[Plans for Library](#) >> 2012 - 2013 Library CHC Non-Instructional Program Review 2012-2013

This page is suitable for printing. Just use the print option in your browser or you can **print this page**.

Name :
2012 - 2013 Library CHC Non-Instructional Program Review 2012-2013
Principal Preparer :
Bharadwaj Hegde
Progress Report Preparer :
Bharadwaj Hegde

Version: 44
Group: 2012 - 2013
Type: CHC Non-Instructional Program Review 2012-2013
Last Modified On: 10/29/2012 6:23:17 PM
Last Modified By: Bharadwaj Hegde
State: Submitted (Finalized)
State By: Bharadwaj Hegde

Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

    a. Organization (including staffing and structure)
    b. Mission, or primary purpose
    c. Whom you serve (including demographics and representativeness of population served)?
    d. What kind of services you provide? - **Rubric Item**: Pattern of Service - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)?

    a. Organization (including staffing and structure):
    The Library is one of five units under the Division of Math, English, Reading and

Instructional Support. The operations and administration of the Library are under the direct supervision of the Division Dean. Reporting to the Division Dean are five full-time employees and three part-time Librarians as listed below:

• Two faculty Librarians:
o One Reference Librarian serving full-time during the morning and early afternoon, and
o One Public Services Librarian serving full-time during the late afternoon and evening

• Two Library Technical Assistant IIs serving full-time staggered day-time shifts, and
• One Media Clerk serving full-time during the late-afternoon and evening.

The Library also has student workers recruited through the Federal Work Study program. The number of workers varies based on available funding. However, during the 2011-2012 academic year, the unit was fortunate enough to have six part-time student workers, each working up to 15 hours per week.

Two full-time employees have recently retired (one technical services Librarian and one Library Technical Assistant II), leaving our unit understaffed. While the LTA II has been replaced with a full-time Media Clerk, the full-time Librarian will be replaced by three Adjunct Librarians.

b. Mission (primary purpose):
The purpose of the Library is contained in its Mission statement, which is published on the Library's webpage at www.craftonhills.edu/Library.

Crafton Hills College Mission Statement:
The mission of Crafton Hills College (CHC) is to advance the education and success of students in a quality learning environment.

Library Mission Statement:
The mission of the Crafton Hills College Library is to support the education and success of students in a quality learning environment. The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and providing a high quality collection of print and electronic resources.

c. Whom we serve (demographics and population):
The Library is tasked with serving the whole of the CHC student body. The demographics of the campus are available on the website. In addition, the Library offers services to the community at large as a secondary service.

The Library supports the College mission by concentrating our efforts on the needs of the campus community. For example, information literacy instruction is a vital element of the College's commitment to advancing the quality of instruction, critical thinking, and successful lifelong learning of students.

d. Services we provide (how provided: online, hybrid, early morning, evening, etc.):
The Library is one of two instructional support units (along with the Tutoring Center) serving Crafton Hills College. The Library provides print and electronic resources, Reference assistance, research instruction, computers, and printing to support the diverse needs of the campus community both on campus and online. In 2011, Library Reference and Circulation e-mail addresses were created and posted online, and on all Library printed materials in order to increase staff availability to students.

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and Fridays from 8:00 am to 4:00 pm. Library hours vary during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

Specifically, the following support services satisfy the mission and purpose of the Library:

• Reference service includes one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers.
• Technical service includes cataloging, acquisitions and the processing of all materials purchased for the Library. The collection currently consists of over 60,000 physical items in various formats (e.g., print books, periodicals, audio-visual materials) as well as both broad and targeted research databases and e-books fulfilling an important aspect of the Library's mission.
• Circulation services includes the checking out of materials, purchasing and handling of periodicals, preservation of Library Archives, maintenance of Circulation policies, and the issuance of IEALC (Inland Empire Academic Library Cooperative) cards.
• Interlibrary loan services move materials beyond the doors of the Library through collegial borrowing agreements with other institutions, thus allowing students access to a broader range of materials from other libraries.
• Reserves services allow students to use textbooks and other course materials set aside by classroom instructors to assist in coursework.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities
b. Service area demographics
c. Requirements of four-year institutions
d. Requirements of prospective employers
e. Job market
f. Developments in the field (both current and future)
g. Competition from other institutions

h. Requirements imposed by regulations, policies, standards, and other mandates

a. Budgetary constraints or opportunities:
Budgetary cuts have had an impact on educational needs throughout the State of California and the Library has felt the effects in the following ways:

• Staffing:
• LTA II was replaced by a Library Media Clerk, a lower level position.
• The full-time technical services Librarian position was eliminated in favor of three Adjunct Librarians.
• The lack of federal work study funds has limited the number of student workers in the Library making overall staffing more challenging.
• Collections and Databases
• Over the past six years Library funds received through Telecommunication and Technology Infrastructure Program (T-TIP) have largely disappeared. In fiscal year (FY) 2012-13, the Community College League of California (CCLC) made a group purchase of databases available to all Community College libraries. CHC took advantage of the opportunity and will be able to reprioritize funds previously earmarked for databases in FY 2014.
• Savings
• The Library staff has worked diligently over the last six months to make sensible recommendations to management regarding staffing as retirements have occurred. After thoughtful consideration of the service needs of students a new staffing structure was devised, significantly reducing the overall general fund budget while still maintaining the quality and hours of service. The overall savings from these changes exceed $73,000 annually and will be an ongoing savings to the college.
• In addition the implementation of email notifications for overdue materials has resulted in a significant savings of $800.00 to the Library's non-instructional budget since the 2010-11 year.

b. Service area demographics:
The Library has the following student use statistics available (see attached Usage Statistics FY 11-12) and we continue devise further qualitative measures. This is an area that continues to be a high priority as it is one of the basic foundations that informs library service.

