the class. However, we found that starting too late often leads to a high dropout rate, as students tend to forget they enrolled and get involved in other obligations. We are looking at 10-12 week classes.

- **Is the current program success rate higher than the program set standard?**

Yes:

- Program Set Standard (PR 2019/2020): 50%
- Program Success Rate (F2019-F2023): 62.91%

- **How close is the program to meeting the program success goal?**

We have exceeded the program success rate of 50%.

In the last two years we are within 1% of the EVC success rate of 73%

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

We are resetting the standards from 2019-2020 PR (50%) to those recommended in the PR template:
90% of 62.91% = 57%

Because this is a single class and variation in enrollment can over-affect the success rate, we are gradually raising our standards by 1.5-2%, which is on-par with the EVC overall success rate standards (ie: EVC 71% in 2019; 73% in 2020/21; 74% in 2024/25).

A large factor in our 2024 enrollment is false student enrollments. In both semesters the class was filled within a few weeks including the waitlist, which made it impossible for authentic students to enroll. This will hopefully be remediated in the upcoming Spring 2025 semester with the "course drop for non-payment" policy. If that is effective, the library course will have an easier time setting reasonable set standards.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 73 - 74.340%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

- **Asian: 8733 - 81.380%**

Program Average Total Enrolled

6.000

Program Success Rate

67.910

- **Black or African American: 459 - 62.330%**

Program Average Total Enrolled

2.000

Program Success Rate

45.830

- **Latinx: 8737 - 65.770%**

Program Average Total Enrolled

4.000

Program Success Rate

56.670

- **Two or More Races: 595 - 71.790%**

Program Average Total Enrolled

1.000

Program Success Rate

0.000

- **Unknown: 933 - 73.560%**

Program Average Total Enrolled

2.000

Program Success Rate

91.670

- **White: 1193 - 70.900%**

Program Average Total Enrolled

1.000

Program Success Rate

75.000

Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**

Program Average Total Enrolled

7.000

Program Success Rate

61.460

- **Male: 9287 - 71.460%**

Program Average Total Enrolled

7.000

Program Success Rate

65.540

- **No Value Entered: 91 - 72.150%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

Success Rates: Measures by Age

- **17 & Below: 903 - 88.930%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

- **18-24: 14103 - 71.450%**

Program Average Total Enrolled

6.000

Program Success Rate

64.960

- **25-39: 4017 - 73.590%**

Program Average Total Enrolled

4.000

Program Success Rate

46.870

- **40 & Over: 1761 - 76.680%**

Program Average Total Enrolled

3.000

Program Success Rate

78.180

- **Unknown: 4 - 43.920%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Because of the varied enrollment numbers of Lib015, it is hard to evaluate equity trends with any certainty. Some semesters a class might have 6-8 students, some semesters it might have 20.

The distribution of Library 015 success rates match the distribution of most of EVC's rates. One outlier is the Age Equity Gap. EVC's success rates by age, range between 71 and 76% with a higher percent (88%) for those under 17 years old. The age measure gap for Lib 015 is more varied. Students in the 25-39 age range dips low at 46% with the other categories coming in between 65 and 78%.

This variation matches the introductory discussions for why students are enrolling. Most students say they are just entering college and Library 15 introduces students to college level research skills. Our highest rates of completion are with students entering college for the first time (17-24 years old) and back to school adults (40 and older). These students are motivated to enroll and succeed because of the wish to catch up on skills for college success. Students who have been at school for a semester or are ready to transfer feel they have these skills.

If we decided to move forward to expand our library class, our strategy for reaching experienced and transfer-ready students would be to identify skills which would prepare transfer students for higher level transfer classes.

Timeline:

F 2025-F 2026: assess research needs of transferring students and if Lib 015 is the most effective place for addressing this.

F2026-F2027: if the data supports transfer student support for Lib 15, put together specialized modules for transfer students such as "research for nursing students" which would address preparing nurses for advanced research needed as transfer students.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Lib 15 Program Set Standard: 50%

Lib 15 Program Set Goal: 63%

There are two groups who have not reached the Program set standard

- 25-29 year old students at 46%.
- African-American students at 45%

Possible action items for the age discrepancy have been discussed above. For African American students, the issue is less conclusive. The data shows that 45% of African American students successfully completed the class, which is below the Set Standard. However that is only two students. There were three students who identified as Unknown or more than one race. This figure was not in previous PR's I am not sure if that is an actionable statistic at this point. However it is important to note. We will continue to promote support services and participate in Early Alert to address all students who are struggling.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

LIB-015 is a fully online course and not offered in the classroom, so we are not able to compare different settings.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4195 - 48.750%**
Program Average Headcount
6.000
Program Percentage of Total
42.850
- **Day & Evening: 2069 - 23.890%**
Program Average Headcount
2.000
Program Percentage of Total
14.280
- **Evening: 827 - 9.610%**
Program Average Headcount
2.000
Program Percentage of Total
14.280
- **Unknown: 1467 - 17.760%**

Program Average Headcount

5.000

Program Percentage of Total

35.710

Student Enrollment Type: Academic Load

- **Full Time: 2740 - 32.000%**

Program Average Headcount

9.000

Program Percentage of Total

64.280

- **Half Time or less than half time: 5614 - 65.600%**

Program Average Headcount

8.000

Program Percentage of Total

57.140

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Last Program Review:

Day: 7/37%

Day and Evening: 4/31%

Evening: 3/31%

Full time: 5/27.1%

Part Time: 11/68.9%

This Program Review:

Day: 6/42.85%

Day and Evening: 2/14.28%

Evening: 2/14.28%

Unknown: 5: 35.71%

Full Time: 9/64.28%

PartTime:8/57.14%

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

EVC and Program Area of Discrepancy: Full-Time and Half Time

- EVC Total: 32% Full-time students/ 65% Part-time
- Lib 015: 64% Full-Time/57% Part Time

Library 15 seems to have a higher percentage of full time students enrolled than EVC overall.