• Door counts
• Database use
• IEALC card
• Circulating materials
• ILL with SBVC
• Computer use
• Instruction stats

c. Requirements of four-year institutions:
While there are few requirements placed on the Library program from four-year institutions, the Library has taken active steps to ensure that our offerings and programs are aligned with our primary transfer schools. Examples include:

• Database selection: During the spring of 2012, the Library staff reconsidered which databases to provide with the Library. Part of the selection criteria included the databases that students would need to use when transferring to CSUSB, U of R and UCR. The links provide a portfolio of subscriptions for both UC and CSU library systems and were examined during our database selection process.

http://www.calstate.edu/Library/content/ecc/portfolio.shtml for a list of CSU libraries system wide databases, and
http://www.cdlib.org/services/collections/scp/tracking/eresourcestracking.html#ebscoasc for a list of UC libraries system wide databases.

d. Requirements of prospective employers:
None.

e. Job Market:
None.

f. Developments in the field (both current and future):

Academic libraries are experiencing rapid changes to their collections and services across the industry as a result of technological developments such as eBooks (and their associated devices), improved online databases, "cloud" computing, and other digital and electronic resources, as well as increasing patron demand for these new services. Libraries must not only find the funding to keep up with these new developments, they must also train library staff, create new policies for use of the materials and develop programming to instruct and assist patrons with these new technologies.

The CHC Library is currently in the process of adopting and implementing many of these new technologies. In 2011-2012, we vastly expanded our online databases, including a collection of 60,000 academic eBooks (which are now available via the CHC Library website). We also partnered with SBVC Library to purchase OCLC (to be implemented in 2013-14), which will vastly improve both libraries' ability to manage their collections and serve students.

g. Competition from other institutions:

The Library faces little to no competition from other institutions. In general, Librarianship in the Inland Empire is a community affair where partnerships are used to build better programs for all patrons, students and community members alike.

h. Requirements imposed by regulations, policies, standards, and other mandates:
The library staff is working to ensure that we meet demands set forth by the ACCJC and WASC as part of the accreditation process. The ACCJC standards will continue to be examined and appropriate evidence collected to provide to the accrediting commission.

3. Progress on SLOs

Rubric Item: Service Area and/or Student Learning Outcomes: Process

a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
c. What is your plan for continuously completing the assessment cycle?
d. If your program has SLOs, please discuss here.

a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review:

As stated in the Library's 2012 Annual Plan, the Library is one of only a handful of departments that has characteristics of both an instructional and non-instructional program. In the future, the Library department will likely need to address both instructional and non-instructional issues, but because we have made only slight progress in the areas of SLOs and SAOs, and because the Library has not as yet established additional criteria for measuring our program outcomes, a combined response was provided.

The development of SAOs/SLOs, as well as an overall assessment plan for the Library, is included in the goals and objectives of the action plan in the Library's 2012 Annual Plan and are progressing on target for completion. Since the completion of the 2012 Annual Plan, the library staff has collaboratively developed both SLOs and SAOs. In addition, a standardized set of qualitative and quantitative measures have been established and the data gathered to date are presented throughout the Planning and Program Review document. Over the course of the next three years, we anticipate that we will use these measures as part of an ongoing assessment and improvement cycle as outlined in the updated action plans.

The 2012 Annual Plan represents our first effort to move assessment forward as a unified department. Individual efforts at assessing SAOs/SLOs have been completed, however. At various times in the last three years, different members of the library staff have worked either independently or with ORP to attempt to complete the cycle. (See attached 2009SP_LIBR100, 2010FA_LIBR110, 2012 SP_Library, LibrarySLO-Brief1, POS Library FA09.)

b. Please describe any improvement made by your unit as a result of the outcomes assessment process:
Unfortunately, the Library has not as yet completed the SLO/SAO cycle and implemented improvements based on those assessments. The completed cycles of SLO assessments to date have been inconclusive and have been completed in isolation.

Improvements to the library program, however, have occurred over the last three years and those improvements have been based on best practices in the field and on the examination of the library collection. These improvements are outlined throughout this document.

c. What is your plan for completing the assessment cycle?
See program goals and action plans.

d. If your program has SLOs, please discuss here:
See response to 3a above.

4. Quantitative and Qualitative Results

Please provide…

a. **Rubric Item**: A list of any quantitative or qualitative measures you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.). Provide at least two.
b. **Rubric Item**: A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the target that has been set.)
c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. **Quantitative and Qualitative Measures**

Library Statistics:

The assessment cycle for newly developed outcomes (SLOs/SAOs) is currently underway and reporting on those will begin with our next annual plan. The collection of usage statistics has been an ongoing process for both circulation and reference instruction. Qualitative measures used by the library inclcude:

• Door counts
• Database use
• IEALC card use
• Circulating materials
• ILL with SBVC
• Computer use
• Instruction stats

Statistics indicate that from FY 2011 to FY 2012 circulation of library materials has increased 31%, reference instruction sessions have increased 36%, and the number of students served through library instruction has increased 32%.

Additionally, the library started counting reference contacts in January 2012. Measurements of data from this criteria will be ongoing. Initial counts are provided in the attached document.

For a comprehensive list of quantitative statistical measurements, please see attached document: Usage Statistics FY11-12.

Student Satisfaction:

Perhaps the most telling measurement regarding library performance comes from the students themselves. The completion of the new LRC in the fall of 2010 had a major impact on library services overall. It has allowed us to provide broader access to technology, group study rooms, and an open, spacious commons area, all of which has contributed to a more welcoming environment for students. As a result of the increase in library use, staff has been able to connect with more students, in turn allowing us to better meet their resource needs. This was reflected in the results of the spring 2012 Student Satisfaction Survey which indicates a strong level of overall satisfaction with library services and resources, placing us at 97% among those "Satisfied to Very Satisfied" with the quality of service the library provides.