- **c. Based on the data, would you recommend any changes?**

Overall: The differences between last program review and this program review is negligible. One of the categories this time Program Review is "Unknown". It seems to have a high percentile. At this point I would not recommend any changes.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4755 - 55.610%**
Program Headcount
8.000
Program Percentage of Total
48.580
- **Male: 3758 - 43.850%**
Program Headcount
7.000
Program Percentage of Total
51.420
- **No Value Entered: 46 - 0.540%**
Program Headcount
0.000
Program Percentage of Total
0.000

Student Demographic: Age

- **17 & Below: 562 - 6.570%**
Program Headcount
1.000
Program Percentage of Total
5.420
- **18-24: 5092 - 59.440%**
Program Headcount
6.000
Program Percentage of Total
47.250
- **25-39: 2004 - 23.480%**
Program Headcount
5.000

Program Percentage of Total

30.790

- **40 & Over: 897 - 10.480%**

Program Headcount

4.000

Program Percentage of Total

24.190

- **Unknown: 3 - 0.030%**

Program Headcount

0.000

Program Percentage of Total

0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**

Program Headcount

1.000

Program Percentage of Total

4.170

- **Asian: 3526 - 41.210%**

Program Headcount

7.000

Program Percentage of Total

46.580

- **Black or African American: 213 - 2.500%**

Program Headcount

2.000

Program Percentage of Total

11.180

- **Hawaiian/Pacific Islander: 26 - 0.310%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Latinx: 3519 - 41.150%**

Program Headcount

5.000

Program Percentage of Total

30.200

- **Two or More Races: 248 - 2.920%**

Program Headcount

1.000

Program Percentage of Total

7.840

- **Unknown: 419 - 4.830%**

Program Headcount

3.000

Program Percentage of Total

27.380

- **White: 578 - 6.750%**

Program Headcount

2.000

Program Percentage of Total

7.500

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The overall enrollment has stayed the same in the class since last program review.

- Last PR 2019-2020: average 16 students
- Current PR 2020-2024: average 16 students

We are looking for ways to increase our enrollment. It has been strong since 2022, so we will keep promoting the class and keeping ahead of changes in the field. Our percentages are on par with the trends at EVC overall.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Library 15 runs very close, in terms of percentages, to the trends at EVC overall. We are within 8% (usually 3-5%) of the EVC averages. The two divergences are:

- Students over 40: Lib 15 has a 15% higher percentage than EVC overall
- "Unknown" ethnicity: Lib 15 is 23% higher than EVC overall

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

- Students Over 40: Library 15 attracts back-to-school adult learners who wish to catch up on computer literacy in an academic environment. It is not surprising that this demographic is more likely to take the class as a preparation for re-entering college. It is a positive trend for us. As discussed in section 1a: if we decide to focus on transfer student support for Lib 15, we could

put together specialized modules for transfer students such as “research for nursing students” which would address preparing nurses for advanced research needed as transfer students. However the needs for this demographic are often addressed in Library Orientations or one-on-one customized reference interactions.

- Unknown ethnicity: Three students identified as Unknown Ethnicity which brought our percentage to 27%. Comparing it to EVC totals for “Unknown” as an actionable item seems precipitous and premature, especially since the other percentages are on par with EVC overall. We will stay aware of any outliers in our trends that need to be addressed.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity

37.14

Program Productivity

0.00

Is your capacity rate higher or lower then the campus?

lower

Is your productivity goal higher or lower than the campus?

lower

If the program capacity and/or productivity is lower than the campus, please provide rationale

Because our class is not tied to a program or certificate, as a stand-alone, it has limited enrollment. As of our last program review, we attempted to remediate this issue by bringing Library 15 in line with Area E. Since that time, under the Cal-GETC negotiation, Area E will not/does not exist, at least not in its current form. We are looking into ways to enhance enrollment by connecting with campus FYE and/Bridge Programs to promote the class. With the rise of AI, the importance of information literacy has come to the forefront. We are looking at what some colleges are doing in terms of library classes and certificate programs for this.

Curriculum

Related Assessments

LIB015 Spring 2023- Created: 10/10/2023 New Section Level SLO Assessment Report Originator: Judith Girardi (/Form/Module/Index/5037)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Previous Curriculum Updates

Last Program Review we put several strategies in place to maximize student learning and success of our Final Project. These included:

- Use of rubrics for assignments
- Scaffolding of the Final Project into smaller low-stakes weekly assignments to enable individualized feedback as the project is built.
- More explicit instructions for the Project

Once these were put in place, the submission rate for the final project went from 50% to 90% in 2019.

Current success rate for the Final Project (2023): 88% of students had a grade of 80% or better.

We are not currently planning on adding an additional program. Library 15 is the only course in the Library Studies Program. It was updated in 2022.

Future Curriculum Update Considerations

Two trends in Library Instruction are:

- A shift in information evaluation methods from CRAAP to SIFT
- Introduction of AI into databases; hence changing how to teach searching

While close reading (CRAAP method of research evaluation) is a good way to ensure that students understand the information they are procuring, lateral reading (part of the SIFT method) is more helpful when assessing how accurate and unbiased a source is. The library will be looking at ways to incorporate this into the Library 015 class.

Currently, many of our database subscriptions are unstable, due to budget constraints. This affects our assignment resources, which we will be accounting for each semester. Databases are incorporating AI into their searches and we will be adjusting curriculum to teach students how to integrate a knowledge AI, both its benefits and its pitfalls, into their research plans. This is dependent on the companies and their timeline. Some vendors have already integrated AI, some have not.

Timeline

- 2024-2025: incorporate AI awareness language into the curriculum to inform students of where they will see AI and information in the future.
 - 2025-2026: assess the role of AI in research techniques; compare strategies for incorporating assignments that show AI awareness with other college libraries. Move towards integrating SIFT as an information assessment tool rather than CRAAP.
 - 2026-2028: Coordinate with other departments, such as English, for AI policies in research and writing to see that curricula align and support each other.
 - 2026-2030: Make curriculum changes to SLO's for new assignments based upon these two new trends.
- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

Course

Library 15 is our only course. We offer it every semester. With only one course, there is no course sequencing. Library 015 is updated and current.

Relevance

- The need for information literacy is becoming more acute. Information is a product that is created and which needs to be evaluated; without accurate information we have no solid foundation for academic rigor. Academic Libraries are shifting their evaluation techniques from

close-reading to lateral reading strategies. Library 15 will be reflecting those changes by incorporating SIFT as an evaluation technique.

- Research Skills are essential for students to succeed in college courses. This included EVC and community college courses as well as four year courses. When students transfer, it is expected that they will know how to use databases and other information sources.
- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

The library is not part of a larger program or certificate program.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Another recent innovation is introducing reliable and relevant interest-based web databases or websites about topics students mention frequently in their discussions. For example, students often discuss travel plans for upcoming breaks. In the module on websources, students were requested to explore the World Health Organization and CDC travelers guide to learn more about a country they were interested in as well as what preparations they might need to travel there. The discussion was lively and playful, with exchanges about which countries people might want to visit. Critical thinking came into play as students noted statistics on child mortality rates and environmental concerns etc and discussed these in their posts.

As an online course, Library 15 uses Canvas which now has Studio integrated. Moving forward, librarians are looking into ways to integrate Studio/multimedia into the Canvas course.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

We would like to update this course including the title and the SLO's before the next program review. The title of the course, Lib-015: Electronic Research and the Internet, needs to be updated to emphasize the Information Literacy facet of the course, as well as the changing tools for academic searching and resources. Our goal is to increase the class's relevance and openness to attract students.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Library 015 is a 3 unit, fully online course. It is the only course that is taught under the Library Studies Program. Lib. 015 is CSU/UC transferable and AA/AS degree applicable.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

There is no external accreditation or certification required for library studies courses.