Please see attached document for 2012 Student Satisfaction Survey Results.

b. Summary of Results

Based on the results of the spring 2012 Student Satisfaction Survey, the library has exceeded their initial service target of 95%. Current goals have been set to maintain or increase this level of satisfaction among library users over the next three years. A significant rise in the circulation of library materials, reference instruction sessions, and door counts indicate improvements in library performance overall. With the addition of broader digital resources such as eBooks, it is not unreasonable to set a target for increase in circulation numbers and instruction sessions at 30% over the next three years.

c. Evaluation

The process of collecting and comparing data on library use has allowed for more informed decisions regarding the needs of students. Statistics collected from door counts, materials circulation, computer use, and reference questions have contributed to both library policy and collection development, and have helped to steer the library's planning process.

5. Performance on Data Items

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the ORP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it..
a. Non-Instructional Program Effectiveness Evaluation Rubric
    i) **Rubric Item**: Innovation and Service Enhancement
    ii) **Rubric Item**: Partnerships (Describe at least 2 external and/or internal partnerships)

i) The Library has been working diligently to bring services into the 21st Century. The Library acquired several new online databases, including EBSCOhost Academic Premier and the EBSCOhost Academic eBook collection, containing over 60,000 academic titles across a broad spectrum of genres. Library staff continue to discuss and plan for future innovations to our collection as well as services and library programming.

ii) See Question 6c.

6. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Innovation
- Compliance with applicable mandates

a. Representativeness of population served:
We serve all the students, faculty, and staff on campus. Usage of the library has increased over the last three years as indicated by door counts. (See attached.) We have no specific data about the representativeness of the population as we do not track usage by individual.

b. Alternative modes and schedules of delivery:
Although the Library courses LIBR100 and LIBR110 have not been offered this year, plans are

being discussed to develop other means to offer students critical thinking and information literacy skills.

The Library Liaison program, which was begun during the Spring 2012 semester, was very successful and will continue during the Fall 2012.

The Library website (http://www.craftonhills.edu/Library) is regularly updated, and the information that is important to the students, faculty and community continues to grow.

c. Partnerships (internal and external):
The CHC Library has started a partnership relationship with the faculty instructors to exchange information regarding joint concerns. The following partnerships have begun during this past year:

Child Development Story Hours (program started in spring 2012):
Each month a librarian has been telling stories and singing songs to four different groups at the Child Development Center. The CHC Library is converting one of our Reading Rooms into a Story Hour room. The Story Hour room will have child-size shelving, books, and a story rug.

Yucaipa High School Visits:
Thirty 10th grade honors students visited the CHC Library in October. They participated in a Library Orientation and Library Skills exercise. We are hoping for more visits from YHS.

Library Liaison Program (program was started in fall 2011):
Each year a CHC librarian picks an area in our library collection that needs updating with new books. The purpose behind the program is to get teachers to work with librarians to obtain a balanced and up-to-date collection that supports all the programs at CHC. The librarians have worked with CIS, Fire Technology, Spanish, Anatomy, and American Sign Language (ASL).

Inland Empire Academic Libraries Cooperative (IEALC):
We have and will continue to participate in the IEALC, which is a coalition of academic libraries representing colleges around Southern California (not just the Inland Empire) who work together to provide library access to one anothers' student populations. CHC students can check-out books from larger institutions such as the University of Redlands, Loma Linda University, CSU San Bernardino, the University of Laverne and many others.

Librarian Instructions:
The CHC Librarians have and are offering orientations and lectures in the classroom when requested by the instructor.

Art in the CHC Library:
Through a generous donation from the CHC Foundation, the library was able to purchase professional-grade art installation hardware. The installation was completed during summer 2012, and plans are underway to partner with the CHC Art Department to select and display student, staff and faculty art.

d. Implementation of best practices:

Best practices in community college libraries vary widely and our approach to finding and implementing such practices have focused on collection development, electronic resources and outreach. Each of these activities fall within the nine principles outlined by ACRL for all college libraries and we've made significant progress in each area.
(http://www.ala.org/acrl/standards/standardslibraries)

A clear and concise collection development policy has been put into place and is carefully considered as new acquisitions are made. Over time, this policy will result in a stable and highly relevant print, multimedia and electronic collection. While electronic resources are part of the collection development process, they take on a special focus because of their cost and how they are acquired. The library faculty and staff have looked more critically at the selection of electronic resources and have made significant changes to the collection in order to better align with our curriculum.

Finally, the library faculty and staff have actively reached out to all faculty and staff to engage the whole of the college community in collection development and to better integrate library programs and skills into curriculum. Details of each of these practices are given throughout the document and are not repeated here.

e. Efficiency in operations:
Since completion of the new LRC, student usage of library services has increased significantly, making it necessary for staff to update policies and procedures to reflect greater efficiency in operations and use of physical and fiscal resources. Significant improvements have been made with the development of both a library policy manual and a collection development policy that outline procedures for every facet of library service.

The circulation staff has developed a system for receiving, cataloging, and maintaining textbook reserves, making them easier for students to locate and use, as well as for all library staff to access. Options to the Millennium ILS have been upgraded to incorporate weekly email notifications to students for overdue materials, freeing up staff time as well as saving on resources such as paper, envelopes, and postage.

The acquisitions process has been restructured to reflect changes in staffing due to retirements and the incorporation of broader faculty and staff input in materials selection. Acquisitions, cataloging and processing have become a shared responsibility among the library staff, which has in turn improved operations and increased productivity. These changes have allowed us to eliminate a full-time LTA II position in favor of a full-time Library Media Clerk to work circulation where the need to serve students is much greater.

Maintaining reliable student printing service has been a struggle due primarily to technical malfunctions that were monopolizing staff time and inconveniencing students. Certain machines were regularly out of order awaiting vendor service while others were overburdened with jobs, causing significant overage fees each month. During the summer, the library staff met with the

CHC Technology department to discuss options for improving service to students without increasing costs.

A decision was made to work in conjunction with technology to reconfigure the printing process, thereby eliminating the need to contract with a third party vendor. Just prior to the fall semester, technology was able to upgrade the print release software and network all LRC computers to temporary printers until new equipment is purchased. Doing so has eliminated the cost of vendor maintenance, while maintaining income generated from student printing to offset paper and toner costs.

Additionally, the option of wireless printing was incorporated and now students working with laptops/tablets are able to access library printers through a simple one-time account set-up. The acquisition of ubiquitous resources creates opportunities for a broader range of students to access library services. Therefore, incorporation of digital resources continues to be a top priority in materials selection.

Many changes have been made to database offerings over the last two years along with the incorporation of several new resources including: Credo Reference, Grove Music Online, Art Museum Image Galley, and a broader range of EBSCO products including 60,000 eBook titles from the EBSCO Academic eBook collection. The library also began implementation of EBSCO Discovery Service (EDS), a single search platform that aggregates the majority of library resources, including the book catalog, subscription databases, and eBooks into a single interface. EDS in essence creates a one-stop source for doing library research, and as a result, we hope to report significant increases in the circulation of print materials and access of digital resources this time next year.

f. Efficiency in resource use:
Changes that were made to the Library's Acquisitions procedures were implemented, and a statistical analysis of the book collection was conducted. (Statistical Analysis attached.) Overall, these changes have allowed the resources that we acquire to be much more targeted to supporting our curriculum. Thus, increasing the effectiveness of how we use our limited resources for collection development. Further, two complete weeding procedures of the collection were conducted following the recently updated De-Selection Guidelines. These recently designed policy guidelines and best practices continue to have a positive effect on the overall functioning of the Library in terms of the resources we provide to students, faculty and staff.

The library has taken steps to reduce our overall cost in the library by reconsidering the staffing needs of the library. While the library could use additional staff, the level and qualification of the staff needed was reconsidered. This has led to the reclassification of one of the three LTA II positions to a Media Clerk position. This allows the library to continue to function at the same capacity and level of service while reducing annual overall operating cost by $8,000. Further, with the retirement of Sam Job, one of the full-time librarians, the position has been filled using adjuncts. In addition to an annual cost saving of $64,725 (exclusive of benefits), the use of adjuncts has provided the library a greater degree of flexibility, allowing greater access to librarians throughout the day.

g. Staffing:

See "f."

h. Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

See attached document.

i. Professional development and training:

Faculty Librarians and classified staff engage in professional education activities to keep current, including college courses, in-depth seminars, attendance at workshops and conferences, and participation in professional development activities and focused Internet seminars. Professional development activities attended by faculty and staff in the past year are provided in the attached document.

j. Group dynamics (e.g., how well do unit members work together?)

Group dynamics in the library have presented a variety of challenges over the last several years. Interpersonal issues have led to a lack of communication within the department but have also led to constrained communication with our college partners. Over the last eighteen months, we have made significant progress in finding suitable strategies to minimize the impact that interpersonal issues have on the library's ability to provide services to students, faculty and staff, as evidenced throughout this document. We are proud of the improvements we've made and look forward to successfully moving forward with our action plans and to creating an innovative environment in which library faculty and staff, and our students, can thrive.

k) Innovation:

See question #5

l) Compliance with applicable mandate:

N/A

7. Vision and Mission

a. Tell us your vision: Where would you like your program to be three years from now?
b. **Rubric Item** (Alignment): Describe how your mission from question 1B, and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan.)

Library Vision: The Crafton Hills College Library is the hub of information literacy for the college community.

There are three key areas that are vital to realizing the vision of the library.
• Technology
• Holdings
• Instructional Offerings

Each of these areas is critical to support the mission of the library as well the mission of the college.

Technology

As technology expands and changes, the library will need to keep pace with the changing expectations of students. In addition to growing our electronic collection (addressed as part 'Holdings'), the type of technology available for use by students within the library will need to keep pace, as will the knowledge, skills and abilities of the library staff. Within the next three years, we anticipate that the library will expand and change how technology is used to support student learning. We believe that students should be afforded a degree of flexibility in accessing library support structures and that technology can facilitate that flexibility. Over the next three years, the library would ideally see the following developments:

a. Software enabling librarians to provide students support virtually is implemented and is regularly used by students.
b. A High-speed scanner for student use is available and offers an alternative to photocopying.
c. Laptops, tablets, netbooks are available to students in the Library in conjunction with eBooks and eTextbooks.
d. More computer workstations or controlled usage of existing computers to alleviate students having to wait
e. Log in system for the student computers allowing students to virtually call for assistance from library workstations
f. Library café/coffee & snack cart with hallway and patio seating is available for students to facilitate more social/academic interactions between students, faculty and staff.

Holdings

Faculty, staff and students' expectations regarding the availability of electronic holdings will grow significantly in the coming years. In order to keep pace with these expectations and to adequately support the changing needs of information literacy skills, the library will need to substantially grow our online offerings. Over the next three years, the library would ideally see the following developments:

a. Reserves textbooks are available in both print and electronic format.
b. The library is acting as a resource for faculty, and is investigating the possibility of adopting open source e-textbooks.
c. E-books are broadly available and extensively used.
d. The library regularly and actively explores a wide range of electronic resources and platforms, e.g., Films on Demand.

e. OCLC WorldShare is fully implemented and provides better access to resources for students and more efficient ILS for staff.

f. A wide range of multimedia electronic support resources are available on demand for student use including:

• Database tutorials
• Discovery search tutorials
• Research topic assistance
• Citation guides
• Understanding different types of resources
• Library/tutoring services and how to access them

Instructional Offerings

Over the last three years, course offerings in library instruction have been removed from the schedule altogether. The need for students to be information literate, however, continues to increase. We strongly support the reintroduction of library courses into the curriculum but until that becomes fiscally viable, we will seek to find creative and innovative ways to support and instruct students in information literacy. Over the next three years, the library would ideally see the following developments:

a. An instructional program offering workshops to students in the basic skills courses, to provide fundamental research instruction is integrated into the developmental education program
b. An online Library module is available to faculty that can be incorporated into any existing online course.
c. Library instruction is consistently measured through partnership with a wide range of discipline faculty.
d. An Information Literacy Tutoring Program providing course-tailored and drop-in workshops on information research, including use of the Internet, electronic databases, and critical thinking both in the library and outside of the Library, e.g., in the Tutoring Center, classrooms, computer lab, etc.
e. Collaboration with classroom faculty in developing discipline-focused workshops is a regular and ongoing process.
f. Providing consistent and excellent one-on-one instruction for students researching topics for papers and assignments. g. Librarians are visibly present and ready to assist all hours the Library is open.
h. Student workers are being utilized to provide mentorship and peer guidance in the areas of information literacy and library use.