Student Learning Outcome and Assessment

Related Assessments

LIB015 Spring 2023- Created: 10/10/2023 New Section Level SLO Assessment Report Originator: Judith Girardi (/Form/Module/Index/5037)

Student Learning Outcomes

LIB 015 - Electronic Research and the Internet - Create a research document, in scholarly format, of evaluated sources which support an argument-based research query. (Historical)

LIB 015 - Electronic Research and the Internet - Create a research document, in scholarly format, of evaluated sources which support an argument-based research query. (Historical)

LIB 015 - Electronic Research and the Internet - Create a research document, in scholarly format, of evaluated sources which support an argument-based research query. (Active)

LIB 015 - Electronic Research and the Internet - Create a comparative analysis of websites in order to distinguish academic level sources from general interest sources. (Active)

LIB 015 - Electronic Research and the Internet - Create a comparative analysis of websites in order to distinguish academic level sources from general interest sources. (Historical)

LIB 015 - Electronic Research and the Internet - Create a comparative analysis of websites in order to distinguish academic level sources from general interest sources. (Historical)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

N/A

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.

All of the SLOs for Lib-015 were assessed and submitted in February 2024. All of the library's SAOs were assessed in September 2024. Unfortunately, due to technical issues with Curriqunet, we could not initially submit our SAOs in Curriqunet at the beginning of the Fall 2024 semester. Instead, they were emailed to all key players, while we waited for technical assistance to fix the issue. The technical issue was fixed in early November and SAOs were submitted to Curriqunet on 11/8/2024.

These assessments were shared and discussed in department meetings (see meeting minute attachments).

SLOs

Library 015 has two SLO's that were submitted in 2024 for Spring and Fall of 2023:

SLO 1: Create a research document, in scholarly format, of evaluated sources which support an argument based research inquiry.

Assessment Results: Over 90% of the students mastered this competence. 88% had a grade of 80% or higher.

SLO 2: Create a comparative analysis of websites to distinguish academic sources from general interest sources.

Assessment Results: Over 90% of the students mastered this competence. 94% of students had a grade of 80% or higher.

Results were shared within the department at the librarians' meeting on 10/11/2023, with the division head and with the college IEC and Budget committee through the 2023 AURR.

SAOs

The library has four SAOs that were assessed in September of 2024:

Circulation Services SAO: Students will be satisfied with the professional and efficient assistance at the circulation desk to support access to library resources

A survey was given to students to gather feedback on students' experience of library resources and services. Overall students are happy with their experience in the library. Of the 96 surveys, there was one complaint about noise from study rooms and two requests for additional library hours. The majority of students (73%) are aware of our locker storage for devices and 19% of respondents have used them. 46% of respondents would consider borrowing laptops with three-week checkout periods. All staff reviewed the results and discussed actions in a department meeting on 9/9/2024. We have met our SAO by providing quality service, adequate advertising and assessing resource needs.

Library Facility SAO: Students will have adequate access to library facilities that support learning.

A survey was given to students to gather feedback on students' experience and preferences using the library's facility. The survey highlighted the importance of comfortable seating, large tables, lighting, and power outlets in study rooms. While most students were satisfied with the furniture, 62% expressed interest in a silent study space. Staff reviewed these actions in a 9/9/2024 meeting. We met our SAO, as students are generally happy with the facility, though further improvements are possible.

Librarian Services (Reference and Instruction) SAO: Students will receive assistance from librarians to support student success.

Online chat transcripts and usage statistics on online chats, FAQs, Online Library Guides, Library Orientations were analyzed. Our assessment of librarian services showed high usage statistics for in-person reference, online reference and instructional sessions. We received high chat ratings from our students and identified 42 topics from the chat transcripts that could be addressed in our FAQs. All full-time librarians participated in reviewing this assessment in a Librarians' Meeting on 9/5/2024. We

met our SAO. The usage of online services is high, showing that we are meeting student needs.

Collection SAO: Students will have access to a library collection that supports diversity, equity, and inclusion.

Statistical data on books and databases purchased for the collection in AY 23/24 was analyzed. Data analyzed usage and support of DEI. All full-time librarians participated in reviewing this assessment in a Librarians' Meeting on 9/5/2024. Our assessment of our collections showed high usage of all online and physical materials. We met our goal of purchasing a minimum of 30% DEI related titles.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

SLOs

Lib 15 SLO is for students to search for and evaluate research sources. 12/20 student answered a survey regarding their confidence in finding and assessing college level sources. 11/20 students answered that they were completely confident finding scholarly sources after the course. 1/12 said he was mostly confident but understood that practice would be needed to keep up the skill.

Here is a sample student response: "I feel more confident about conducting quality research for a college-research paper. First, I selecting a topic and find the sources relevant to my research by doing background research and asking questions(Why, Who, What, Where, When) to help narrowing my topic. Second, I find a lot of useful information when I explore the databases. The databases collect different kinds of sources like eBooks, scholars' papers or newspapers. Third, I learn how to identify a paper or website which is credible. That helps a lot."

In our section comparing general audience or consumer websites and academic sources, students sometimes have a difficult time reaching a logical conclusion about our topic, detox diets, because of their own personal or cultural history with detoxification. While 90% of students were able to tell a quality source from a general audience source after evaluation, only 82% of students changed their actual viewpoints about detox diets, (even after agreeing that the source debunking detox diets was more scientifically sound.)

Changes have led to greater success rates for this SLO: The scholarly site was updated with a more current and accessible paper. I believe that changing the order of presentation for the two articles as well as having a section on confirmation bias built into the discussion would carry the results even further.

Here is an example of a student's mind being changed because of the data. Discussion Post Fall 2023:

I used to believe that detoxification diets are to help our bodies eliminate toxins effectively. However, I come with a belief that this detoxification diet is actually a scam after I reviewed the two articles for this week's assignments. According to Dr. Michael F. Picco, our bodies automatically remove wastes and bacteria. I realize that the detoxification diet above has a massive downside that might not be appropriate for different people.

SAOs

The college is now requiring yearly SAO/SLO assessments, yearly Annual updates (with

Comprehensive Program Review every 4th year) and yearly Resource Requests. To submit an AURR or Comprehensive Program Review, you must have current SAO/SLO assessments. Additionally, the assessments must support the funding requests made in the Resource Request. We would like to revise and streamline the library's SAOs down to two SAOs that better align with and support our Resource Requests.

Circulation Services SAO: In response, the library will offer three-week laptop loans, add noise signage, and advocate for extended hours during Fall 2024 and Spring 2025.