Alignment

The mission and vision of the library are very well aligned with both the college mission and the educational master plan. The mission of the college to "advance the education and success of students in a quality learning environment" is mirrored by the library mission. The very close relationship between the two is obviously not accidental. One key reason that they are so close in

wording is because of the relatively new building in which the library is housed. As we settled into this space, the role that the physical environment and resources can play in the educational experiences of students became that much more evident. Our focus on making the environment flexible for students and our desire to meet the material and instructional needs of students speaks directly to the college and library mission.

Our alignment with the Educational Master Plan (EMP) is very strong as well. The goal, objectives and action plans outlined in the Library PPR document align directly with EMP.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Three-Year Action Plan.

- **1 - Goal - Collection Management**
  To maintain a collection of information resources that will support the college curriculum as well as the informational and recreational needs of the campus community.
  Priority Rank:
  2
  Objectives:
  - **1.1 - Objective - Acquisitions**
    Priority Rank:
    1
    Original Start Date:
    01/27/2012
    Original End Date:
    01/31/2014
    Revised Start Date:
    01/27/2012
    Revised End Date:
    01/31/2014
    Responsible Person:
    Library Staff
    Actions/Activities:
    - **1.1.a1 - Books**
      To continue to develop the print book collection focusing on filling any subject gaps, and updating superseded titles as appropriate. Based on the excessive cost of regularly updating reference titles we will continue to assess the feasibility of digital subscriptions to meet such needs.
      Start Date:
      01/27/2012
      End Date:
      01/31/2014
      Responsible Person:
      Library Staff
      Status Code:
      Work is Completed and Ongoing

Progress Description:
Analysis of collection was completed and specific areas for improvement were identified including Life and Physical Sciences, CIS, Fire Technology, and Foreign Language. Librarians have reached out to faculty members for assistance in selecting books in content areas and purchases have been made in a variety of areas.
Additional areas of focus will be identified and the process will be repeated. (ASL has already been identified and we are in the process of selecting and purchasing resources for this program.)
Measurements/Documentation of Progress:
Measurements for this activity include circulation statistics provided in the 2012 PPR.

- **1.1.a2 - Periodicals**
  To continue to annually review periodicals selection and consider replacement of titles as electronic versions become available.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  Print periodicals were reviewed and revamped in 2011. This process will be repeated in 2013.
  Measurements/Documentation of Progress:
  Total number of titles and links with specific programs are the basic measurements in this area. Usage statistics for print periodicals are difficult to measure as these items are non-circulating.

- **1.1.a3 - E-resources**
  To continue to evaluate and increase our current electronic database collection, and consider the possibility of incorporating University Press e-books to supplement our existing titles.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Measurements/Documentation of Progress:

o **1.2 - Objective - De-selection**
  Priority Rank:

2
Original Start Date:
01/27/2012
Original End Date:
01/31/2014
Revised Start Date:
01/27/2012
Revised End Date:
01/31/2014
Responsible Person:
Library Staff
Actions/Activities:

- **1.2.a1 - Overall Collection**
  To continue the ongoing process of "weeding" the collection, and focus primarily on eliminating outdated materials, and updating the format of essential resources.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Measurements/Documentation of Progress:

- **1.3 - Objective - Processing**
  Priority Rank:
  3
  Original Start Date:
  01/27/2012
  Original End Date:
  01/31/2014
  Revised Start Date:
  01/27/2012
  Revised End Date:
  01/31/2014
  Responsible Person:
  Library Staff
  Actions/Activities:

  - **1.3.a1 - New Materials**
    To continue to make newly acquired materials available to students in a timely manner, we will initiate a system for the acquisition and processing of new materials.
    - To order and receive the majority of materials in the spring
    - Catalog and process materials during summer

- Ensure all new materials are available to students at the beginning of the academic year.
- To investigate the cost effectiveness of purchasing preprocessed materials from book vendors.

Start Date:
01/27/2012
End Date:
01/31/2014
Responsible Person:
Library Staff
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **1.4 - Objective - Textbook Reserves**
Priority Rank:
4
Original Start Date:
01/27/2012
Original End Date:
01/31/2014
Revised Start Date:
01/27/2012
Revised End Date:
01/31/2014
Responsible Person:
Library Staff
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:

- **1.5 - Objective - Archives**
Priority Rank:
5
Original Start Date:
01/27/2012
Original End Date:
01/31/2014
Revised Start Date:
01/27/2012
Revised End Date:
01/31/2014
Responsible Person:
Library Staff
Actions/Activities:
- **1.5.a1 - Sort and Analyze**

To evaluate the books, documents, and college memorabilia located in the archives room to determine its value.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **1.5.a2 - Restoration and Preservation**
To repair and preserve books, and documents determined to be of current and future value to the college.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **1.5.a3 - Digitization**
To identify viable materials for digitization, and investigate the cost of equipment and staff associated with creating a digital archive of CHC materials.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **2 - Goal - Outreach**
Provide regular and timely communications to library patrons and stakeholders in order to increase access and responsiveness to students, faculty, staff and community members.
Priority Rank:
2
Objectives:

- o **2.1 - Objective - Department Coordination**
  Priority Rank:
  2
  Original Start Date:
  04/02/2012
  Original End Date:
  05/31/2013
  Revised Start Date:
  04/02/2012
  Revised End Date:
  05/31/2013
  Responsible Person:
  Library Staff
  Actions/Activities:
  - ▪ **2.1.a1 - Art**
    1. Continue to coordinate with the art department to display student work in the library.
    2. Develop a consistent calandar of events and regular communication cycle with the art department faculty and staff to ensure continuity of displays.
    3. Create and maintain appropriate spaces for various types of displays (i.e. painting, sculpture, etc.)