Library Facility SAO: In response, the library will conduct a follow-up survey to refine study room needs, create a silent study area, and explore adding new, comfortable furniture.

Librarian Services SAO: (Reference and Instruction): Best practices for online chats and library orientations were developed and shared with librarians to improve services to our students. To build upon this and as a result of the assessment, we will create FAQs based on questions asked by students in the chat. In addition, we will highlight and share a few of the best chat transcripts (student-centered, successfully answered question, good insight and instruction) with all the librarians for supporting best practices. We will also submit funding requests for online speaker series, LibAnswers and Libguides platforms for AY 25/26.

Collections SAO: Due to improved collection development processes and regular assessment, we have shown consistent growth in the usage statistics for books and databases since returning from the pandemic. As a result of the current assessment and to grow usage further, librarians will continue to track DEI support of newly purchased books to ensure we are purchasing a minimum of 30% DEI titles. We will continue to promote and instruct on the usage of library resources in faculty and student newsletters and library orientations. We will add funding requests for databases and books to the Comprehensive Program Review for AY 24/25.

Faculty and Staff

Part D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

Full Time Faculty Librarians

Judith Girardi

B.A. Biology- SFSU

M.A. English- San Jose State University

M.L.S – San Jose State University

Ph.D. English-Claremont Graduate University

Judith provides bibliographic instruction and reference services. Students and Instructors benefit from library orientations, becoming more aware of school resources and the library's role in procuring and assessing them. As an English instructor, Judith is aware of the current trends in the field and how that affects students and teachers and their research needs. Judith has taught library skills courses both online and face-to-face and has been part of learning communities for EdTech and Distance Learning.

Committee participation: IEC and Curriculum.

Lorena Mata

B.A. – San Jose State University, Spanish

B.A. – San Jose State University, Psychology

M.L.I.S. – San Jose State University, Library and Information Science

Lorena joined Evergreen Valley College as a full-time librarian in Spring 2008. She started her career at EVC as a Library School student intern in 2001 and an Adjunct Librarian in 2004. Major responsibilities at EVC Library include providing reference services, conducting library orientations, overseeing the Circulation Department, and collaborating with faculty in the acquisition of materials (collection development). Committee participation: TRC for 2 faculty, Building Marshall for Library 3rd Floor, ENLACE Coordinating Committee

Heather Ott

B.A. – University of California, Santa Cruz, History

M.L.I.S. – San Jose State University, Library and Information Science

Heather joined Evergreen Valley College as a full-time librarian in Fall 2015. She began working at EVC as an adjunct Librarian in Spring 2012. Her main responsibilities include overseeing the library's electronic resources and providing library instruction and reference services. She enjoys teaching students to locate and critically analyze information sources during reference transactions and library orientation sessions. She is the current library coordinator organizing activities related to budget, reporting, outreach and schedules. Heather participates on the Budget Committee and is also serving on two TRC's for librarians at San Jose City College.

Associate Faculty Librarians

Joy Chase

B.A. – University of Madras, India

M.A. – University of Wisconsin, Madison

Joy provides bibliographic instruction and reference services. These are critical areas for student success because they help students in their research and ability to write papers and find resources relevant to their courses. Joy developed, taught and revised the Library 015 Electronic Research and Internet course, which is UC transferable. Joy also maintains and supervises the Heritage Room collection and digitization project. Joy has taken many courses in technology to keep her skills current.

Phi Huynh

B.A. Psychology, San Jose State University

B.A. Sociology, San Jose State University

M.Ed. Emphasis in Curriculum and Instruction, American Intercontinental University

MLIS, San Jose State University

Phi provides bibliographic instruction and reference services to help students find, evaluate, and cite appropriate college level resources. Dedicated to serving the community by providing assistance in information retrieval and information techniques, she plans and conducts library orientation sessions. In addition to working at EVC, Phi also works for the Santa Clara County Library District as a Supervising Librarian for Adult and Teen Services. She is committed to delivering great customer service to all library patrons when they need help with a question, or assistance with a library issue.

Mary Nino

B.A. English Santa Clara University
Single Subject English Teaching Credential, Santa Clara University
MLS, San Jose State University

Mary provides library instruction and reference services to students at both EVC and SJCC. In addition, Mary develops digital research guides and performs collection development and selection duties. She has a broad-based background in library services, having worked at academic, community college, public and school libraries and most recently served as Associate Dean at San Jose State University's King Library. She also works part-time for the Santa Clara County Library District performing reference and readers' advisory services at various county libraries.

Classified Professional StaffAldrin Aguinaldo

Library Technician - Circulation
A.S. – San Jose City College, Computer Information Systems - General Networking
Certificate of Achievement, San Jose City College - Google IT Support Professional

Aldrin from his previous work has worked at two different public library systems, San Jose Public Library and Santa Clara City Library. Aldrin has worked at over 20 branches understanding the diverse demographics and needs of the communities and adapting between locations and systems. Aldrin, in his time at EVC, has taken the role of organizing the book sale, performing the closing procedures in the evening, managing the circulation desk, assisting technical services with tablets, laptops and end processing for books.

Debbie Chan

Senior Library Technician – Technical Services
B.A. in Art, San Jose State University, Digital Media Art program
Library Technician Certificate – City College of San Francisco

Debbie has been a Library Technician at Evergreen Valley College since 2005. Responsibilities include: copy cataloging, physical processing and repair of library materials; database maintenance and system configuration; communication with vendors and technical support for solutions and to solicit quotes; and updates to website and lobby digital display.

Maria Holguin

Senior Library Technician – Circulation and Reserves
A.A. in History, Foothill College
Library Technician Certificate— Foothill College

Maria has been at EVC since 1980 and provides a wealth of information regarding policies and practices over the years. Responsibilities include: Processing course reserves, coordinating library exhibits and display committee activities, reporting circulation statistics, and supervising student workers.

RaXel (Rachel) Gallegos

Library Technician - Circulation
B.A. Comparative Literature -SFSU
M.A Comparative Literature -SFSU

Raxel has worked for the San Jose Public Library for over three years. They provide Spanish translation services at both the EVC Library and the San Jose Public Library System. Raxel has experience working with diverse populations across various library systems and mentoring ethnic students who face challenges in higher education. They have assisted over 20 individuals enrolling in community colleges. At EVC, Raxel provides general assistance to students, faculty, and staff, including circulation services and locating library materials. They help patrons in a lab setting with computer applications and the use of integrated library systems. Raxel also prepares library displays and exhibits, drafts layouts, and creates signage. In addition, they assist in developing procedures and forms and troubleshoot copy machines and computers when necessary. Raxel also handles tasks such as labeling, reinforcing, binding, and stamping library and media materials, as well as preparing items for the library's security system.

Sambo Uy Mathew

Senior Library Technician - Circulation and Notices

A.A. in Business Administration, Evergreen Valley College

B.S. in Human Resources, San Jose State University

Sambo started working at EVC in 1990 working as a Library Student Assistant and Program Aide II. She got hired as a full-time employee in 1994. Sambo is very knowledgeable on circulation processes and is responsible for processing overdue notices, COTOP, placing holds and blocks on students' records, editing and updating Alma calendar, run analytics for Circulation Statistical reports and Business Services, balancing patron accounts, and system configuration.

Thu Nguyen

Library Assistant - Technical Services/Acquisitions

A.A., San Jose City College

B.S. in Business Administration, San Jose State University

Thu started at EVC in 1993 in Library Technical Services. Responsibilities include: Ordering library books and non-book materials, databases, and office supplies, monitoring library budget accounts, preparing necessary paperwork for budget transfers for approved purchases, working closely with campus Business Services office and District Accounting staff to process payments to vendors for materials ordered & received, gathering statistical data (circulation, reference, acquisition, and budget expenditure statistics), reporting to state and federal governments and other public organizations in the form of annual surveys (California Library and Learning Resources Survey, Academic Library Survey/Integrated Postsecondary Education Data System, Association of College and Research Libraries), maintaining correspondence with vendors regarding orders & billing problems, taking notes in staff meetings, managing interlibrary loans with other academic libraries and public libraries via OCLC Interlibrary Loan system, collecting monthly attendance reports from library classified staff members and submitting them to District Payroll department, and keeping a record of time sheets for adjunct librarians and librarians on overload. She serves on the College Budget Committee and shares information with her department staff regarding the college budget.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Generative AI and large language models (LLMs) are emerging technologies with great impact on academics and education. While these technologies offer numerous benefits in improving research, learning, and knowledge dissemination, there are also concerns over its accuracy and potential misuse for plagiarism. Understanding how to navigate and use AI ethically is an important component of information literacy. It also has potential value in streamlining processes and workflow in the library. The librarians and library staff would like to pursue training in the following areas:

- AI basics and terminology (Completion: Spring 2025)
- AI driven search tools (Completion: Fall 2025)
- Ethical use of AI and privacy concerns (Completion: Fall 2025)
- AI impact on information literacy and instruction (Completion: Fall 2025)
- AI implementation in Library Databases/Tools and research support (Completion: Spring 2026)
- AI use in cataloging and metadata (Completion: Spring 2026)

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

District Funding for Library Databases – The new Resource Allocation Model has made funding for library databases and books no longer stable. With funding requests evaluated annually, there is no guarantee of consistent funding levels, raising concerns about the library's ability to provide reliable access to the specific databases faculty need for curriculum support and students require for research. To address this, we would like to propose that the district consider purchasing a core set of essential databases at the district level for use by both campuses. Centralized purchasing at the district level would secure better discounts and stabilize these critical library resources for the colleges.

Safety/Security and Customer Service Equipment

The library needs a local safety and paging system to alert library staff members of safety issues or customer support needs. Currently, the only safety system in place is phoning the campus police or AppArmour, but we have no way of alerting our staff working in back offices or the technical services area when support is needed.

Furniture – When the library building was built in 2000, it was furnished with the original furniture from the old library building. As this furniture from the 1970s has worn out, we have replaced it with hand-me-downs from around the college. Much of our furniture is mismatched, uncomfortable and outdated. The library furniture needs to be refreshed.

PA System – The library has a PA system used for important or emergency announcements; however, it is not audible in the group study rooms making it unsafe during real emergency situations. Overall, the sound quality is poor; the feedback is muffled making it difficult for people in the library to understand what is being said.

Exhibit and Display Areas – Display spaces throughout EVC Library offer opportunities for artwork and cultural displays to enrich the campus community. Glass displays cases, cabinets and tack

boards are available for students, faculty, staff, and public to exhibit their artwork, passion, or educational message in the library. The tack board wall used for displaying artwork needs to be replaced as it can no longer hold heavier items. Better lighting is also needed to highlight the area.

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

If yes, how much funding did you request? 105000.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment 1000.00

Supplies 5000.00

Technology

Other (Contract, Subscriptions, Memberships, etc.) 84513.60

Total 90513.60

Are you requesting additional resources?

Yes

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

Equipment, Technology and Supplies

1. **Supplies**

Total Amount Requested

1500

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Continuation of online author series.

If there is any Ongoing Cost of this item?

No

If so, what is it?

2. **Supplies**

Total Amount Requested

13000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

We are requesting 13K for purchasing both ebooks and print books for the library's collection. For context, The California Community College Annual Library Data Survey shows that mid-range sized

California community colleges (which defines EVC) spent 37K on print books and an additional 35k on books in 2022.

If there is any Ongoing Cost of this item?

No

If so, what is it?

3. Supplies

Total Amount Requested

40272

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

We are requesting 40K to renew the following library databases:

Britannica Academic (\$1,340) serves as a comprehensive and reliable starting point for academic research and learning. Students are familiar with this Vendor and like the interface.

APA Psych (\$3,995) provides Psychology students with access to current, peer-reviewed articles necessary for class research papers. This database is requested by the Psychology Dept.

Issues and Controversies (\$750) provides students with coverage of significant and contentious topics across various fields.

Films on Demand (\$10,152) is a digital video streaming platform that offers a vast collection of educational videos, documentaries, and films across various subjects trusted and reputable sources, such as PBS, BBC, National Geographic, and academic publishers to support teaching and learning in the classroom. All films are closed captioned.

Swank (\$3885.00) provides online access to feature films that serve as a focal point for discussion and support learning about social issues. These films support the Theater and Philosophy classes.

Gale in Context: Science (\$2439) features hundreds of significant current science topics, highlighting the connection between scientific disciplines and real-world challenges. This is a great place to start when addressing a research assignment on a science topic as it offers credible introductory information in biology, chemistry, physics, technology and environmental science.

Statista (\$5842) provides an extensive collection of statistical data, reports, and insights on over 80,000 topics from 22,500 sources in a large variety of subject areas. Helpful for providing evidence in research papers.

New York Times Online (\$6062) provides online access to articles published in NYT newspaper, considered one of the most prestigious newspapers in the world. Important for informing our staff, faculty and students on key local, national and global social issues. Requesting 18 month subscription to switch to a Calendar year subscription, which aligns better with the AURR and allocation timeline.

Libguides (\$2,376) is our online guide platform that also hosts our Database A-Z access list on our website. Librarians create online guides to support students in our library orientations.

LibAnswers (\$3,431) is our online chat and FAQ platform. This platform supports our chat box and

FAQ page, which allows us to provide online reference services to our students.

For context, the California Community College Annual Library Data Survey shows that mid-range sized California Community Colleges (which defines EVC) spent an average of 81K on databases. We are requesting half of the average amount spent on databases by mid-range sized California Cummunity College Libraries.