    Start Date:
    03/27/2012
    Responsible Person:
    Stacey Fullwiler
    Status Code:
    Work is Completed and Ongoing
    Progress Description:
    With generous funding from the CHC Foundation, the Library was able to purchase and install museum quality art-hanging hardware throughout the LRC's 2nd and 3rd floors. This system will allow the Library to safely and professionally hang visual art.
    Regarding collecting and displaying art, discussion between the Art department and the Library has been temporarily tabled, however there are still plans to develop programming to select student, staff and faculty art to display in the Library.
    Measurements/Documentation of Progress:
    Successful, coordinated effort between the Library and the Art department to select and display art for the LRC.
  - ▪ **2.1.a2 - Tutoring**
    0. Explore the possibility of partnering with tutoring center to provide services particularly in writing tutoring within the library.
    1. Consider the potential for cross-training library student workers as tutors, as appropriate.

2. Determine the best and most appropriate ways to share resources such as reserve textbooks and other materials between the tutoring center and the library.
3. Coordinate with tutoring center to make the best use of library and tutoring center spaces such as study rooms and open group study areas to help facilitate peer learning interactions.

Start Date:
05/30/2012
Responsible Person:
Raju Hegde
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **2.1.a3 - Child Care Center**
    0. Continue to offer Story Hour, at least once a month, to students at the Childcare Center.
    1. Continue to have Child Care Center parents and students visit the CHC library at least once a month to check out books.
    2. Develop and facilitate training for Library Staff and Students Assistants to conduct Story Hours.

Start Date:
05/30/2012
Responsible Person:
Laura Winningham
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **2.1.a4 - English**
    0. Coordinate more closely with the English department in order to increase the number of sections who participate in Library Orientations at least once per semester.
    1. Consider other possible programming that facilitate closer coordination of English Courses with library services.
    2. Add a "Librarian and Staff" picks shelf at entrance to the Library and change frequently

Start Date:
03/30/2012
Responsible Person:
All Librarians
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Measurements/Documentation of Progress:

- **3 - Goal - Technology**

Provide appropriate and up to date techology and technology support in order to support student learning in line with CHC curriculum.
Priority Rank:
1
Objectives:

- o **3.1 - Objective - Professional Development**
  Priority Rank:
  4
  Original Start Date:
  05/31/2012
  Original End Date:
  05/31/2013
  Revised Start Date:
  05/31/2012
  Revised End Date:
  05/31/2013
  Responsible Person:
  Raju Hegde
  Actions/Activities:
  - ▪ **3.1.a1 - Training Sessions**
    0. Determine technology training needs for individual library faculty and staff members.
    1. Determine level of expertise of individual library faculty and staff members.
    2. Create cross-training opportunities as appropriate based on results of 1 and 2.
    3. Identify external training opportunities for faculty and staff to expand and improve technology skills to assist students.
    Start Date:
    05/31/2012
    Responsible Person:
    Raju Hegde
    Status Code:
    Work is Planned but not yet firmly scheduled
    Progress Description:
    Measurements/Documentation of Progress:
- o **3.2 - Objective - Technology Acquisitions and Maintenance**
  Priority Rank:
  1
  Original Start Date:
  03/31/2012
  Original End Date:
  03/30/2013
  Revised Start Date:
  03/31/2012
  Revised End Date:

03/30/2013
Responsible Person:
All Library Staff
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:

- **4 - Goal - Planning and Assessment**
Implement a regular cycle of planning and assessment for library programs.
Priority Rank:
1
Objectives:
  - **4.1 - Objective - SLO and SAO Development**
    Priority Rank:
    1
    Original Start Date:
    01/08/2012
    Original End Date:
    08/10/2012
    Revised Start Date:
    01/08/2012
    Revised End Date:
    08/10/2012
    Responsible Person:
    All Library Staff
    Status Code:
    Work is Completed
    Progress Description:
  - **4.2 - Objective - Program Planning**
    Priority Rank:
    2
    Original Start Date:
    06/01/2012
    Original End Date:
    12/21/2012
    Revised Start Date:
    06/01/2012
    Revised End Date:
    12/21/2012
    Responsible Person:
    All Library Staff
    Status Code:
    Work is Completed and Ongoing
    Progress Description:
  - **4.3 - Objective - Library Assessment Plan**
    Priority Rank:
    2

Original Start Date:
06/01/2012
Original End Date:
12/21/2012
Revised Start Date:
06/01/2012
Revised End Date:
12/21/2012
Responsible Person:
Raju Hegde
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:

9. Three-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Three-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals and, objectives, actions, and how they work together.)

- **1 - Goal - Collection Management**
  To maintain a collection of information resources that will support the college curriculum as well as the informational and recreational needs of the campus community.
  Priority Rank:
  2
  Objectives:
  - **1.1 - Objective - Acquisitions**
    The library staff will select high quality materials to develop the collection based on curricular needs, critical reviews, and faculty input.
    Priority Rank:
    1
    Start Date:
    01/27/2012
    End Date:
    01/31/2014
    Responsible Person:
    Library Staff
    Resource Requests:
    - **1.1.r1 - Door**
      Description
      Door.
      Rationale
      We need some REASONABLE way to secure the library. The fire door that we currently use is not an acceptable permenant solution nor was it

intended to be used for this purpose. Currently, the door regularly malfunctions creating a safety and security issue.
Resource Type:
One-time
Expenditure Category:
Facilities
First Year Cost/Savings:
$100,000.00/$0.00
Second Year Cost/Savings:
$0.00/$0.00
Third Year Cost/Savings:
$0.00/$0.00

Actions/Activities:

- **1.1.a1 - Books**
  To continue to develop the print book collection focusing on filling any subject gaps, and updating superseded titles as appropriate. Based on the excessive cost of regularly updating reference titles we will continue to assess the feasibility of digital subscriptions to meet such needs.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff

- **1.1.a2 - Periodicals**
  To continue to annually review periodicals selection and consider replacement of titles as electronic versions become available.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff

- **1.1.a3 - E-resources**
  To continue to evaluate and increase our current electronic database collection, and consider the possibility of incorporating University Press e-books to supplement our existing titles.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff

o **1.2 - Objective - De-selection**
De-selection is intended to maintain a timely collection, and as a tool in general collection evaluation.