If there is any Ongoing Cost of this item?

No

If so, what is it?

Total

Supplies

Total Amount Requested:54772

Ongoing Cost: 0

Criteria for Resource Allocation

Department Background & Performance

The Evergreen Valley College Library plays a pivotal role in guiding students toward their educational and career goals by providing equity-centered, innovative academic programs and support services that align with the College’s mission. The Library is committed to ensuring that every student, regardless of background, has access to the resources and support needed for academic success and personal growth. We serve thousands of students annually with a total gate count of 55,033 for AY 23/24, which has grown every year since returning from the pandemic. Our commitment to student success is demonstrated through a variety of services and programs:

Diverse Collection of Information

The library plays a key role in helping students reach both educational and career objectives by offering an extensive collection of information resources, including books, academic journals, databases, multimedia, and digital content. These resources are important for supporting academic assignments, enabling students to access current and credible resources that help them complete research projects with discipline specific and college-appropriate information. By offering access to diverse viewpoints and materials, academic libraries also promote inclusivity and broaden students' thinking, preparing them to work effectively in globalized and diverse environments. The library also offers specialized databases that provide in-depth knowledge in specific fields, enabling students to gain expertise necessary for academic success and career growth. In addition to academic support, we offer career development resources valuable for entering the job market and advancing career opportunities.

USAGE STATS	AY 2021/22	AY 2022/23	AY 2023/24
Textbook checkouts	1085	1457	1428
General collection checkouts	656	695	810
Ebooks accessed	5483	4948	6953
Online resources accessed from library databases	43,938	51,249	56,003

Multi-modal Information Literacy Instruction & Research Assistance

In support of academic success, librarians provide information literacy instruction through both in-person and online one-on-one research consultations, as well as through library orientations for EVC classes. Library orientations are vital in helping students achieve their educational goals by teaching them how to effectively locate, evaluate, and use information. These skills enable students to perform thorough research, critically analyze sources, and apply knowledge in their course work. By mastering these competencies, students can make informed decisions, improve the quality of their work, and enhance their academic performance. Additionally, information literacy promotes lifelong learning, preparing students to critically assess information and make informed decisions in both personal and professional contexts, empowering them to be self-directed learners, capable of navigating complex information landscapes, and staying informed in a rapidly evolving society.

Library Orientations Data:

Academic Year	# of library orientations	# of students served
2021/22	57	1170
2022/23	83	1851
2023/24	78	1644

One-on-one Consultations with Librarians (Reference & Directional transactions) Data:

Academic Year	# of Consultations
2021/22	983
2022/23	1,904
2023/24	2,468

Equity-Minded Programing & Outreach

The library plays a critical role in supporting students' educational and career goals by offering equity-centered, innovative programming and outreach. The library produces monthly newsletters often aligned with Cultural Heritage Months, featuring the latest books, videos, and databases that support DEI and highlight specialty resources for faculty teaching and research. Over the past year, we have designed eight newsletters showcasing 37 resources for teaching and student support. We also host interactive displays for heritage and awareness months, such as the Haiku-4-You display during poetry month, an immigration stories display for Asian American Pacific Islander Heritage Month, and Loteria cards celebrating Latinx Heritage Month, all aimed at increasing student engagement and promoting inclusivity. Additionally, our successful Virtual Author Series has attracted over 9,000 views, featuring discussions on relevant DEI topics, including Mona Susan Power's "Native Rights and Culture in Fiction" and Tiffany Jewell's "Unpacking a History of Systemic Racism in the American Education System."

Author Series Data:

Academic Year	# of Views
2022/23	4,113
2023/24	4,941

Inclusive Learning Space

The library is an important hub on campus that provides a supportive, safe and inclusive space for studying

and learning. Students have access to group study rooms for collaboration and discussion on projects. They can also utilize individual study spaces for focused, independent work. Additionally, the library provides computers and printers for completing course work.

Gate count data:

Academic Year	# of Entrances
2021/22	22,736
2022/23	44,914
2023/24	55,033

Study room data:

Academic Year	# of Checkouts
2021/22	1988
2022/23	3705
2023/24	4475

Collaborative Partnerships & Department Support

The library works with a variety of departments on campus to meet specific disciplinary information and resource needs for their students. We have included both the APA PsycArticles and Swank databases in our proposal to support the needs of the Psychology, Theater and Philosophy departments. The Psychology department has requested APA PsycArticles to provide Psychology students with access to current, peer-reviewed articles necessary for class research papers. Theater and Philosophy departments are requesting the Swank database to provide online access to films that serve as a focal point for discussion and support learning about social issues.

The ability of the EVC Library to provide equity-centered and innovative services is reliant on consistent and adequate funding. Funding is essential for maintaining and expanding diverse collections to support research needs, providing technology and resources to address equity-gaps and offering innovative and inspiring programming.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Equity is at the core of the library's role on campus because it ensures that all students, regardless of their background, have equal access to technology and information resources needed for academic success. By offering free and universal access to credible print books and online information sources through library databases, libraries reduce barriers to learning and goal completion by fostering an inclusive environment that supports the diverse needs of the student population. This commitment to equity aligns with the goals of the Educational MasterPlan. Additionally, the library supports the Educational Master Plan's goals of eliminating equity gaps and shortening goal completion through the following services, resources, programming and activities:

Access to a Collection of Diverse Viewpoints

To support efforts to increase diversity, equity and inclusion (DEI) on campus and humanize the curriculum, the librarians made a commitment to spend 30% or more of the library's book budget on titles in support of DEI subjects and viewpoints. A tracking system was implemented within the book selection process and DEI purchases have now been tracked for the last three years. For AY 23/24, librarians spent 36% on DEI related titles, which has exceeded our goal and is on trend with the previous two years of spending. New acquisitions of DEI topics include Native American, LGBTQ+, Neurodiversity, African American, Asian American, Latinx, and Women. Our online magazine database, Flipster, also contains a DEI browsing collection. Additionally,

our library catalog now includes a link for students, staff, and faculty to report harmful language in subject headings from Library of Congress records, which may reflect outdated or biased terms from the historical time they were created. Reported language will be sent to the Library of Congress for review. *(Key Actions 2.2 - Humanize the curriculum to include plural voices)*

Percentage of DEI focused book purchases by Academic Year:

Academic Year	Percentage of DEI titles
2021/22	36.9%
2022/23	42%
2023/24	36%

Equity Minded Programming and Outreach

Newsletter

The library produces monthly newsletters to coincide with Cultural Heritage Months. Our newsletters and library displays tie-in with campus-wide events hosted by Special Programs such as Enlace and ASPIRE. We highlight the latest books, videos and databases that support DEI, making faculty aware of specialty resources for teaching and research. Over the past year, we designed 8 newsletters, highlighting over 37 different resources for teaching and student support. *(Key Actions 2.5 - Provide regular professional development opportunities and ongoing racial equity and DEI training)*