Priority Rank:
5
Start Date:
01/27/2012
End Date:
01/31/2014
Responsible Person:
Library Staff
Actions/Activities:
- **1.2.a1 - Overall Collection**
  To continue the ongoing process of "weeding" the collection, and focus primarily on eliminating outdated materials, and updating the format of essential resources.
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff
- **1.3 - Objective - Processing**
  Processing refers to the practice of cataloging, and preparing various materials for checkout.
  Priority Rank:
  9
  Start Date:
  01/27/2012
  End Date:
  01/31/2014
  Responsible Person:
  Library Staff
  Actions/Activities:
  - **1.3.a1 - New Materials**
    To continue to make newly acquired materials available to students in a timely manner, we will initiate a system for the acquisition and processing of new materials.
    - To order and receive the majority of materials in the spring
    - Catalog and process materials during summer
    - Ensure all new materials are available to students at the beginning of the academic year.
    - To investigate the cost effectiveness of purchasing preprocessed materials from book vendors.

    Start Date:
    01/27/2012
    End Date:
    01/31/2014

Responsible Person:
Library Staff
- o **1.4 - Objective - Textbook Reserves**

  To retain a comprehensive collection of currently used textbooks, available to students within the library.

  Priority Rank:

  8

  Start Date:

  01/27/2012

  End Date:

  01/31/2014

  Responsible Person:

  Library Staff

  Resource Requests:
  - ▪ **1.4.r1 - Textbook Bank**

    Description

    Print and electronic textbooks used in current CHC course offerings.

    Rationale

    Having access to textbooks from the start of the semester is critical for student success. Many students are not able to purchase textbooks at the start of the term for a variety of reasons. The library would like to assist in mitigating this problem by having a full and current bank of textbooks on reserve in the library.

    Resource Type:

    Ongoing

    Expenditure Category:

    Supplies

    First Year Cost/Savings:

    $8,000.00/$0.00

    Second Year Cost/Savings:

    $3,000.00/$0.00

    Third Year Cost/Savings:

    $3,000.00/$0.00
- o **1.5 - Objective - Archives**

  CHC archives is intended to be a repository for items of historical value to the campus and surrounding community.

  Priority Rank:

  11

  Start Date:

  01/27/2012

  End Date:

  01/31/2014

  Responsible Person:

  Library Staff

  Actions/Activities:
  - ▪ **1.5.a1 - Sort and Analyze**

To evaluate the books, documents, and college memorabilia located in the archives room to determine its value.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey

- ▪ **1.5.a2 - Restoration and Preservation**
To repair and preserve books, and documents determined to be of current and future value to the college.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey

- ▪ **1.5.a3 - Digitization**
To identify viable materials for digitization, and investigate the cost of equipment and staff associated with creating a digital archive of CHC materials.
Start Date:
01/31/2012
End Date:
01/31/2014
Responsible Person:
Elizabeth Mealey

- **2 - Goal - Outreach**
Provide regular and timely communications to library patrons and stakeholders in order to increase access and responsiveness to students, faculty, staff and community members.
Priority Rank:
2
Objectives:
  - o **2.1 - Objective - Department Coordination**
Continue and expand departmental coolaborations to support student learning in all disciplines.
Priority Rank:
4
Start Date:
04/02/2012
End Date:
05/31/2013
Responsible Person:
Library Staff
Actions/Activities:

- **2.1.a1 - Art**
    1. Continue to coordinate with the art department to display student work in the library.
    2. Develop a consistent calandar of events and regular communication cycle with the art department faculty and staff to ensure continuity of displays.
    3. Create and maintain appropriate spaces for various types of displays (i.e. painting, sculpture, etc.)

  Start Date:
  03/27/2012
  Responsible Person:
  Catherine Hendrickson
- **2.1.a2 - Tutoring**
    0. Explore the possibility of partnering with tutoring center to provide services particularly in writing tutoring within the library.
    1. Consider the potential for cross-training library student workers as tutors, as appropriate.
    2. Determine the best and most appropriate ways to share resources such as reserve textbooks and other materials between the tutoring center and the library.
    3. Coordinate with tutoring center to make the best use of library and tutoring center spaces such as study rooms and open group study areas to help facilitate peer learning interactions.

  Start Date:
  05/30/2012
  Responsible Person:
  Raju Hegde
- **2.1.a3 - Child Care Center**
    0. Continue to offer Story Hour, at least once a month, to students at the Childcare Center.
    1. Continue to have Child Care Center parents and students visit the CHC library at least once a month to check out books.
    2. Develop and facilitate training for Library Staff and Students Assistants to conduct Story Hours.

  Start Date:
  05/30/2012
  Responsible Person:
  Laura Winningham
- **2.1.a4 - English**
    0. Coordinate more closely with the English department in order to increase the number of sections who participate in Library Orientations at least once per semester.
    1. Consider other possible programming that facilitate closer coordination of English Courses with library services.