Library Displays/Exhibits

The library highlights heritage and awareness months through interactive displays to support the goal of increasing student engagement on campus. During poetry month, the library hosted a Haiku-4-You display where students, faculty and staff were encouraged to write and post their Haikus. A few selected haikus were then read every day at noon through the library's PA system. In tandem with Asian American Pacific Islander Heritage Month Festivities, the library hosted a display on immigration stories which included the immigration stories of our students, staff and faculty to honor those who took on the challenge of journeying to a foreign place to start a new life. To celebrate Latinx Heritage Month, in collaboration with ENLACE, Loteria cards were created highlighting EVC faculty, staff and administrators of Latin American descent and displayed in the library in support of an inclusive environment. *(Key Actions 2.2 - Humanize the curriculum to include plural voices)*

Online Speaker Series

The Library subscribes to a synchronous Virtual Author Series which has been very successful, gleaning over 9,000 views (Zoom event and subsequent video viewings) over the past year. These author talks are often tied to Heritage Months, such as Mona Susan Power's "Native Rights and Culture in Fiction". Some authors discuss larger DEI topics, such as Tiffany Jewell's talk, "Unpacking a History of Systemic Racism in the American Education System". We are proud to be able to bring such relevant discussions with diverse viewpoints to our campus through our author talk series. *(Key Actions 2.2 - Humanize the curriculum to include plural voices)*

Author Series Data:

Academic Year	# of Views
2022/23	4,113
2023/24	4,941

Technology-Based Support Programs

ETextbook Program

Another way the library addresses equity gaps is through the library's Semester Loan e-Textbook Program as the cost of textbooks can be an obstacle to education. Through a grant in 2022, the library purchased Amazon Tablets for hosting and distributing eTextbooks. Etextbooks are more affordable than the print version allowing us to purchase more copies for distribution. These etextbooks can be checked out for the semester often saving students between \$100-\$200 per semester. This is a popular program that served over 140 students per semester last year. We had 318 etextbooks checked out during AY '23/'24, which is up from the previous year with 248 checkouts. *(Key Actions 1.8 - Invest in innovation, technology)*

Etextbook Data:

Academic Year	# of checkouts
2022/23	318
2023/24	248

Semester Laptop Loan Program

In Fall of 2022, the library began supporting the Academic Affairs office in distributing laptops to students for the semester by housing, updating, cleaning, checking-out, receiving laptops, and recovering missing laptops. As more students take online courses and as more in-person classes adopt Canvas, the need for regular access to computers increases. Computers are expensive and thus a barrier to education, which is why distributing laptops to students with limited finances supports both the elimination of equity gaps and shortening goal completion time. *(Key Actions 1.8 - Invest in innovation, technology)*

Semester laptop loans data:

Academic Year	# of checkouts
2022/23	1,102
2023/24	1,136

Foster Youth Program Collaboration

Holds on student accounts due to library fines and fees can hinder enrollment for students who do not have the financial means to pay, like our Foster Youth students. To eliminate this equity gap and shorten time to completion for Foster Youth students, the library staff met with the director, Teresa De La Cruz, and program coordinator, Maya Gonzales, for the Foster Youth Program to establish a process between the two departments to use grant funding to pay for library fines on behalf of the Next Up/Foster Youth students who accrue library fines and fees. *(Key Actions 2.4 - Regularly review classroom and campus climate and develop a strategic action plan to implement equity focused, anti-racist, and inclusive practices.)*

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Program Value & Viability

The library is the centralized repository for information resources on our campus providing and managing access to over 60,000 books and 30 online library databases (see Assessment Results section for data on resource usage). Librarians select books, periodicals and online research databases for the campus through the review of course curriculum, faculty outreach and interactions with students in library orientations and reference interactions. Providing a centralized repository is important because it increases equitable access to

information, supports the curriculum with a curated and targeted collection of resources, and maximizes institution funds by reducing duplication of resources, and seeking cost savings through consortia discounts and vendor packages and promotions.

Additionally, librarians teach informational literacy competencies and skills to students through library orientations, workshops, tutorials, one-on-one reference interactions, and the 3 unit Lib-015 course (see Assessment Results section for data on instructional support). Information literacy instruction is key to teaching students critical research skills, discerning credible sources of information, using information ethically and addressing emerging technology tools, like AI. The librarians also champion information literacy efforts on campus and assisted in revising the ILO on information literacy last year. Supporting the library's funding requests for books, databases, and programming directly impacts student success and performance in classes with student learning outcomes related to the college's institutional learning outcomes (ILOs) on Inquiry and Reasoning and Information Competency.

State Regulations and Accreditation Standards

As outlined in the California Code of Regulations, Title 5, Section 58724, which governs community colleges in the state, each community college must maintain a library that provides adequate services and resources to support the educational programs and needs of its students and faculty. In addition to state regulations, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires colleges to maintain libraries that effectively support the academic programs and student learning needs of the institution. To meet state regulation and accreditation standards, the college is required to adequately fund the library to support information and research needs of the institution and its students.

Assessment results (could include: SAO/SLO)

The Library Studies program is 100% compliant with assessment reporting for Lib-015 as required by the Student Learning Outcomes (SLO) committee for accreditation purposes. The Library also submits Service Area Outcomes (SAO) to assess its services and resources to students. These were submitted by email on 10/1/2024 as the SAO report in Curriqunet was not functioning properly for submission. Once the technical issues were fixed, our SAOs were submitted in Curriquent at the beginning of November 2024.

SLOs for Lib-015

Objective: Create a research document, in scholarly format, of evaluated sources which support an argument-based research query.

Students are required to gather different types of sources such as academic journals, magazines, newspapers, trade journals, websites of varying kinds and assess which sources are appropriate for college level research. This necessitates an understanding of source types and intended audiences, traceability of data and an analysis of target audiences. After that students need to choose the most relevant and credible sources for academic work. Assessment Results: 16/20 completed the assignment; 12/16 received 75% or above.

This request is supported by our assessment results because students require library databases for supporting research projects with credible, college-level appropriate sources.

SAOs for Library

Objective: Students will receive assistance from librarians to support student success.

Librarians use LibAnswers/LibGuides, an online helpdesk platform to support online research needs through a chat box, ticketing system, online guides and FAQ page. The Libguides platform allows librarians to create online guides that help curate knowledge, organize class and subject-specific resources, and manage the A-Z

database list. Below is usage data for AY23/24:

- ONLINE CHATS:
 - Total initiated chats: 212
 - Missed chats 36
 - Peak Hours for receiving chats were 10am-1pm
 - Chat ratings: 156 total; 49 excellent; 7 good; 0 so-so; 0 bad ratings.
- ONLINE CHAT TRANSCRIPT ANALYSIS:
 - 42 out of 170 chat transcripts did not correlate with a current FAQ.
- ONLINE TICKETS:
 - Submitted tickets: 103
 - Peak hours for receiving tickets were from 10am-1pm
 - Most active days for tickets were Tues. and Thurs.
- FAQs:
 - 3,657 views.
 - Peak Months: March 2024-June 2024.
 - Most viewed FAQs: Swank access, NYT access, EVC library hours, laptops and accessing library databases.
- ONLINE GUIDES:
 - Active guides: 132
 - Views: 32,231
 - Most viewed guides: Research paper, Biology 71, Citation, Indigenous Peoples, ESL, Engl1a-Hot topics.

Librarians support student success by offering information literacy instruction through in-person and online research consultations and library orientations, as well as equity focused programming. This programming and instruction equips students with skills to locate, evaluate, and use information effectively, enhancing research, critical thinking, and decision-making. These competencies improve academic performance and foster lifelong learning, enabling students to navigate complex information and be informed and compassionate citizens:

- LIBRARY ORIENTATIONS
 - Classes served: 78
 - One-on-one Consultations with Librarians (Reference & Directional transactions): 2,468
- ONLINE AUTHOR SERIES
 - Total views: 4941

Objective: Students will have access to a library collection that supports diversity, equity, and inclusion.

For this SAO, the library assessed resource usage, with usage trends up from previous years.

DATABASES

Our article and film streaming databases continue to get high usage. When analyzing usage stats, we look at "Unique item requests", which is how many times an information item has been accessed in a database. This is the best indicator of usage and performance. In AY '23/'24, the college funded databases with the highest UIR are the Gale Database Package (12,961), SciTech Premium/Natural Sciences (4264), Britannica (3747), JSTOR (2932), Swank (2584), Films on Demand (2507), Issues and Controversies (2228), APA Psych (1820), CINAHL (1688), Statista (1520). The top databases in our Gale Database Package include: Opposing Viewpoints (4922), Academic OneFile (2426), Science in Context (1556), Global Studies (1143).

BOOKS

In AY 23/24, 810 print books in the general collection were checked out. 1428 textbooks were checked out from reserves, and 318 of those were etextbooks on our Amazon Fire tablets. Total ebook usage: 3,712. 152 out of 427 (36%) books (non-textbooks) purchased were DEI related.

Additional Resources

Fund 10: \$18,983:

- Supplies: \$5,000
- Memberships: \$7,000
- Equipment: \$1,000
- Periodicals: \$5,733
- Conferences: \$250

This funding is used to cover the library's membership fees, periodicals, supplies and equipment needs. Supplies are a main expense and support materials for processing physical books/technology, library displays/events, and office supplies for staff and students. Memberships cover our consortium fees and other vendor fees related to purchasing, cataloging and processing resources. Around \$5,000 is allocated to the purchase of periodicals, including print and online access to a variety of magazines, like *The Atlantic*, *The New Yorker*, *National Geographic* and *Nautilus*. This year we will purchase a spine label printer with our equipment funding to replace a 10-year-old printer that is not compatible with our current software. We also use equipment funding to replace lost and damaged cords, chargers, tablets, calculators for our various technology-based programs. We spent 97% of our AY 23/24 funds.

SEAP funding: No SEAP funding was offered for AY 24/25, so the library could not apply for monies to support our textbook program or online author series. If there are any leftover Fund 10 monies, it will go to purchasing books and supporting the online author series to support student enrichment and research needs.

Turnitin

Approximately an additional 20k was transferred to our library account to cover the cost of Turnitin, which is an instructional/DE resource and not a library related resource. This is purchased through our library consortium for discounted pricing and thus is managed through our account.

Average Library Budgets in the California Community College System: The California Community College Annual Library Data Survey shows that mid-range sized California community college libraries, like EVC, had an average total budget in 2022 of \$244K and spent on average 81K on databases, 37k on print books, and 35k on ebooks. In AY 2024/25, the EVC library will operate on less than half the average library budget for mid-range CCC libraries.

Previous use of funds

Fund 17

The library was allocated approximately \$71,000 through last year's Resource Allocation Process to be spent on books and databases. \$64k has been spent or invoiced on databases as requested in our AY 23/24 AURR (approved in Spring 2024). We do not expect to have any unused funds as the rest of the money will be spent on books by April 2025. We spent 97% of our AY 23/24 funds.

Fund 10

This funding is used to cover the library's membership fees, periodicals, supplies and equipment needs. Supplies are a main expense and support materials for processing physical books/technology, library displays/events, and office supplies for staff and students. Memberships cover our consortium fees and other

vendor fees related to purchasing, cataloging and processing resources. Around \$5,000 is allocated to the purchase of periodicals, including print and online access to a variety of magazines, like *The Atlantic*, *The New Yorker*, *National Geographic* and *Nautilus*. This year we will purchase a spine label printer with our equipment funding to replace a 10-year-old printer that is not compatible with our current software. We also use equipment funding to replace lost and damaged cords, chargers, tablets, calculators for our various technology-based programs. We expect to spend all of our funding for this academic year. Any money left over in Fund 10 will be spent on supporting the online author series and purchasing of books to support student enrichment and research needs.

Student Support

The purchase of databases, books, periodicals and related supplies/memberships/equipment directly support the equity and time completion goals of the EMP by enhancing learning and improving academic performance. Libraries provide access to a vast range of scholarly resources, including academic journals, books, e-books, and specialized databases. These materials are essential for students to conduct in-depth research, complete assignments, and stay informed about their fields of study. Our digital collections help close equity gaps by providing greater access for remote learners and students of low economic status who have work and/or family responsibilities and cannot access the library regularly. Our displays and programming create an inclusive and enriching learning environment.

Manager/Vice-President Prioritization

Total Amount Requested 54772.00

Total Amount Requested by Manager 54772.00

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

54772.00

Supplies Ranking

1

Equipment

0.00

Equipment Ranking

2

Technology

0.00

Technology Ranking

3

Other (Contract, Subscriptions, Memberships, etc.)

0.00

Other Ranking

4

Attach Files

Attached File

Library Dept. Meeting Minutes 9.9.24.pdf (/Form/Module/_DownloadFile/5838/44162?fileId=550)

Librarians Meeting Minutes 9.5.pdf (/Form/Module/_DownloadFile/5838/44162?fileId=551)

Librarians' Meeting Minutes 10.11.23.pdf (/Form/Module/_DownloadFile/5838/44162?fileId=552)

IEC Reviewers

IEC Mentor

Fahmida Fakhruddin

IEC Second Reader

Henry Estrada