2. Add a "Librarian and Staff" picks shelf at entrance to the Library and change frequently

Start Date:
03/30/2012
Responsible Person:
All Librarians

- **2.1.a5 - Collection Development**
    0. Select three to five academic disciplines per year and work with Department Heads or designee to update collection. Librarians will be liaison with departments.
    1. The CHC Library staff will continue to weed each year. Academic Departments will be contacted when the staff finishes weeding their section.

    Start Date:
    08/04/2012
    Responsible Person:
    All Librarians

- **3 - Goal - Technology**
Provide appropriate and up to date techology and technology support in order to support student learning in line with CHC curriculum.
Priority Rank:
1
Objectives:
    o **3.1 - Objective - Professional Development**
    Engage librarians and library staff in training and professional development activities focused on the use of technology in the educaitonal process as it relates to library services.
    Priority Rank:
    10
    Start Date:
    05/31/2012
    End Date:
    05/31/2013
    Responsible Person:
    Raju Hegde
    Actions/Activities:
    - **3.1.a1 - Training Sessions**
        0. Determine technology training needs for individual library faculty and staff members.
        1. Determine level of expertise of individual library faculty and staff members in various areas of technology.
        2. Create cross-training opportunities as appropriate based on results of 1 and 2.
        3. Identify external training opportunities for faculty and staff to expand and improve technology skills to assist students.

Start Date:
05/31/2012
Responsible Person:
Raju Hegde

- o **3.2 - Objective - Technology Acquisitions and Maintenance**
    1. Develop regular cycle for examining the relevance of key technology based library resources such as databases, eBooks, available software, etc.
    2. Coordinate more closely with IT to ensure that all technology in the library is working properly with a particular emphasis on:
    - ▪ Printing
    - ▪ Software updates on student-use computers
    3. Coordinate with IT to identify and implement a solution to track student use of computers i.e. tracking/sign-in software for all student-use computers

Priority Rank:
3
Start Date:
03/31/2012
End Date:
03/30/2013
Responsible Person:
All Library Staff

Resource Requests:
- ▪ **3.2.r1 - Tablets**
  Description
  Tablets such as iPad or Samsung Galaxy 10.1
  Rationale
  Tablets will allow library staff to work with student in a variety of formats and locations even on the third floor. Further, the library will offer more electronic resources such as eBooks and periodicals. As such, students' expectations around accessibility will increase and librarians and library staff will need to become competent on these devices in order to provide appropriate assistance.
  Resource Type:
  One-time
  Expenditure Category:
  Equipment
  First Year Cost/Savings:
  $5,000.00/$0.00
  Second Year Cost/Savings:
  $0.00/$0.00
  Third Year Cost/Savings:
  $0.00/$0.00

Actions/Activities:
- ▪ **3.2.a1 - Mobile Reference**

Research and develop the use of mobile devices such as tablets for library reference activities including interaction and communication with students both locally and off-site.
Start Date:
08/04/2014
Responsible Person:
All Library Staff

- **4 - Goal - Planning and Assessment**
Implement a regular cycle of planning and assessment for library programs.
Priority Rank:
1
Objectives:
  o **4.1 - Objective - SLO and SAO Development**
    0. Develop SLOs and SAOs for the library program.
    1. Develop assessment tools for SLOs and SAOs.
    2. Develop and implement timeline for SLOs and SAOs assessment.
    3. Develop timeline and agendize time to discuss the results of SLO and SAO assessment for the purposes of program improvement.
  Priority Rank:
  2
  Start Date:
  01/08/2012
  End Date:
  08/10/2012
  Responsible Person:
  All Library Staff
  o **4.2 - Objective - Program Planning**
    0. Explore best practices in community college programs.
    1. Determine appropriate programs that can be implemented at CHC within existing constraints of budget and staffing.
    2. Develop plan to implement new and/or expanded programming.
  Priority Rank:
  6
  Start Date:
  06/01/2012
  End Date:
  12/21/2012
  Responsible Person:
  All Library Staff
  o **4.3 - Objective - Library Assessment Plan**
    0. Develop an overall assessment plan for the library program to include SLOs, SAOs and other measures of effectiveness with a focus on usable data for program improvement.
    1. Develop and implement processes to make assessment a regular part of library operations.
  Priority Rank:

7
Start Date:
06/01/2012
End Date:
12/21/2012
Responsible Person:
Raju Hegde
Resource Requests:

- **4.3.r1 - Computer Use Tracking Software**
  Description
  Authentication Software for Open Access Library Computers.
  Rationale
  The library has a significant need for log-in software on all open access computers. Software should ask students and library patrons to log into the computer with appropriate authentication such as student ID number, ask students what their intended purpose for computer use is, and track overall usage of computers. This data is needed in order to accurately track how and why students use the library which in turn will drive further planning.
  Resource Type:
  Ongoing
  Expenditure Category:
  Software
  First Year Cost/Savings:
  $8,999.00/$0.00
  Second Year Cost/Savings:
  $1,000.00/$0.00
  Third Year Cost/Savings:
  $1,000.00/$0.00

Actions/Activities:

- **4.3.a1 - Assessment Process**
  The library staff has already started the process of identifying measures of library success including qualitative and quantitative measures, SLOs and SAOs. The next step is to develop an ongoing data collection process, a regular system and timeline for analysis of that data, and procedures for making improvements to the library program based on data collection.
  Start Date:
  01/10/2012
  Responsible Person:
  All Library Staff

10. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

11. Supporting Documents

- [EMP_Library_Alignment.docx](#)
- [LibrarySLO-Brief1.pdf](#)
- [2012 Student Satisfaction Survey Results.pdf](#)
- [2012SP_Library_.pdf](#)
- [Collection Development Policy.pdf](#)
- [2010FA_LIBR110.docx](#)
- [De-selection%20Policy.pdf](#)
- [CMH-PROF-DEVELOP.docx](#)
- [CHC Library Collection Stats.docx](#)
- [POS Library FA09.docx](#)
- [2009SP_LIBR100.docx](#)
- [Usage Statistics FY 2011-12.pdf](#)
- [SAOs SLOs.docx](#)